

**THE INFLUENCE OF PPP METHOD THROUGH
VIDEO LEARNING TOWARDS STUDENTS'
WRITING ABILITY IN DESCRIPTIVE TEXT
AT THE ELEVENTH GRADE OF THE
SECOND SEMESTER OF SMAN 17
BANDAR LAMPUNG IN THE
ACADEMIC YEAR OF 2022/2023**

A Thesis

**Submitted as a Partial Fulfillment of the Requirements for
S-1 Degree**

By:

DEVI SEKAR AYU

1811040429

Studi Program : English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY RADEN INTAN
LAMPUNG
2023 M / 1445 H**

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DEVI SEKAR AYU

NPM: 1811040429

Study Program : English Education

Advisor : Rohmatillah, M.Pd.

Co-Advisor : Satria Adi Pradana, M.Pd.

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2023 M / 1445 H**

ABSTRACT

Writing skills of the learners especially for senior high school were having a problem in making a good paragraph. The students still have difficulty in writing a text, especially in descriptive text. This research aimed to know whether there was a significant influence of using the PPP method through video learning on students' writing ability in descriptive text in the second semester of the eleventh-grade students of SMAN 17 Bandar Lampung.

This research used a quasi-experimental design. The population of this research was the eleventh-grade students of SMAN 17 Bandar Lampung. The sample was taken from two classes XI Science 1 as experimental class and XI Science 2 as control class. In collecting the data, the writer used instruments pre-test and post-test. After giving the post-test, the writer analyzed it by using SPSS (*Statistical Package for Social Science*).

From the analysis, it was found that the result of sig. (2-tailed) of the equal variance was 0.000 and $\alpha = 0.05$. H_a is accepted if sig. (pvalue) $< \alpha = 0.05$ and H_o is rejected. Thus, it can be concluded that the PPP method through video learning had a significant influence on the students of eleventh-grade students of SMAN 17 Bandar Lampung. This finding used by the English teachers as a good method and suitable for the students to share their ideas and help them to interested in writing a text.

Keywords: *Descriptive Text, Experimental Design, PPP method, Video learning, Writing Ability*

DECLARATION

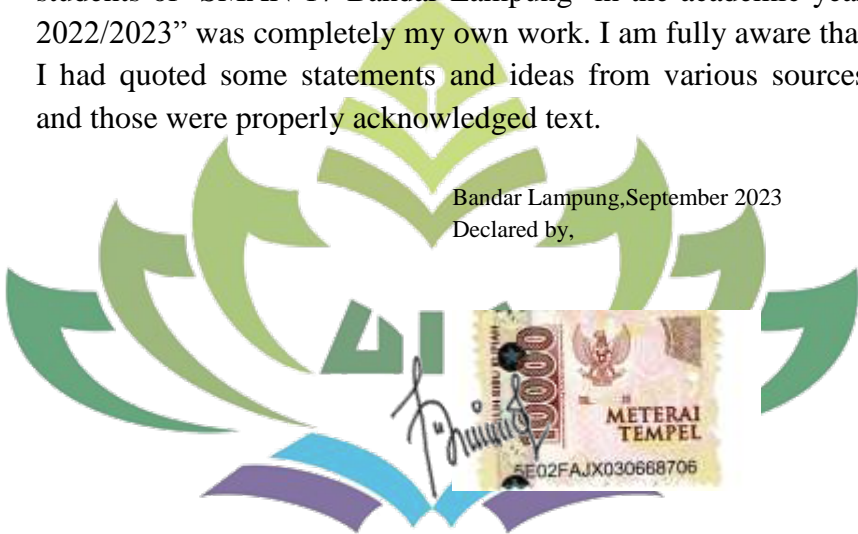
The researcher is a student with the following identity:

Name : Devi Sekar Ayu

Students's Number : 1811040429

I state this thesis entitled "The influence of PPP methode through video learning towards students' writing ability in descriptive text at the second semester of the eleventh grade students of SMAN 17 Bandar Lampung in the academic year 2022/2023" was completely my own work. I am fully aware that I had quoted some statements and ideas from various sources and those were properly acknowledged text.

Bandar Lampung, September 2023
Declared by,



Devi Sekar Ayu
NPM.1811040428



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl. Letkol H. Endro Suratmin Sukarame 35131 Bandar Lampung telp. (0721) 703289

APPROVAL

Title : **The Influence of PPP Method Through Video Learning Towards Students Writing Ability in Descriptive Text at Second Semester of The Eleventh Grade Students of SMAN 17 Bandar Lampung in Academic Year of 2022/2023**

Student's Name : **Devi Sekar Ayu**
Student's Number : **1811040429**
Study Program : **English Education**

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, State Islamic of University
Raden Intan Lampung

Advisor

Rohmatillah, M.Pd
NIP. 198105082007102001

Co-Advisor,

Satria Adi Pradana, M.Pd
NIP. 198602182015031005

**The Chair Person of
English Education Study Program**

M. Ridho Kholid, S.S., M.Pd
NIP. 198505122015031004



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl Letkol H. Endro Suratmin Sukarame 35131 Bandar Lampung telp. (0721) 703289

ADMISSION LETTER

A research thesis entitled “The Influence of PPP Method Through Video Learning Towards Students Writing Ability in Descriptive Text at Second Semester of The Eleventh Grade Students of SMAN 17 Bandar Lmpung Academic Year 2022/2023”. Written by: Devi Sekar Ayu, NPM: 1811040429, Study Program: English Education, was tested and defended in the examination session was held on **Thursday, Desember 07th 2023.**

Board of Examiners :

Chair Person : Yulan Puspita Rini, M.A

(*[Signature]*)

Secretary : Sri SuciSuryawati, M.Pd

(*[Signature]*)

The Primer Examiner : NununIndrasari, M.Pd

(*[Signature]*)

First Co-examiner : Rohmatillah, M.Pd

(*[Signature]*)

Second Co-examiner : Satria Adi Pradana, M.Pd.

(*[Signature]*)

**The Dean of
Tarbiyah and Teacher Training Faculty**



Prof. Dr. Hj. Nirva Diana, M.Pd
NPM 06408281988032002

[Signature]

MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ {١}

“Nun. By the pen and by the (record) which (men) write”
(Q.S. Al-Qalam : 1)¹

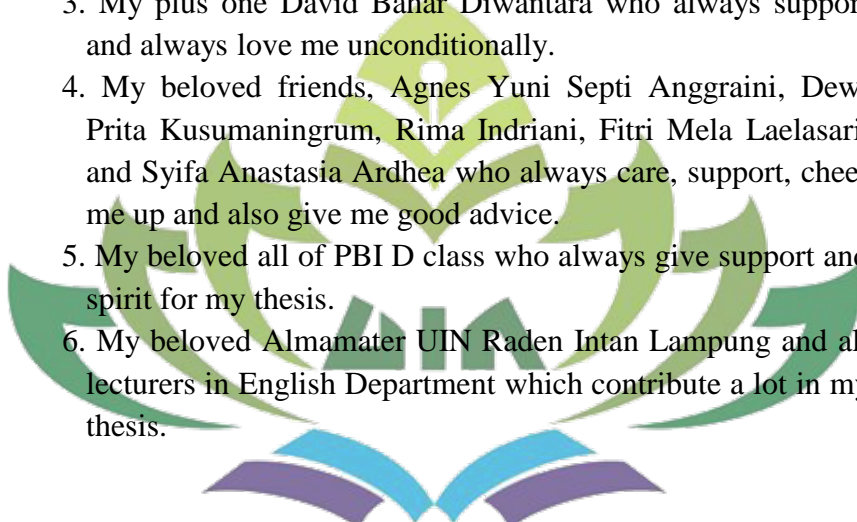


¹ Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris, (Depok: Al-Huda Kelompok Gema Insani), Al-Qalam :1, p. 1219

DEDICATION

From the deepest site of my heart, I dedicated this thesis to:

1. My beloved parents, my father Mr. Sumingat and my mother Ms. Gita Devi Mulia who always love me unconditionally and wish for my success. Thanks for all the motivation and prayer.
2. My beloved sister Desi Sekar Anggun and my younger sister Debi Sekar Anindi who always support for my success.
3. My plus one David Bahar Diwantara who always support and always love me unconditionally.
4. My beloved friends, Agnes Yuni Septi Anggraini, Dewi Prita Kusumaningrum, Rima Indriani, Fitri Mela Laelasari, and Syifa Anastasia Ardhea who always care, support, cheer me up and also give me good advice.
5. My beloved all of PBI D class who always give support and spirit for my thesis.
6. My beloved Almamater UIN Raden Intan Lampung and all lecturers in English Department which contribute a lot in my thesis.



