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

(A Thesis)

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ABSTRACT

**MODIFYING PPP PROCEDURE THROUGH COMMUNITY
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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*

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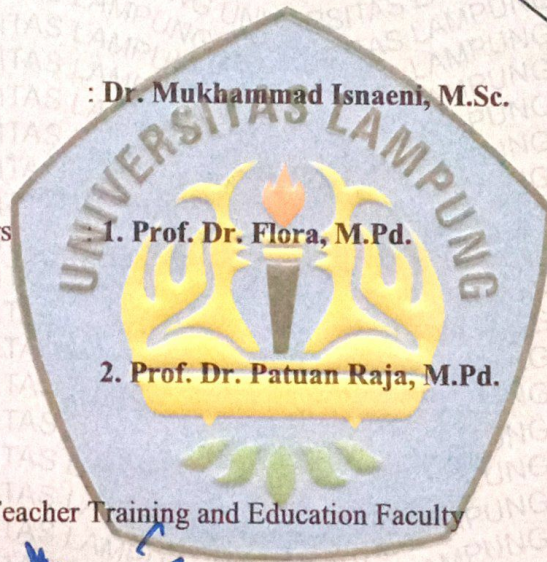
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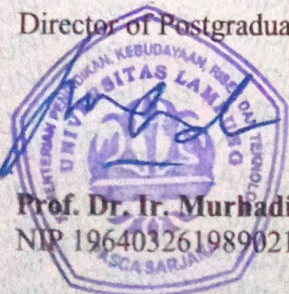
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LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

1. Tesis dengan judul *"Modifying PPP Procedure through Community Language Learning (CLL) to Improve Students' Achievement in Writing Analytical Exposition Text"* adalah benar hasil karya sendiri dan saya tidak melakukan penjiplakan dan pengutipan atas karya penulis lain dengan cara tidak sesuai etika ilmiah yang berlaku dalam masyarakat akademik atau yang disebut *plagiarism*.

2. Hal intelektual atas karya ilmiah ini diserahkan sepenuhnya kepada Universitas Lampung.

Atas pernyataan ini apabila dikemudian hari ditemukan adanya ketidakbenaran, saya bersedia menanggung akibat dan sanksi yang diberikan kepada saya. Saya bersedia dan sanggup dituntut sesuai hukum yang berlaku.

Bandar Lampung, 18 Januari 2024
Yang membuat pernyataan,

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CURRICULUM VITAE

Nurul Fadhillah is the only child of Nasrul and Nurma (the late). She was born in Tanjung Balai Karimun, on September 13, 1998. Having done her education at TK Aisyiah Bustanul Athfal in 2004, she continued her study at SD Negeri 001 Kapling in 2005 until 2006. In that year, her mother passed away and her father got married with other woman and moved to Padang. After that, she was adopted by her aunt named Wati Resmana and her uncle, Paridi and moved to Lampung.

She then continued her elementary school at SD Negeri 3 Bandar Jaya and graduated in 2010. Then, she was accepted in SMP Negeri 3 Terbanggi Besar in 2010 to 2013. She then pursued her education at SMA Negeri 1 Terbanggi Besar and finished in 2016. Having graduated in 2016, she participated in SNMPTN program and was accepted in English Education Study Program of Teacher Training and Education Faculty, University of Lampung and got BIDIKMISI scholarship. She has been teaching English since 2018 in private courses, beginning by sharing her knowledge to the elementary and high school students. During her bachelor degree, she participated in some organizations in University of Lampung and volunteering activities (UKM U English Society, Birohmah, HMJPBS, FPPI and BEM FKIP Unila). She successfully finished her undergraduate study in 2020, earning the cum laude predicate and becoming the second-best graduate student at the faculty level. After she got her bachelor degree, she wanted to continue her study directly in master of English Education. But again, she needed a scholarship to pay her tuition fees but there was no scholarship from University of Lampung for Master of English Education at that time.

3 months after graduation, in the beginning of 2021 she was accepted as an English teacher at Sekolah Qur'an Darul Fattah (Junior and Senior High School). This school also opened a special class called *Takhossus Bahasa Inggris* by implementing English Education curriculum. She teaches writing subject then the students have finished their business proposal, their own institutional education design, publishing English Novel and took several English tests, such as EPT, TOEFL and IELTS. Realizing that she needed to improve her knowledge, then 2 years later, in 2022, she was admitted as a master's student in the English Education Department at University of Lampung and got a scholarship from University of Lampung. At present, she becomes an English teacher, an English Club tutor and Students Council's Supervisor at SMA Qur'an Darul Fattah.

