

## ABSTRACT

### MODIFYING PPP PROCEDURE THROUGH COMMUNITY LANGUAGE LEARNING (CLL) TO IMPROVE STUDENTS' ACHIEVEMENT IN WRITING ANALYTICAL EXPOSITION TEXT

By

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This study compared the writing achievement of high school students using the original PPP procedure and a modified version incorporating Community Language Learning (CLL). The research aimed to assess improvements in analytical exposition text writing, identify the most improved writing aspect, and explore the link between motivation and writing achievement. The quasi-experimental design involved two classes, with the experimental group using modified PPP with CLL principles and the control group using the original PPP. Data were collected through pre- and post-treatment writing tests, assessed based on five writing aspects. Results showed a significant difference in writing achievement, with the experimental group outperforming the control group. The highest improvement was in content, and the experimental group demonstrated a higher N-gain score (12.13 vs. 3.85). The modified PPP with CLL principles facilitated better writing content elaboration. The study also revealed a strong positive correlation (0.816,  $p < 0.001$ ) between students' motivation and writing achievement, supporting the feasibility of implementing modified PPP with CLL in English learning.

**Keywords:** *PPP, CLL, writing achievement, motivation*