CURRICULUM VITAE

Devi Sekar Ayu was born in Tanjung Karang on May 04th, 2000. She is the first child of Mr. Sumingat and Ms. Gita Devi Mulia. She had two young sisters named Desi Sekar Anggun and Debi Sekar Anindi. She lives in Bujuk Agung Tulang Bawang. She completed her education at Elementary School of SDN 01 Bumi Jaya Lampung Tengah and finished in 2012. In the same year, She continued her education at SMP Muhamadiyah 02 Bangun Rejo and graduated in 2015. Then, she continued her study in Senior High School of SMAN 01 Banjar Margo and finished in 2018. She decided to continue her study in English Education Department, Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.



ACKNOWLEDGEMENT

First of all, praise be to Allah, the most Merciful, the most Beneficent, for His blessing and mercy given to me during my study and in completing this final project. Then, the best wishes and salutations be upon to the great messenger prophet Muhammad S.A.W, his family and followers.

This thesis entitled “The Influence of PPP method through video learning towards students writing ability in the second semester at the eleventh grade students of SMAN 17 Bandar Lampung” was submitted a partial fulfillment of the requirements for an education degree in English. I realize that this thesis would not have come to its final form without generous help, support, advice and prayers of people surround me. Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd as the dean of Tarbiyah and Teaching Training Faculty, Raden Intan State Islamic University Lampung with all staff, who give the researcher opportunity to study until the end of this thesis composition.
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8. All friends of English Education Program of Raden Intan State Islamic University Lampung and also for D class that can not to be mentioned one by one but you are always in my pray, who always give suggestion and spirit in framework of writing this research.
9. Last but not least, for myself who always survived all your worst days, even if you don't get what you want but in the end it will be okay. You can handle anything, even if it shakes you hard. Nothing in life is easy but we all navigate the struggles daily. I'm proud of you, you always got you and that's all you need. You'll be okay as long as you got you. Stay sane and brave, another journey still waiting.

Finally, the researcher is fully aware that there is still a lot of weakness in this thesis. For this, the reseracher sincerely welcomes critiques and suggestions from readers to enhance the quality of this thesis.

Bandar Lampung, 11th September 2023
Devi Sekar Ayu

NPM.1811040429

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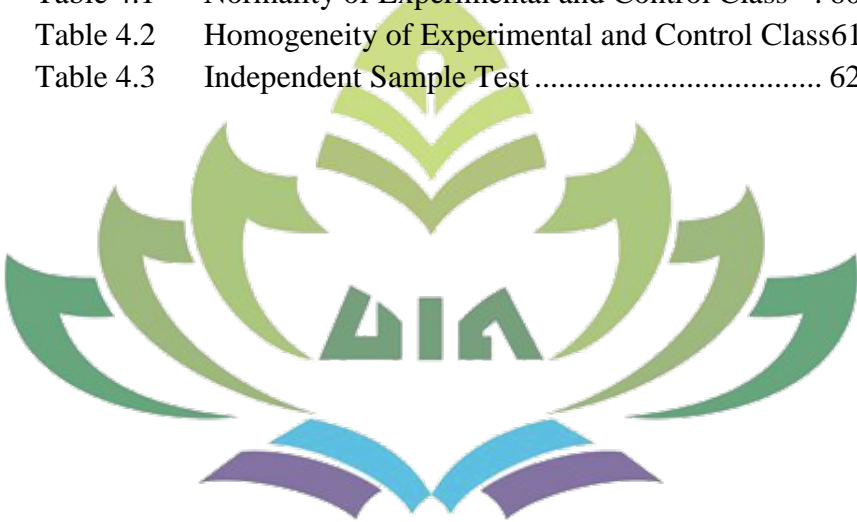
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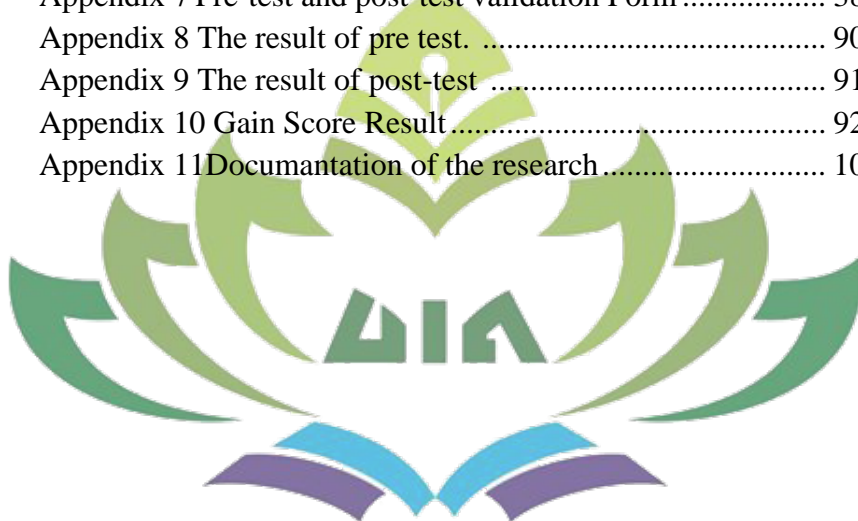
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CHAPTER I

INTRODUCTION

A. Title Confirmation

The research started by explaining the terminology associated with the proposal's title as the first step in gaining a comprehension in order to make writing this undergraduate thesis proposal entitled "The Influence of PPP Method through Video Learning towards Students' Writing Ability at the second semester of the Eleventh Grade Students of SMAN 17 Bandar Lampung Academic Year 2022/2023" as straightforward as possible. The definitions were as follows:

1. The influence

According to Juma and Siteinei influence is the ability or power of people or objects to exert pressure on or cause effects on other people's actions, behavior, opinions, and so on¹. In other terms, it is the ability to influence or transform someone or something without explicitly pushing them to change. This research investigated the influence of using the PPP method through video learning towards students' writing ability.

2. PPP Method

PPP is a kind of teaching method, according to Harmer PPP is teaching technique which consists of three steps: Presentation, Practice and Production, in this procedure the teacher introduces a situation which contextualist the language to be taught. The language to presented later the students, using the new language make sentences of their own and this is referred to as production.² In this technique students got sufficient opportunity to learn, practice and acquire the knowledge

¹Thomas Otieno Juma and Shadrack Kipkoech Sitienei, "Applicability Of 'Influence' As A Measurable Tool In Social Science Research," *International Multilingual Journal of Science and Technology (IMJST)* 5, no. 7 (2020): 1212–17, www.imjst.org.

²Jeremy Harmer, *The Practice of English Language Teaching*, (3rd Ed), (Edinburgh Gate; Longman, 2000), P.80

and skills in a controlled way. It means that PPP method applicable to teaching English in classroom.

3. Video Learning

Video is a capable set of components or media sterilize both the images and the voice at the same time.³ Video is one type of audio-visual media that can describe an object that moves together with a natural sound or appropriate sound. The use of video as an educational tool provides many students with a new experience. By showing the video as a media learning the students can feel if they are in or participating in the atmosphere they were shown, the impact of video learning permeates people faster than other media. Because the line sight is in the shape of a focal point, it can be effect human thoughts and emotions, this make it easier for students to understand the lesson. In this research, video learning that used video on youtube that can be accessed in any digital device, and this was the video learning link that will be use <https://youtu.be/Fdl8WLeTy3o>

4. Students' Writing Ability

Weigle defines writing ability is the skill that we want to test and the writers are likely to engage in.⁴ Writing ability was the ability of the writer by showing their ideas, thought, opinion and feeling to deliver a message or information to the readers which was show in a writing test.

5. Descriptive text

Descriptive text is Gerot and Wignell in Jayanti, is a text type humans employ to describe how something looks, smells, feels, acts, tastes, or sounds. It implies that we may use descriptive prose to explain how something appears, smells, feels, acts, tastes, or sounds to another person. It essentially gave detailed information about the qualities of individuals, places, and objects. The detailed material was provided to assist the reader in forming a mental image. In a nutshell,

³Yuberti, *Teori Pembelajaran dan Pengembangan Bahan Ajar Dalam Pendidikan*, (Bandar Lampung: Anugrah Utama Raharja (AURA), (2014), h.12

⁴Sara Chusing Weigle, *Assessing Writing*, (New York: Cambridge Univercity Press, 2002), p. 14.

descriptive writing was language that focuses on telling details about something.⁵

From some of the explanation above, this research interest to conduct the title “The Influence of PPP Method through Video Learning towards Students Writing Ability in the Second Semester at the Eleventh Grade Students of SMAN 17 Bandar Lampung” was to find out whether there was the influence after using PPP Method as a teaching method and supported by video learning as a media in material delivery on students writing ability in descriptive text.