MOTTO

*"Do not lose hope in Allah's mercy, for Allah certainly forgives all sins.
He is indeed the All-Forgiving, Most Merciful"*
(QS Az-Zumar : 53)

*"If something is destined for you,
never in million years will it be for someone else"*
(NF)

DEDICATION

In the name of Allah Subhanahu wa ta'ala, this thesis is devoted to all great educators who instilled in me the delight of learning and teaching, the students who encourage me to pursue my dreams, my family who had raised me well and given me so much encouragement to finish my study and all of my friends who light up my days with laughter.

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Upon completing this work, the author realized that invaluable assistance received from numerous individuals who wholeheartedly contributed through generous feedback for the completion of this thesis. Therefore, the author extends her sincere gratitude and utmost honor to:

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Ultimately, the author acknowledges that her work remains distant from perfection, recognizing the potential for flaws within this research. As such, any comments, suggestions, or constructive feedback are warmly welcomed to enhance the quality of this study. The author aspires for this research to offer tangible contributions to educational development, benefitting readers and individuals who want to conduct further study in this field.

Bandar Lampung, 18 January 2024
The author,

Nurul Fadhillah

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I. INTRODUCTION

This chapter discusses some points. Those are research background, research question, objectives of the research, uses of the research, scope, and definitions of terms.

1.1. Background

Writing is regarded as one of the essential skills students need to master. Sa'adah (2020) defines writing as a process of transferring thoughts into written words. It is in line with Cole and Feng (2015) who stated that writing is a fundamental component of language. When a child writes, thoughts and knowledge are blended together creating a unique meaning. Consequently, students identify the skill of writing as more difficult than listening and reading. Furthermore, writing is the skill that most students are least proficient in when acquiring a new language. Therefore, Troia (2013) emphasizes that writing offers extended opportunities for students to think, manipulate ideas, and reflect on their existing knowledge, beliefs, and confusions in written form.

In Indonesia, many students struggle to express their ideas in writing. Richard and Renandya (2002) note difficulties in generating, organizing and translating ideas into readable text. Ashrafiany et al (2020) mention that most Indonesian students struggle to come up with initial ideas and concepts because they lack of background

knowledge on the topic. In addition, Toba et al (2019) also mention that students encounter challenges with content elaboration. They cannot explore and develop the relevant topic and it results in the unknowledgeable and unclear composition of ideas. Moreover, Flora et al (2020) and Mohammed and Sadoon (2020) declare that the difficulty of writing is not only about generating and organizing ideas but also in translating those ideas into readable text. They argue that the students still have problems expressing their ideas in English.

External factors, such as teaching methods, also contribute to writing challenges. Febriani's (2022) study reveals that improper teaching strategies can impact students' motivation and learning effectiveness. Moreover, Toba et al (2019) presents the EFL students' reasons in encountering the problems of writing comparison and contrast essay can be identified into two. The first is the limitation of knowledge in the aspect of writing such as content, organization, vocabulary, grammar and mechanics. The second point is about personal reasons, including lack of writing practice, writing dislike, anxiety in writing, negative perception in writing, low motivation in writing, limited time given in writing and the teaching process of writing employed by their lecturers/teachers. Thus, teachers should provide ample opportunities for students to practice language skills. To enhance writing skills, a supportive learning environment is crucial. Presentation-Practice-Production (PPP) procedure can be chosen to fulfill this. PPP has recently been widely used to improve learners' English skills and competence.

In the issue of teaching writing, Anderson (2017) states that PPP is referred to as a procedure, model, paradigm or approach to teaching language skills and components. PPP, which originated in the United Kingdom during the mid-1970s, is a teaching approach derived from Audiolingual methodology with a British influence. As the procedure is straightforward, the teacher presents the target language. Then, students are asked to practice it. It is only later that the students are allowed to produce the desired language. The process starts with the input and ends with the output. Anderson (2017) has identified three potential contexts of using PPP one of which is primary and secondary teachers working in low- and middle-income countries and defined the lesson structure on his work as a teacher and teacher trainer well-matched with best practice in conventional teaching process.