B. Background of the Problem

English become important to learn because English is one of the international languages which is used by many people to communicate in the world. English become important in all side of life, belonging education, economics, business, etc. English is also used as a tool to communicate intellectually with business partners, associates to develop the business. Thus, English is a potential supply for entrepreneurs to grow up and see the business built is not only surviving but also competitive in the era of globalization.

Students think that learning English is only focused on learning speaking, but not only that there are other skills they have to learn which are equally important, such as listening, reading, and also writing. In fact, as students, they are required to be able to produce an article in English during school, even for graduation requirements. Therefore, writing is very important in learning English. Writing is a productive activity that most students do every day. Writing activity is not just write anything about what they think, but the author also needs to attend more about the grammar structure, the use of the good and correct expression, as well as the selection of the diverse vocabulary.

⁵Ade DwiJayanti, “Students’ Writing Ability on Descriptive Text at Grade VIII SMPN 33 Padang”. *English Franca: Academic Journal of English Language and Education* Vol.3 No.1 (2019): 1-24.
<http://journal.iaincurup.ac.id/index.php/english/article/view/843/pdf>

Writing is a process not “product”.⁶ It means that we have to go through many stages during in the writing process to produce a good writing. Writing is perhaps the central activity of educational institutions. Complex social activities like educating students, keeping records, engaging with customers, selling products, demonstrating learning and disseminating ideas largely depend on it. Not only it is hard to imagine modern academic and corporate life without essays, commercial letters, emails, medical reports and minutes of meetings, but writing is also a key feature of every student’s experience.

According to Harmer, the reason for teaching writing to students of English is to give reinforcement, language development, learning style and most importantly writing as a skill in its own right.⁷ In this case, writing is a process to share the idea into paragraph, and to build the language development. Writing is also a process of thinking which encourages the students’ English ability. In writing, students’ do not only learn how to write something in a paper, but also they learn different genres of writing such as descriptive, narrative, recount, procedural and narrative writing based on the prescribed syllabus of the Ministry of Education.

Descriptive text is one of the texts that is learned in English writing. Descriptive text is a group of sentences that explains or describes an object. It is inline with Siahaan statements “description is a written English text in which the writer describes an object.”⁸ In other words, Anderson and Anderson say that descriptive text is different from information reports because they described a specific subject rather than general group.⁹ In addition, according to Bailey descriptive

⁶Alice Oshima and Ann Hogue. *Writing Academic English* (3rd ed)(New York: Longman 1999), p. 2.

⁷Jerem y Harmer, *How to Teach English*,(Essex:Pearson Education Limited, 2004),p. 79.

⁸Sanggam Siahaan, *Generic Text Structure*,(Yogyakarta:Graha Ilmu, 2008),p. 89.

⁹Anderson and Anderson, K. *Text Types in English 3*. South Yarra: Mcmillan 2003 (Available on <https://teachingenglish4all.wordpress.com/201006/28/descriptive-text/>, Access on January, 20th 2018, at 18:55)

paragraph include a lot of detail”.¹⁰ It is supported in other book “descriptive paragraph include a lot of information”. From these statements, it can be interpreted that descriptive text describes something in detail, so that thereader can understand the contents of the text.

The researcher did the preliminary research in SMA N 17 Bandar Lampung by interviewing the teacher and the students. The teacher said, the students had problem in learning English especially on writing descriptive text. The students’ writing ability was still low .They felt difficulties to express their ideas and also they did not have many vocabularies in English.¹¹It means that the students have problem to develop the idea in their writing. Furthermore, a good process in teaching learning English is very important. The students should begiven opportunity to express their ideas, their thinking and their feeling in writing form. By having writing practice, the students were able to write English well.

Below was the table about the writing score of descriptive text at the eleventh grade of SMAN 17 Bandar Lampung.

Table 1.1
The Students’ Writing Score at the Eleventh Grade of SMAN 17
Bandar Lampung
First Semester of Academic year 2022/2023

SCORE	XI MIPA	XI MIPA	XI IPS	XI IPS	TOTAL	PERCENTAGE
	1	2	1	2		
91 – 100	0	0	0	0	0	0%
81 – 90	0	0	0	0	0	0%
76 – 80	2	3	2	1	8	6.0%
71 – 75	12	10	9	12	43	32.3%
66 – 70	10	10	10	14	44	33.0%
60 – 65	6	7	9	4	26	19.4%
< 60	3	2	4	5	14	10.3%
	33	32	34	34	133	100%

Source: Teacher Score Recapitulation of Writing Test

¹⁰Stephen Bailey, *Academic Writing A Partical Guide For Students*,(New York: Routledge, 2003), p. 32.

¹¹AsniMeutiara, *Interviewing with English Teacher*, SMAN 17 Bandar Lampung, 24ndmarch 2021. Unpublished

Table 1.1 presented the score of writing at the eleventh grade of SMAN 17 Bandar Lampung at the first semester of academic year 2022/2023. It can be derived from the data presented that the students' scores ranged from 80 to below 60, with the highest percentage of 33% at the range scores of 66 to 70. From this data it can also be concluded that many of the students were still got the low score of writing, which means that they still faced many difficulties in writing.

After the researcher got the information from the teacher, researcher also interviewed some students about problem in learning English. It can be known that the students' thought writing was difficult skill. They did not have many vocabularies. They also did not know how to wrote good paragraph. They also felt bored in writing class because the teacher was flat and did not make the teaching and learning activity enjoy and fun.¹² It can be known that the students had assumption that English was hard subject so that the students were lazy to join the subject and did not pay attention to the teacher in the classroom activities. The students also did not know what their weaknesses or strenghts in writing because the teacher did not give feedback and gives chance for them to revise their own writing.

By interviewing the English teacher and the students in SMAN 17 Bandar Lampung, the researcher knew that the condition was caused by lack interaction between the students and the English teacher. The teacher used guided writing as a technique to teach students in the class. Besides, she also only explained the material in front of the class and then asked the students to did the exercises on the students' worksheet (LKS) or asked them to write text based on the picture or topic that had been prepared in the text book without checking their ability in mastery aspects of writing. After that, she evaluated the students's work to get the students' score.

In this research, the researcher focussed to used PPP method and video learning to help students' to learn and wrote better and take more confident in their writing. PPP (Presentation,

¹²Students interviewed, of SMAN 17 Bandar Lampung on March 24nd 2021. Unpublished

Practice, Production) is a method for teaching foreign language structures (such as grammar or vocabulary). PPP is separated into three phases, progressing from tight instructor control to increasing learner freedom, as the name suggests. The PPP, according to Harmer in Hamdani and Amrizal, is a frequently utilized method for teaching simple language at lower levels. In addition, many recent textbooks include examples of PPP lessons that incorporate structural-situation approach and audio-linguicism.¹³ according to Harmer PPP is teaching technique which consists of three steps: Presentation, Practice and Production, in this procedure the teacher introduced a situation which contextualist the language to be taught. The language to be presented later the students, using the new language make sentences of their own and this is referred to as production.¹⁴ In this technique students got sufficient opportunity to learn, practice and acquire the knowledge and skills in a controlled way.

In addition, to control the class the teacher need media to make students more focus. One of the media is video learning. As the name implies, video learning is a type of learning that uses video to teach skills and knowledge to its audience. Video is a kind of multimedia material consisting of verbal and non-verbal presentations displaying simultaneous images, narration and on-screen text. Video which had evolved from silent movie has gone through numerous changes to its present stage as a new digital technology. Boateng et.al stated that there are several and well-known benefits of using video in the classroom.¹⁵ In this case, video was natural medium for improving the feeling of context and realism. It can record the complexities of classroom interactions and allow students to replay events, allowing them to

¹³Zohri Hamdani and Amrizal. "Presentation - Practice - Production (PPP) Method: An Alternative Method Used in Enhancing Students' Vocabulary Mastery". *ETERNAL: English Teaching Journal* Vol.9 No.1 (2018). <http://journal.upgris.ac.id/index.php/eternal/index>

¹⁴Jeremy Harmer, *The Practice Of English Language Teaching*, (3rd Ed), (Edinburgh Gate; Longman), P.80

¹⁵Richard Boateng et.al., "Videos in Learning in Higher Education: Assessing Perceptions and Attitudes of Students at the University of Ghana". *Smart Learning Environments Journal* Vol.3 No.8 (2016). <https://slejournal.springeropen.com/articles/10.1186/s40561-016-0031-5>

notice key details that were missed the first time around. It had a wealth of rich information in the form of visuals and music that convey the immediacy of a genuine classroom and may be used by all students as examples of authentic learning experiences. The usage of video as actual content in the classroom was frequently used to increase understanding.

PPP method and video learning had proven itself to be effective to be implemented in English language teaching. This research combined the technique and media that was effective in language teaching. It beneficial to discover that the use of PPP method and video learning can be applied in teaching learning activities in the classroom, as the alternative technique in enhancing the students' writing skills. The blending of teaching method and the use of technology was something that had to be done in order to meet the needs of advancement of internet and technology in particular for the eleventh grade students of SMAN 17 Bandar Lampung.

C. Identification and Limitation of the Problem

Taking into account all of the facts and circumstances stated in the background of the problem, the followings were the identification of the problem in this research:

1. The students had difficulty in remembering new vocabulary.
2. The students had difficulty in identifying the generic structure of descriptive text.
3. The students were lazy enough to learn about how to write a good descriptive text
4. The teacher employed monotonous method and media.

From the identification above, the researcher focused on The Influence of PPP Method through Video Learning towards Students' Writing Ability at the Eleventh Grade in the Second Semester in SMAN 17 Bandar Lampung Academic Year 2022/2023.

D. Formulation of the Problem

In accordance with all prior explanations the formulation of the problem in this research: is there any influence of employing PPP method through video learning towards the writing ability in descriptive text of the second semester of the eleventh-grade students at SMAN 17 Bandar Lampung?

E. Objective of the Research

The objective of the research was to find out the influence of PPP method through video learning towards the writing ability in descriptive text of the fourth semester of eleventh grade students at SMAN 17 Bandar Lampung.

F. Significance of the Research

This research was carried out with a number of goals in mind, all of which were intended to contribute to various areas. The following are the contributions:

1. Theoretical Contribution

This research provided information and understanding on the influence of PPP method through video learning towards the writing ability in descriptive text, with a focused in students from SMAN 17 Bandar Lampung.

2. Practical Contribution

This research was objected to add to English research by seeing the influence of PPP method through video learning towards the writing ability in descriptive text of the eleventh-grade students at SMAN 17 Bandar Lampung

a. For students: The outcomes of this research were quite useful in grasping information about the use of implementation and the impact of PPP method through video learning towards the writing ability in descriptive text.

b. For teachers: This research used in informing teachers about the usage of PPP method through video learning as an alternate method and media of teaching English.

c. For other researchers: This research expected to inspire another researcher to conduct more thorough

research regarding teaching technique, particularly in teaching writing skills.

G. Relevant Research

Many researches had conducted in the attempt of finding the effectiveness of implementing PPP method and video learning in the English language teaching. Regarding the implementation of PPP method towards the students' writing achievement, the research was conducted by Mahfud in 2020.¹⁶ The purpose of this study was to know if there was a significant effect of the PPP method on students' writing descriptive text at SMKS Tamansiswa Lubuk Pakam 1 in the academic year 2019/2020. The test was employed in this study as an instrument. The t-test is used to examine the average difference between two groups in data analysis. Based on the findings of this study, it can be concluded that the PPP method has a substantial impact on students' ability to write descriptive texts in the First Grade at SMKS Taman siswa Lubuk Pakam 1 in the 2019/2020 academic year. After conducting the research, the researcher has some recommendations for improving students' writing abilities, including the teacher's use of a variety of mediums to engage students' attention, and the teacher's development of the PPP method through a variety of activities, such as combining the PPP method with games or role-plays.

The next research is regarding the implementation of video learning towards the students' writing achievement. The research was conducted by Rivai et.al in 2017.¹⁷ The goal of the research was to learn more about the scientific findings surrounding the impact of integrating video on students'

¹⁶ IkhwanMahfud, "The Effect of Presentation, Practice and Production (PPP) Method on Students' Writing Descriptive Text at the First Grade Students of SMKS Taman Siswa Lubuk Pakam 1 Academic Year 2019/2020". *Jurnal Pendidikan Bahasa Inggris UPMI* Vol.1 No.2 (2020): 38-46. <https://journal.upmi.ac.id/index.php/fpbui/article/view/109/70>

¹⁷ Ita MiftahussaidahRivai et.al., "The Effectiveness of Using Video on Students' writing ability in Teaching descriptive text (A Case Study At Tenth Grade of SMK Pasundan 1 Kota Serang)". *The Journal of English Language Studies* Vol.2 No.2 (2017): 155-165. <https://jurnal.untirta.ac.id/index.php/JELS/article/view/2243/1766>.

descriptive text writing abilities. The researcher conducted a quasi-experimental study with a nonequivalent control group pretestposttest design in this research. Two instruments were utilized to obtain the data that the researcher required: pre-test and post-test as research instruments for data collection. Then, a test is utilized to determine the difference in achievement between the experiment and control groups. In this research, a quantitative method was used. To examine the effect of using video in teaching and collect data, the author created a formula. The curriculum utilized by the school, information on the English teaching learning activity, books used in the teaching learning activity, and students' test answers on writing competence provided by the writer as the researcher are all essential data. Based on the findings, it can be inferred that video had impact on students' descriptive text writing skills. As a result, the students' ability to wrote descriptively was improved as a result of the video-based learning.

Other research is from Lies Dian M. Ndraha in 2020.¹⁸ This research was aimed to improve the students ability in speaking by using Presentation, Practice and Production (PPP) Method at seventh grade of SMP Negeri 2 Teluk dalam in 2019/2020. The population of the seventh grade students the students in SMP Negeri 2 Teluk dalam were 2 classes. The researcher choose VII-A as the subject of this research which consisted of 20 students. Classroom Action Research was used as the research method. This research consisted of two cycles. The procedure of the research consisted of planning, action, observation and reflection. The kind of datum analysis, they were: qualitative data and quantitative data. The result of data analysis show that in cycle I who were 10 students passed and 10 students were failed. The average score was 56,05. After doing reflection, it was continue to cycle II who were 16 students succesful to

¹⁸Lies Dian M. Ndraha, "Improving Students Speaking Ability by Using Presentation, Practice, Production (PPP) Method at The Seventh Grade Students of SMP Negeri 2 Telukdalam in 2019/2020," *Jurnal Education and Development* 8, no. 3 (2020): 923–28.

achieve the MCC and 4 students were unsuccessful. The average score was 71,5. The result of research show that this method was successful to improve the students speaking. The researcher suggest the teacher to teach the students using this method because this method is effective or appropriate to be applied in teaching speaking. For students which felt shy to practice speaking, hoped able to encourage the students to speak well and more active in the classroom. For the next reseacher and the readers, this result can give the contribution conduct further research. The difference between this research and Dian's research was the sample and the population of research. Other than that the different also come from the focus of skills, in this research the focus of the skill was writing while in Dians's research thespeaking skill. The method also different, this research applied quantitative research but in Dian's research used classroom action research. Meanwhile the similarity between this research and Dians's research was the used of the material that the used of descriptive text, then the use of PPP Method. Moreover the media that used also the same that used of video learning.

Next research was from Dewi Juni Artha, Nabila Yasmin in 2022.¹⁹ The objective of this research was to find out the process of implementation of Presentation Practice Production to improve students' speaking skill. The study was conducted by using two cycles, where each cycle consists of three meetings and each meeting include four steps, namely: Planning, Implementing, Observing, and Reflecting. The qualitative dats were taken from the result of the test that had been given to the students. The test that was given still relevant to the topic that was taught and discussed in the classroom in every cycle. There were two cycles that were considered of four meetings in this research and the test was given in the last of each cycle. The Quantitative data was taken test that gave to the students in the last of each cycle. The

¹⁹Dewi Juni Artha and Nabila Yasmin, "The Implementation of Presentation Practice Production (PPP) Technique to Improve Students' Speaking Skill by Using Picture Card as a Media," *Jurnal Riset Ilmu Pendidikan* 2, no. 3 (2022): 197–204, <https://doi.org/10.30596/jcositte.v1i1l.xxxx>.

result indicated that there was an increasing on the students speaking skill by using presentation, practice, and production (PPP) technique. The mean of the first cycle were 66 it was good enough. The mean of second cycle were 79 it indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point ≥ 70 also grew up. In the pre-test, the students who got point ≥ 70 up were only 2 students (10%). In the post- test of cycle (I) students who got point ≥ 70 up were 11 students (55%) it means that there were an increasing about 45%. The post-test of cycle (II), students who got point 70 to up there were 20 students (100%) and the increasing were about 45%. For the total increasing of the students' score from pre-test to post-test of cycle two (II) were 100%. In other words, the students' speaking skill improved and became well in the first meeting to the next meeting. The difference between this research and Dewi and Nabila's research was the sample and the population of research. Other than that the different also come from the focus of skills, in this research the focus of the skill was writing while in Dewi and Nabila's research the skill was speaking. The method also different, this research applied quantitative research but in Dewi and Nabila's research used qualitative research. Meanwhile the similarity between this research and Dewi and Nabila's research was the used of PPP Method.