The theory of the PPP method includes three main parts and the researcher intends to give a brief explanation of these parts in the following section. The first one, presentation, involves presenting the grammar item, which can be in the form of a rule, function, pattern etc. It is important to bear in mind that this method is constructed to teach language explicitly. Presenting the grammar item at the beginning of the learning process is consequently an essential part of the PPP approach. It is also a method that is generally teacher-controlled, which is most obvious in the first stage (i.e. the presentation) (Shehadeh, 2005). The second stage in PPP is practice. The purpose of this stage is to repeat and practically apply the new information that the student has learned in the presentation stage (Shehadeh, 2005). This is the stage where the learner is supposed to grasp what the teacher has presented. The third and last stage in PPP is production. The idea is to repeat and

apply the language item correctly after having been presented to it in the first stage and from repeating it in stage two. There is an element of individuality in this third stage, to produce language freely. Carless (2009) claims that the learners are meant to produce the language for themselves, expressing what they want to say rather than what the teacher has directed them to say. However, the argument that PPP actually encourages the learner to produce language freely has encountered criticism. Carless (2009) suggests that the idea of free production is ironic since production can hardly be free if students are required to produce forms that have been specified.

Nevertheless, as with any well-established methodology, PPP has its critics mentioned before (Ellis, 2005; Carless, 2009, Anderson, 2017). One of the very famous criticisms is that some experts consider PPP incompatible with its students-centered approaches (Anderson, 2017). PPP is believed as a teacher-led instruction rather than learner-oriented strategies. Moreover, a couple of relatively new methodologies are starting to gain in popularity beating PPP such as TBL (task-based learning) and ESA (engage, study, activate). However, even strong advocates of these new methodologies do concede that new EFL (English as a foreign language) teachers find the PPP methodology easiest to grasp, and that these new teachers, once familiar with the PPP methodology, are able to use TBL and ESA more effectively than new trainees that are only exposed to either TBL or ESA.

For this reason, it suggests that this procedure needs to be modified with other approach that can make this procedure become student-centered. PPP, a widely-

used method, presents, practices, and then allows production. However, critics argue that PPP is teacher-led. To address this, CLL, emphasizing group experiences and reflection, can be incorporated in the PPP (Presentation Practice Production) stages. According to Curran (1972) in Freeman & Diane Larsen (1986), CLL is defined as a supportive language contract which consists of group experience and group reflection. Students do not learn alone or in competition, but together within supportive groups. In the CLL class, there are three types of group learning experiences; the entire class group, small groups of five to six students, and pair groups. Each of these three group learning experiences takes on the nature of a short-term counseling session and teacher as the counselor (Curran, 1972). In the short-term counseling session, the teacher explains the purpose of activities, sets the time limits, and awaits the reactions of the students before proceeding to the next stage. Therefore, using this approach, students can have a supportive learning environment by doing collaborative learning and peer-feedback. Hopefully, by modifying PPP Procedure through CLL, it can help the students to be knowledgeable from dependent into independent learners.

According to Kobiljanovna (2021) in building a definition of independent learning, the key may be said to be a shift of responsibility for the learning process from the teacher to the students. This shift in responsibility involves students having a comprehension of their learning, being motivated to learn and to work with teachers to form and create their learning atmosphere. Students do not become efficient independent learners by themselves. Rather, they have to learn how to learn, showing that useful ways to learn should be promoted by teachers. The promotion

of independent learning depends on a new role for teachers, which is based not on the traditional transmission of information but on process-oriented teaching, which ensures that students are actively involved in the learning process and become lifelong learners: where effective, independent learning depends on productive interactions between students and teacher.

Riswanto and Aryani (2017) also added that apart from teaching effectiveness that gives impact on student achievement, students' motivations are seen to have some relation with their achievement. In writing, some students encounter difficulties in learning. Several factors may contribute to the difficulties, one of which is related to the psychological factor, which is motivation. Motivation requires the desire to reach a set of goals as well as the willingness to put up effort to achieve that goal (Jodai et al, 2013). Students who have high motivation will show enthusiasm and will be active in learning, especially in writing activities. As supported by Troia et al. (2013), motivation has a significant role in writing achievement. Jodai et al (2013) state that motivation is commonly acknowledged as one of the most important affective variables in foreign language learning. Motivated students are more likely to actively participate in writing activities, making the learning process more engaging and effective (Rahmawati et al, 2021). Therefore, motivation encourages students to persist in their writing tasks, even when faced with challenges. It contributes to a positive attitude toward learning. A motivated students contribute to a positive and dynamic classroom environment, promoting collaboration and enthusiasm for writing. Hence, high motivation correlates with improved learning outcomes. When students are motivated, they are more likely to