The last research was conducted by Anna Stasya Prima Sari, Ribka Kariani Br Sembiring in 2019²⁰. This research was primarily carried out to prove that the combination of Presentation, Practice, and Production (henceforth, PPP) method and Talking Stick method could improve students' English speaking skill and to described the students' responses towards the combination of PPP method and Talking Stick method in the

²⁰A S P Sari and R K B Sembiring, "... Students' Speaking Skill Through the Combination of Presentation, Practice, and Production (Ppp) Method and Talking Stick ...," *Jurnal Liner Institut Pendidikan Tapanuli Selatan* 2, no. 3 (2019): 68–76, <http://download.garuda.kemdikbud.go.id/article.php?article=1093846&val=13338&title=Improving Students Speaking Skill Through The Combination Of Presentation Practice And Production Ppp Method And Talking Stick Method>.

learning teaching processes of English speaking skill. This research is Classroom Action Research (henceforth, CAR) which was carried out in two cycles. Each cycle consisted of four meetings. The research subject of this CAR are the fifth grade students of State Primary School 028226 Binjai Class V-1 in the Academic Year of 2019/2020. There are 33 students as the research subject. The analysis of quantitative data showed that the students' mean score increased continually from 55,36 in the pretest, 66,72 in the posttest of cycle 1, to 77,27 in the posttest of cycle 2. The analysis of qualitative data showed that the learning teaching processes of English-speaking skill through the combination of PPP method and Talking Stick method ran very well. The students were more active, and motivated to learn English speaking skill. The learning atmosphere was more alive and enjoyable after PPP method and Talking Stick method were implemented in the English-speaking classes. It was advisable that English teachers of primary school students combine PPP method and Talking Stick method in order to improve their students' English-speaking skill. The difference between this research and Ana and Ribka's research was the sample and the population of research. Other than that, the different also come from the focus of skills, in this research the focus of the skill was writing while in Ana and Ribka's research the skill was speaking. Meanwhile the similarity between this research and Ana and Ribka's research was the used of PPP Method. Then the used of research methodology between this research and Ana and Ribka's used quantitative research design.

Based on the explanation above it can be seen that between this research and other researcher contain many differences also the similarity. But all the result said that by using PPP Method it gave a good result of their research. It can be seen that by applying PPP method it can increase either speaking and writing skills for the students.

H. Systematic of the Research

This research displays the discussion in several chapters. The chapters explained and described particular topics. The systematic discussions were as follows:

1. Chapter I

Chapter I presented the introduction, which consisted of title confirmation, background of the research, identification of the problem, formulation of the problem, the objectives of research, significant of research, previous related studies and systematic discussion.

2. Chapter II

Chapter II contained a literature review of several theories and references that form the basis for supporting studies and also the hypothesis. In this research, chapter II presents the related literature about writing, PPP strategy, videoanddescriptive text. Further, the proposed hypothesis was also presented in this chapter.

3. Chapter III

Chapter III presented the research method. This chapter presented the time and place of the research, the design of the research, population and data collecting technique, the definition of operational variables, the instrument of the research, the validity and reliability of the research and the hypothesis testing.

4. Chapter IV

Chapter IV presented research data and research findings. This chapter presented all the data obtained along with the result of the discussion of the data analysis with the interpretation of the data.

5. Chapter V

Chapter V presented the conclusion and suggestion of the research. This chapter presented what can be concluded from the result of the study and provides suggestion related to the conclusion.



CHAPTER II

LITERATURE REVIEW AND HYPOTHESIS

I. Literature Review

1. Concept of Writing

Writing has been around for thousands of years and is now more essential than ever. It has progressively progressed over millennia, from stone tablets to circuit boards, and is now set for even more spectacular advancements. Despite the fact that hundreds of millions of people are still incapable to read and write, mankind has never been more reliant on writing. It's probable that today's written communication is more common than spoken communication.

According to scholars, there are several definitions of writing. Writing is a method of expressing one's thoughts, ideas, comprehension, and knowledge. According to Harmer, writing is defined as an action that encompasses the writing process. In the real world, this generally includes planning out what we'll write, drafting it, analyzing and editing it, and finally putting together a final (and satisfactory) version.¹ Writing, on the other hand, according to Hyland, is a unified arrangement of words, phrases, and sentences, structured according to a set of principles and expressed as marks on paper or on a computer. This way of thinking about L2 writing stresses writing as a product and encourages a focus on formal text units or text grammatical features.²

Further, Writing, according to Hyland, is a cohesive arrangement of words, phrases, and sentences structured according to a system of rules on a page or a screen. This style of thinking about L2 writing emphasizes writing as a

¹Jeremy Harmer, *How to Teach English*. (London: Pearson Education Limited, 2007).

²Ken Hyland, *Second Language Writing*. (London: Cambridge University Press, 2003)

product and supports an emphasis on formal text units or grammatical aspects of texts. Learning to write in a foreign or second language, according to this perspective, is mostly about linguistic knowledge and the word choices, syntactic patterns, and coherent techniques that make up the core building blocks of texts.

Clark, on the other hand, considers writing to be a process rather than a product. This emphasis on writing as a process resulted in the development of a number of process-oriented methods and techniques. The development of an effective writing process is a key goal for a writing course. However, it is widely recognized that there is no one-size-fits-all writing "process," that writers utilize different processes at different times based on the type of text they want to write, and that reading and research are both processes. As a result, the term "process" refers to a variety of procedures, which is a crucial concept for aspiring writing teachers to grasp.³ In addition, according to Coulmas, there are at least six different interpretations of the word "writing": (1) a method for documenting language using visual or tactile markings; (2) the effort of placing such a system to action; (3) the outcome of such behavior, a text; (4) the particular shape of such an outcome, a script form such as block letter writing; (5) creative composition; (6) a vocation.⁴

According to Kellogg, the linguistic system is not the only thing that goes into writing an extended text at an advanced level. It also provides considerable hurdles to our cognitive systems in terms of memory and reasoning. Indeed, authors may apply almost everything they've learned and stored in long-term memory to good use. However, they can only do so if their knowledge is readily available, either through rapid retrieval from long-term memory or active

³Irene LClark, *Concept in Composition: Theory and Practice in the Teaching of Writing*. (New York: Routledge, 2011).

⁴ FlorianCoulmas, *Writing System: An Introduction to their Linguistics Analysis*. (London: Cambridge University Press, 2002).

maintenance in short-term working memory.⁵ Kellogg also presented the stages of writing development in the form of the table below.

Table 2.1
Kellogg's Stages of Writing Development

Feature	Knowledge Telling	Knowledge Transforming	Knowledge Crafting
Aim of Writing	Conveying "what one knows" in written form	Transforming "what one knows" for the author's benefit	Crafting "what one knows" for the reader's benefit
Text results from interaction among	Author's ideas	Author's ideas and written text	Author's ideas and written text and presumed readers' representations
Scope of planning	Idea retrieval, and formulating positions	Same, plus an ongoing selection and evaluation of ideas and text before	Same, but selection and evaluation occur in the light of how readers will interpret and value the

⁵R.T.Kellogg, "Training writing skills: A Cognitive Developmental Perspective". *Journal of Writing Research* Vol.1 No.1 (2008): 1-26. <https://www.jowr.org/index.php/jowr/article/view/759>

		committing them to paper	text
Scope of reviewing	(At best) adequate translation of ideas into well-formed sentences	An interaction between reviewing the text and reviewing one's ideas and intentions	Same, but expanded by presumed readers' representations of the text and/or the ideas

There are three macro-stages in the development of writing ability. Most students and adults are familiar with the first two: knowledge telling and knowledge transformation. Only those who write for a living may get to the third advanced stage, knowledge creating. Children are often taught how to encode their words, thoughts, and speech into the graphic representation of a writing system and into well-formed sentences as part of their writing education. Children focus on the technical aspects of writing, such as formulation and spelling. They seldom see more than one or two thoughts or sentences in their writing. This stage is referred to as "knowledge telling." Working memory is the primary limiting factor at this stage of development. It entails retrieving, integrating, and discarding verbal and nonverbal data.

Young researchers improve their skill by learning to critically modify their work during or after writing, when sentence creation and handwriting have become more or less habitual and take up less capacity. Their goal is to get to a certain part of the text that best exemplifies their ideals in this world of knowledge transformation. On the one side, researchers learn to engage their mental resources (attention,

memory, and processing) in the negotiation between ideas and intents and various formulations and text representations on the other. They learn while doing so to balance the three parts of the writing process: Planning, formulation, and evaluation are all steps in the process.

From all the previous definition, it can be concluded that writing was a cohesive arrangement of words, phrases, and sentences structured according to a system of rules on a page or a screen resulted in the development of a number of process-oriented methods and techniques and happened in the stages of knowledge telling, knowledge transforming and knowledge crafting.

2. Component of Writing

In general, students should concentrate on particular areas of writing since mastering the talent may be accomplished by following certain features. Content, organization, vocabulary, grammar, and mechanics are the five aspects. According to Jacobs in Yuliana et al, there are five aspects to writing:⁶

1. Content

The experience of the core concept (unity), i.e., groupings of connected assertions that a researcher presents as a unit in developing a subject, is referred to as content. Instead of fulfilling the unique functions of transition, restatement, and emphasis, content paragraphs conduct the task of expressing ideas.

2. Organization

It refers to the content's logical organization (coherence). It is no more than a disorganized attempt to stitch together a mixture of facts and thoughts. Even in early versions, it may still be looking for order, attempting to discern patterns in its content and attempting to align the specifics of his topic with a still-developing sense of

⁶DianYuliana et.al., "English Writing Skill Analysis of First Year Indonesian Tertiary Student". *Jurnal Pendidikan Bahasa dan Sastra* Vol.16 No.1 (2016): 43-57. https://ejournal.upi.edu/index.php/BS_JPBSP/article/view/3061/2090

purpose.

3. Vocabulary

When it comes to teaching a language, vocabulary is crucial. The choosing of words that are appropriate for the subject is referred to as vocabulary. It starts with the notion that the researcher wishes to explain his or her thoughts as plainly and directly as possible. As a general rule, his/her primary goal should be clarity.

4. Grammar

The grammar of a language is a description of how it functions. Without understanding of grammar, a researcher's language will be incomprehensible to a wide range of readers in many situations.

5. Mechanic

Mechanic refers to the usage of traditional language graphics, such as the procedure of organizing letters, words, and paragraphs utilizing structural knowledge and other related concepts. We must pay close attention to the usage of punctuation and the placement of words in sentences.

From the previous explanation of component of writing, it can be concluded that a good piece of writing should consider those five component; it should be unite in content, coherence in organization, used the appropriate vocabulary based on the topic, used the correct grammar and pay a close attention to punctuation.

3. Indicator of Writing

Writing has been demonstrated to be such a complicated talent that encompasses a wide range of features that it is difficult to construct meaningful writing jobs that will be read by someone. Sholihah stated that there five indicators of writing:⁷

1. The students are capable of producing writing that is well-organized in terms of the development of ideas and

⁷Umi Sholihah, "Improving Students' Writing Ability Using Task-Based language Teaching". (A Thesis, Sebelas Maret University, 2011).

information.

The inclusion of well-developed ideas in the body paragraphs is a key component of good writing. The lack of development of ideas in a piece of writing frequently results in low scores. Supporting a concept, outlining its relevance, and demonstrating how it ties to the rest of your essay and thesis statement are all ways to develop an idea. If all three of these things are done consistently, a solid, well-developed piece of writing may be produced. In order to achieved this, Oktavianti et al suggested three strategies that can be employed in developing ideas,⁸ the strategies are mapping or clustering or webbing strategy, free writing strategy and making a list strategy.

2. The students are able to develop content-controlled writing.

In order to maintain the content-controlled writing, a piece of writing should highly consider the unity, cohesion and coherence. Oshima and Hogue in Fajri mentioned that unity refers to the fact that it discusses only one key theme from beginning to conclusion.⁹ Every supporting phrase should explicitly explain and support the theme sentence's key concept. Any material that is not directly related to the main sentence should be left out. Further, Oshima and Hogue also stated that a piece of writing will be on the track of its content when there is coherence between the ideas.¹⁰ All of the ideas are presented rationally, and the language flows easily as the primary theme is developed. The supporting thoughts and sentences must be structured in a logical manner.

⁸Dhani Oktavianti et.al., “The Students Strategies in Developing Their Ideas in Writing Essay”. *Journal of Development and Innovation in Language and Literature Education* Vol.1 No.4 (2021): 389-406. <http://journal.iaincurup.ac.id/index.php/english/article/view/2040>

⁹Nurul Fajri, “Assessing Unity, Coherence and Word Usage in Students’ Writing”. *English Education Journal* Vol.7 No.1 (2016):102-117. <https://garuda.kemdikbud.go.id/documents/detail/1564600>

¹⁰Ibid

The sentences must be cohesive; that is, the transition from one to the next must be logical and seamless. There must be no abrupt changes in direction. Each phrase should flow into the next without interruption.

3. The students are able to focus and emphasize using complicated grammatical strategies (syntax).

It has been widely proven that grammar is crucial in English language learning. Grammar is a system made up of a number of interrelated components that provide precision and meaning. As it was stated by Dalil, Grammar is a system made up of a number of interconnected components that provide precision and meaning. It is the art of correctly writing and speaking a language. It's "the conceptual system of rules and categories that helps humans to construct and interpret their language's words and sentences." If we wish to enhance our English or learn a new language, we can't avoid employing grammar. Grammar, like the latter, is a living organism that evolves and changes dramatically over time. The grammar of the nineteenth century is nothing like the grammar of today. Time, culture, literature, and other things all have a role in these developments.¹¹

4. The students can employ proper spelling, punctuation, and capitalization (mechanics).

Writing mechanics is not a gimmick. It is a sub-skill in writing that is critical to the overall writing process. Sun in Naeem simply stated that writing mechanics outlines the established norms for terms used in one's documentation. Capitalization, contractions, gerunds, participles, numbers, numerals, pronouns, technical abbreviations, acronyms, units of measurement, and

¹¹Dalil Zakaria. "The Importance of Grammar in Second Language Teaching". (Research Paper, University of Hasan II Mohammedia Casablanca, 2013).

punctuation marks are all examples of these norms.¹²

5. The students are able to select words with care (vocabulary).

According to Viera, vocabulary is critical in the acquisition of a second or foreign language since learners cannot comprehend others or convey their own feelings without it.¹³ Apart from grammar and pronunciation, non-native speakers need a strong vocabulary base to be successful English users in any academic setting. As a result, regardless of how well learners understand grammar and pronunciation, they will be unable to communicate effectively until they have a significant vocabulary.

From the previous explanation it can be summarized that a piece of writing was produced when it well-organized in terms of the development of ideas and information. In addition, a writing should carefully paid its attention to the unity and the coherence of the ideas, that it flows in such away without any jumpy ideas. Further, grammar, mechanic and vocabulary are the parts of writing that play the important roles in a piece of writing.

4. Descriptive Text

A text is a written or printed work's original words and form. In other words, it is made up of spoken or written words that are intended to communicate a message.” It signifies that a piece of writing is generated by placing words together to express a meaning or transmit a message. Furthermore, according to Hyland in Jayanti, texts are self-contained objects that may be evaluated and characterized without regard to context, researchers, or readers. Texts have a structure to them. They are the principles that guide the

¹² Marwa Ahmed RefatNaeem. “A Suggested CALL Program to Develop EFL College Learners’ Mechanic of Writing”. (A Thesis, Kafr Al-Syeikh University, 2007).