put effort into enhancing their writing skills. As a result, motivation matters because it makes learning more enjoyable, helps students persist when things get tough, and ultimately leads to better writing skills and a positive classroom atmosphere (Pratiwi et al, 2022). It means that motivation is the important factor that influences the learning process of writing, so it will affect writing achievement. As supported in their study, motivation is the most important factor in predicting English achievement. Their study supports that motivation is the most important factor in predicting English achievement. In other words, students' motivations are needed in order to describe their achievement.

There are some previous researches related to modifying PPP Procedure. One of them discovered the modification of PPP Procedure through WhatsApp is very effective to use even after the pandemic (Ma'rifah et al., 2022). Artha and Yasmin (2022) modified PPP Procedure using the picture card as media to improve speaking skills. Meanwhile, Belinda et al (2021) investigated modifying PPP in promoting communicative language teaching to improve students' English communicative competence. Considering the suggestions of the advantages and disadvantages from the previous researches that show in students' achievement, thus, this research is desired to find out the effect of modifying PPP procedure with Community Language Learning (CLL) to improve students' writing achievement. The modification of the PPP (Presentation, Practice, Production) procedure was deemed necessary due to students' challenges in generating ideas for writing. Many students faced difficulty expressing their thoughts and required discussions with their peers to develop and articulate their ideas effectively. The incorporation of

Community Language Learning (CLL) principles allowed students to engage in discussions using their native language, fostering a supportive environment for idea generation.

This modification aimed to address the students' struggle in initiating and expressing their ideas during the writing process. As stated before, PPP primarily involves teacher-student interactions, with limited opportunities for students to engage in peer review and collaborative writing tasks. Due to this, it is assumed that CLL can encourage social interaction and collaboration among learners. Therefore, modifying PPP to include CLL elements perhaps can foster a sense of community in the language learning classroom, promoting peer support and collaboration.

This research aimed at filling this gap which might help language teachers to design their teaching activities with the research entitled "Modifying PPP Procedure through Community Language Learning (CLL) to Improve Students' Achievement in Writing Analytical Exposition Text".

1.2. Research Questions

The research questions can be formulated based on the explanation above are :

1. Is there any significant difference on students' achievement in writing analytical exposition text after being taught by modified PPP procedure through CLL and the Original PPP Procedure?

2. Which writing aspect improves the most after the students were taught by modified PPP Procedure through CLL?

3. Is there any significant correlation between students' learning motivation and writing achievement?

1.3 Objectives

Based on the research questions above, the objectives of this research are :

1. to find out whether there is significant difference on students' achievement in writing analytical exposition text after being taught by modified PPP procedure through CLL and the original PPP Procedure.

2. to analyze which writing aspect improves the most after the students were taught by modified PPP Procedure through CLL.

3. to investigate whether there is significant correlation between students' learning motivation and their writing achievement.

1.4. Uses

There are some uses that can be summarized from this research:

1. Theoretically, it can support and strengthen some previous research that proves modified PPP procedure through CLL is effective for English learning especially writing achievement.

2. Practically, it can be advantageous for English teachers to help his/her students to master English writing skill and enhance teachers' method of teaching by applying modified PPP procedure through CLL.

1.5. Scope

This research will adopt a quantitative method to process the data. This research focuses on teaching by applying modified PPP Procedure through CLL in order to find out whether it will give any improvement to students' writing analytical exposition text and investigate their motivation in learning English. There are three kinds of motivation adopted from Setiyadi (2021), namely extrinsic, intrinsic, and international motivation. The material for the teaching and learning is analytical exposition text. The reason for using this text is because it is one of the monologue texts that should be mastered by SHS students in the second grade. In order to write well, Jacobs et al (1981) states that there are several aspects which should be considered by students which include content, organization, vocabulary, language use, and mechanics.

1.6. Definition of Terms

In this research, there are some terms that mostly appear in the explanation of each chapter. Those terms are dealing with the core of this research, such as:

1. Writing

   Writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to a reader.

2. Analytical Exposition text

   Analytical exposition text is a type of text that is intended to persuade readers that something should be in the case.