¹³Rodrigo TofarViera. “Vocabulary Knowledge in the Production of Written text: A Case Study on EFL Language Learners”. *Revista Tecnologica ESPOL – RTE* (2017).

right organization of components and are used to organize words, phrases, and sentences in an orderly manner.¹⁴

Descriptive text, according to Gerot and Wignell in Jayanti, is a text type humans employ to describe how something looks, smells, feels, acts, tastes, or sounds. It implies that we may use descriptive prose to explain how something appears, smells, feels, acts, tastes, or sounds to another person. It essentially gives detailed information about the qualities of individuals, places, and objects. The detailed material is provided to assist the reader in forming a mental image. In a nutshell, descriptive writing is language that focuses on telling details about something.¹⁵

Further, they generated the generic structure of descriptive text which consists of identification and description.

a. Description

It explains the exact pieces, traits, and characteristics of the phenomena or thing being described. A paragraph's description of a character is called a description. As a result, the author describes all relevant facts. The thoughts should then be well-organized. Each notion has a relationship and is arranged in this scenario. As a result, the reader will have a clear understanding of the English descriptive text. It indicates that even if the reader is not immediately confronted with the researcher, the reader will obtain a clear image of the phenomena or subject portrayed in an English descriptive text provided the researcher delivers the message correctly.

b. Identification

To avoid making a broad remark, identification is required. It implies that a researcher must determine which specific thing is being discussed. It indicates a phenomena or a subject that will be described in this

¹⁴Ade DwiJayanti. "Students' Writing Ability on Descriptive Text at Grade VIII SMPN 33 Padang". *English Franca: Academic Journal of English Language and Education*(2019). <https://journal.iaincurup.ac.id/english/article/view/843/pdf>

¹⁵Ibid

case. The topic might be a person, an object, or a location. A paragraph that introduces or identifies a character is known as an identification paragraph. If a student produces a clear identification section, he or she will find it easier to develop ideas in the description section. It means that a phrase or paragraph can help a pupil arrange and develop thoughts so that they can write well.

In addition, the language features of descriptive text, according to Peronity in Jayanti, are the use of simple present tense because it tells the object description, the use of an adjective to clarify the **noun**, for example: a pretty woman, a good looking guy, the popular place in Indonesia especially, and the use of an action verb to show an activity (activity can be seen), for example: utilize, jot, carry, and so forth. The most commonly used tense is simple present tense. This is owing to a descriptive text's factual character. In this situation, it is one of the tenses that students should be familiar with while writing descriptive English texts. If students learn it, it will be easier for them to express themselves in good writing

5. Students Ability in Writing Descriptive Text

In composing a descriptive text, students are supposed to write a description of certain topics. They might be a description about people, places or things. As it has been previously explained, the composition of a descriptive text will be assessed based on the generic structure of the text itself, which covers the description and identification. The description of the text will be about the organization of the text, while the identification are the information regarding to the information related to the topic. Further, the assessment will also cover the language features, vocabulary and mechanic.

Brown proposed the following writing rubric in

assessing the students' ability in writing.¹⁶ The rubric covers the students' ability in writing the content, organizing the ideas, using vocabulary, syntax and mechanic. Regarding to the students' ability of writing descriptive text, the assessment of organization will cover the students' ability in explaining the topic of the paragraph and the development of the ideas. It is crucial that at this point, students are able to compose the ideas in a good coherent and cohesion. In addition, regarding to the content of the paragraph, the assessment will cover the students' ability in describing the object. It is important that in describing the object related to the topic, students have the thorough ideas related to the object in order to display a clear description of it. Further, the next assessment will be the use of vocabularies. At this point, students are able to display precise vocabularies related to the object of description in wide range variety of dictions and styles.

Regarding to the component of syntax, students' ability in writing descriptive text will be assessed on their ability to the grammar fluency, the correct use of clauses, preposition, modals, articles, verb forms and tenses sequencing. In relation to descriptive paragraph, the use of correct simple present tense will be assessed. Therefore, what should be kept in mind for the teachers is that the students have mastered the knowledge of this particular tense, before they start composing the piece of writing to produce a good descriptive text. The last but not least of the component of the descriptive text writing is the mechanic. In relation to writing a descriptive paragraph, the assessment will relate to the students' ability to use the correct punctuation, capitalization and spelling.

In conclusion, it can be said that students' ability in writing descriptive text is the students' knowledge of how to compose a piece of writing that describe precisely about people, place or thing, with a correct structure and paying

¹⁶H. DouglasBrown., *Language Assessment; Principles and Classroom Practices*. (San Fransisco: Longman, 2003).

attention to the content, organization, vocabulary, syntax and mechanic.

6. PPP Method

Presentation, Practice, and Production or PPP method is a three-part teaching paradigm based on behaviorist theory, which asserts that learning a language is similar to acquiring any other skill. As the class progresses, the high level of instructor control that defines the first and second stages of this approach decreases, allowing the learner to gradually move away from the teacher's assistance and toward more automatic production and understanding. The PPP approach appeals to both teachers and students because it represents the idea that practice makes perfect, which is widespread in many skills; it also allows the teacher to control the content and pace of the session. It establishes a distinct teacher role, which is in line with the power dynamics that are common in classrooms. PPP technique is a teaching approach based on Grammar Translation Method and Audiolingual Method, according to Hubbard in Budiarta.¹⁷ The grammar translation method is the oldest teaching approach, and it focuses on teaching structural and lexical items, with the goal of enabling pupils to write and read properly.

Further, Willis and Willis in Maftoon and Sarem state that the PPP method is implemented through the three stages of presentation, practice and production.¹⁸ For the first stage, presentation, this research will collaborate the presentation stage in the form of video learning. According to Masats& Dooly in Hadijah and Shalawati, using videos in

¹⁷ I KomangBudiarta. "A Procedural and Effective Language Teaching-Learning through PPP Technique". *Jurnal Linguistika*(2013).<https://ojs.unud.ac.id/index.php/linguistika/article/view/21868/1450>
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¹⁸ Parviz Maftoonand Saeidd NajafiSarem. "A Critical Look at the Presentation, Practice, Production Approach; Challenges and Promises for ELT".*Brain Broad Research in Artificial Intelligence and Neuroscience Journal*(2012).<https://www.researchgate.net>

the classroom can be a way to construct knowledge, develop skills, and create a critical video in which it was effective in reflective practices functioning as a significant resource to remember lessons, observe learning performances, actively develop in critical reflection, and picture improvement for the development of future teachers. Therefore, it is expected that the implementation of video learning will enhance the presentation stage that will lead to the better understanding of the material. Hence the procedure of teaching through PPP method will be explained as followings:

a. Pre-Teaching Activity

The pre-teaching activities are those activities that will lead to main activities in teaching learning process. The followings are some activities that can be done in pre-teaching activity:

- To arouse the students' interest teacher can show pictures of an object and elicit the students' idea
- To lead to the lesson teacher can reveal the lesson objective of the day.

b. Whilst-Teaching Activity

Whilst-teaching activities are those main activities conducted to reach the lesson objective. At this particular stage, the PPP method is applied. The following are the activities:

- Presentation

In the presentation stage, the teacher begins the lesson by establishing a situation and either soliciting or modeling appropriate language. Model sentences and short conversations showing target topics may be read from the textbook, heard on tape, or acted out by the teacher during the presentation. The new language is presented by the teacher, who also serves as an input provider and informant, while students listen to and comprehend what the teacher says. The presentation stage usually consists of two steps: an opening exercise, such as a warm-up or a lead-in, designed to pique students' attention in the topic; and an exposition

of the target language. In addition, regarding the use of video learning, all the presentation stage will be covered by presenting the video of teacher's presentation about descriptive text to the whole class.

- Practice

In the practice stage, the new language is practiced in a regulated manner by the students. They practice saying sentences or conversations by repeating them in chorus and separately until they can say them correctly. Matching portions of sentences, completing sentences or conversations, and asking and answering questions in the target language are some other practice tasks. Cue response drills (where the teacher nominates a student after providing a cue, such as book, and the student reacted in an expected projected rebuttal, such as there is a book on the table.), individual reinforcement (where students repeat a word, phrase, or sentence individually under the teacher's direction), and choral repetition (where students repeat a word, phrase, or sentence together). It's also worth noting that as students progress through the stages, the teacher's supervision steadily decreases.

- Production

Students are encouraged to use the new language more freely during the production stage, either for their own goals and meanings or in a similar setting supplied by the teacher. A role play, a simulation activity, or a communication task can all be used. Students practice linguistic forms in drills, exercises, and dialogues in order to achieve accuracy. The teacher will correct any faults made while rehearsing certain sentence patterns. Dialogues, oral presentations, and the creation of sentences, paragraphs, or lengthier texts are all common production activities. During this time, the teacher usually does not interrupt or correct. After all, pupils are not supposed to make mistakes. If there are any errors, they are pointed out when the activity is

completed.

c. Post-Teaching Activities

Post-teaching activities are those activities conducted at the end of the lesson or after all the stages of PPP method is completed. At this stage teacher can summarize the lesson or asking for the students for question about the part of the lesson that they have not understood.

7. Advantages and the Disadvantages of PPP Method

In terms of teaching vocabulary, grammar patterns, and dialogues, the PPP approach is often used, according to Harmer in Li.¹⁹ The following are some of its benefits: For starters, it makes life easier for teachers. The teacher has a clear instructional role in charge of the session's content and pace, making it relatively straightforward for teachers, particularly inexperienced ones, to organize the lesson and cope with the unpredictable factors in the classroom. Second, PPP's logic is appealing to both teachers and students. It expresses a belief that many different talents can be acquired, namely, that practice makes perfect and that learning is a process of building good habits through the automaticity of rules. Third, PPP lends itself well to accountability since it has measurable and unambiguous instructional objectives that can lead to evaluation. In other words, the PPP approach emphasizes the production stage; as a result, grading students' work can be simple and easy, ensuring high-quality instruction. Fourth, the PPP approach works particularly well in a grammar lesson. PPP is concise and simple, and the major ideas can be taught quickly, making it particularly useful for explaining grammar.

However, this method also possesses several limitations.²⁰ Li claims that for starters, PPP is thought to lack

¹⁹ SiLi,. "Research on the Feasibility of Implementin PPP in the Chinese Secondary School EFL Context". *Journal of Advances in Social Sciences, Education and Humanities Research*(2020).<https://www.academia.education.com>

²⁰ Ibid

a solid foundation in second language acquisition. In psychology and linguistics, it is debatable whether learning occurs when a particular form is converted to automaticity by a series of repetitions. Second, PPP assumes that precision comes first, followed by fluency. However, it is unavoidable for learners to make numerous mistakes before being able to use the target language smoothly; additionally, it is likely that they will be able to convey their meanings fluently in the interim. Third, the fact that PPP is a teacher-centered rather than a student-centered approach has been questioned. Although teachers are familiar with the methods and find them doable, children may lose interest in the presentation and practice stage, which is completely guided by teachers. As a result, less self-motivated students may not be able to create the target language during the free practice stage.

8. Video Learning

a. Definisi video Learning

The educational profession has evolved from traditional classroom settings that largely work with printed learning resources to a technological-based learning system as a result of technological advancements. This scenario necessitates the utilization of digital resources by both teachers and students during the teaching and learning process. Because videos are widely available and accessible, using them as instructional materials is one of the ways to run the teaching and learning process nowadays.

The extensive usage of videos in educational contexts is influenced by the availability of camera-ready use, free streaming media hosting and sharing platforms, and recording studios on many campuses. According to Masats& Dooly in Hadijah and Shalawati, using videos in the classroom can be a way to construct knowledge, develop skills, and create a critical video in which it was effective in reflective practices functioning as a significant resource to remember lessons, observe

learning performances, actively develop in critical reflection, and picture improvement for the development of future teachers.²¹

A video is an example of multimedia learning that has the ability to engage pupils in the study of a language. Even though a video is a comprehensive media that comprises of a blend of visuals and audio, it can provoke a sensation and emotion that can be felt and experienced in real time. Videos are an effective learning medium because of the intricate combination of these aspects. According to Berk in Anugerah et al., video learning has at least 20 possible outcomes, which are as follows:²²

- 1) Attract the attention of the students
- 2) Focus the attention of the students
- 3) Inspire students to participate in class;
- 4) Create a sense of anticipation;
- 5) Energize or relax pupils in preparation for the learning exercise
- 6) Inspire pupils' creativity.
- 7) Improve attitudes toward subject and learning
- 8) Form a bond with other students and the
- 9) Improve content recollection
- 10) Improve comprehension
- 11) Foster creativity
- 12) Stimulate the flow of ideas
- 13) Encourage deeper learning
- 14) Give people the freedom to express themselves
- 15) Assist as a conduit for collaboration
- 16) Inspire and encourage students
- 17) Make studying enjoyable
- 18) Set a suitable mood or tone

²¹ Sitti Hadijahand Shalawati. "A Video-Mediated EFL Learning: Highlighting Indonesians Students' Voice". *Journal of English for Academic*(2021).<https://journal.uir.ac.id>

²²Reza Anugerah, Yohanes GatotSutapa, Yuliana DwiRiyanti, "The Potential of English Learning Videos in Form of Vlog on Youtube for ELT Material Writers". (Proceedings International Conference on Teaching and education, 2019).

19) Reduce nervousness and strain around frightening issues

20) Create visually appealing imagery

Berk goes on to discuss some of the reasons why teachers should use video into their teaching-learning process.²³ He discusses the role of superficial, profound feelings, and emotions in influencing students' minds when watching films. Excitement, fury, laughing, relaxation, love, whimsy, or even boredom are examples of profound sensations or emotions. It creates movies that may be utilized as a resource in providing a variety of teaching methods and can help students become more involved in their learning process.

However, Kriswinardi et.al suggest that there are also some limitation that a video learning has.²⁴ First and foremost, if the video's quality was poor and it took students a long time to comprehend the entire content of the film. As a result, the teacher opted to replay the video multiple times in order to ensure that the pupils understood and caught all of the information in the movie. It is shown that when a teacher uses video to teach students, the video must be of high quality. It not only provided a clear vision for the pupils when watching the film, but it also allowed the teacher to save time while transferring materials to the students. So, if the teacher wished to display a video as an example to the pupils, a poor quality video was a major issue. Another disadvantage was that if a teacher wished to use video in the classroom, the equipment needed to be readied ahead of time. During the observation, the researcher discovered that the speakers were unable to play due to a broken cable. The teacher then inquired as

²³Ibid

²⁴ G.T.Kriswinardi, P.K.Nitiasih, P.E.Dambayana, "An Analysis of Using Video on Teaching Speaking in EFL Classroom of the Eleventh Grade Students of SMAN 4 Singaraja in Academic Year 2017 / 2018". *UNDIKSHA Journal*(2018).<http://download.garuda.kemendikbud.go.id>

to whether or not anyone had brought speakers. None of the pupils said they had. The teacher then went back to her office to hunt for more speakers. The kids had to wait around 15 minutes for a new speaker to arrive.

This research, in addition, employed the video learning of descriptive text. The video was downloaded from YouTube video <https://www.youtube.com/watch?v=D3R4WRdGs1M>



Video Learning of Descriptive Text

2.1

b. Advantage and Disadvantage of video Learning

The use of video media in learning provides positive values (advantages) by increasing student learning activity. However, Harmer identified advantage and disadvantages in the use of video media.²⁵

The advantages of using video media in learning:

- 1) Videos can complement the basic experiences of students when students discuss, read, and practice.
- 2) Videos can show objects normally that cannot be seen, such as the work of the heart when it beats.
- 3) Encourage and increase student motivation and instill attitudes and other affective aspects.

²⁵Jeremy Harmer, *The Practice of English Language Teaching (Third Edition)* (London: Longman, 2001).76.

- 4) Videos contain positive values that can invite thoughts and discussion in
- 5) Videos can present events to large groups or small groups and heterogeneous groups or individuals.

There are several disadvantages of the use of video media in learning, among others:

- 1) Fine details, unable to display objects to the smallest extent.
- 2) Size information, cannot display the object with the actual size.
- 3) Two dimensions, the image displayed with the video is generally two dimensional.
- 4) The opposition, meaning that inaccurate taking can cause the audience to hesitate in interpreting the image that is seen.
- 5) Video supporting material requires a projection tool to display it.
- 6) Creating a video program requires a lot of money.

With video, students will be facilitated in understanding the material, because videos can be played repeatedly, according to the wishes of students. The ability of video media can also manipulate time and space, large and distant objects can be presented through this video media.

9. Frame of Thinking

Writing skill is one skill that must be mastered by the students when they study English. Besides that, writing skill is the one of tools communication process that can improve the idea and develop their thinking about their experience and their knowledge. Writing must to be mastered by the students, although it is more difficult rather than the other skills especially descriptive text. Descriptive text is a text that gives information about particular person, place, or thing. In other hand descriptive text simply describes about person. If the writer wants to write a descriptive

text, they only need to go to the object and take a note by using five senses. In writing descriptive text, the writer must concern on the generic structure in order to make a good text. In teaching writing skill, the teacher needs valuable technique so that students can learn the material easily.

Presentation Practice Production (PPP) is a method, students will acquire what they are learning and give them opportunities to practice, to increase student's in learning writing ability, teacher can use PPP technique. Based on the description above, the researcher assumed that using PPP in teaching writing in the classroom will be attractive the students' interest. Thus, this technique can help the students to overcome their problem in their writing skill.

J. Hypothesis

In this research, the researcher propose the hypothesis of the research as follows:

Ha : There is significant influence of using PPP method through video learning towards the students' writing skill of descriptive text at the eleventh grade of SMAN 17 Bandar Lampung.

Ho : There is no significant influence of using PPP method through video learning towards the students' writing skill of descriptive text at the eleventh grade of SMAN 17 Bandar Lampung

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