3. PPP Procedure

PPP Procedure stands for Presentation - Practice - Production, is used in ELT as a prescriptive framework for the structuring of new language lessons. It can be said that PPP is an effective way to teach writing in the classroom.

4. CLL (Community Language Learning)

Community Language Learning (CLL) is a language teaching method which involves psychological aspect and students work together to develop what skill of a language they would like to learn. This method firstly developed by Charles A. Curran and his association which is called Counselling-Learning theory.

5. Motivation

Motivation is the process that initiates, guides, and maintains goal-oriented behaviors.

The discussion of the terms has ended the first chapter in which it elaborates the research background, research questions, objectives of the research, uses of the research, scope, and definition of terms. The strong theories and some previous research which supported this research are discussed in the next chapter.

II. LITERATURE REVIEW

This chapter reviews theories which support this research. It consists of concept of writing, aspects of writing, teaching writing, analytical exposition text, teaching analytical exposition text, Community Language Learning (CLL), PPP procedure in teaching writing, The Steps of Original PPP Procedure and Modified PPP Procedure through CLL in Teaching Analytical Exposition Text, Students' Motivation, Theoretical Assumption, and Hypotheses.

2.1. Concept of Writing

Writing is a productive skill where people produce their thoughts in a text form. As a productive language skill, writing involves some aspects of language such as words, sentences, and large chunks of writing to communicate (Purnamasari et al, 2021). In other words, someone can communicate his or her ideas, thoughts, and feelings to the others through written form by putting them on a paper. In addition, Nik (2010) stated that writing is not just putting a pen to paper or writing down ideas but it is how these ideas are presented or expressed effectively. This highly demanding process of writing requires a number of skills and conventions like organization in the development of ideas and information, a high degree of accuracy in choosing the right words so there is no ambiguity of meaning and also the right use of complex grammatical devices to focus and emphasize ideas.

Besides, writing demands the writer to have the careful choice of vocabulary and understand grammatical patterns and to be able to write sentence structures that are appropriate to the subject matter. The process of writing is divided into four stages (Harmer, 2004). On the planning stage, students are encouraged to write. The drafting stage is focused on the fluency of writing and is not preoccupied with grammatical accuracy or the neatness of the draft. Next, on the editing stage, the students rewrite their text on the basis of feedback given by their friends. The students, on the producing final version stage, are engaged in tidying up their texts as they prepare the final draft for evaluation by the teachers.

From the theories above, it can be stated that writing is a whole brain activity to formulate and organize ideas in the right words to deliver and communicate the aims to the reader in written form.

2.2. Aspects of Writing

In order to write well, there are several aspects which should be considered by the students. According to Jacobs et al (1981), there are five aspects of writing. They are:

1. Content

This aspect refers to the substance of writing, the experience of the main idea (unity). Content text is related to convey ideas rather than fluffing a special function of transition, restatement is also used in content text to state again or in a new form a message that is stated.

2. Organization

The aspect refers to the logical organization of the content (coherence). It is scarily more than an attempt to piece together all collections of facts and jumbled ideas.

3. Vocabulary

This aspect refers to the selection of words that are suitable to the content. It can be identified by seeing the word choice or diction in order to convey ideas to the reader.

4. Language use

This aspect deals mainly with the use of grammatical and synthetic patterns on separating, combining and grouping ideas in words, phrases, clauses, sentences to bring out logical relationships in texting writing. In text, word is the smallest element that may be uttered in isolation with semantic or pragmatic content (with literal or practical meaning). Besides, phrases may refer to any group of words, or one word. Furthermore, clause is the smallest grammatical unit that can express a complete proposition. Sentence is a linguistic unit consisting of one or words that are linked grammatically.

5. Mechanics

This aspect refers to the use of graphic convention in the language. Mechanics is the conventions of print that do not exist in oral language, including spelling, punctuation, capitalization, and paragraphing.

In this research, the researcher applied aspects of writing stated by Jacobs et al (1981) to evaluate the students' writing achievement. By following these aspects, students can compose good and comprehensible writing.

2.3. Teaching Writing

Teaching writing is an activity to teach students how to communicate their ideas in the form of written text. In this subchapter, the researcher will further explain about teaching writing.

In teaching writing, a teacher should be able to control class activities in order to make students master the material. A writing process is done through some stages. On each stage, students are engaged in a certain activity to construct their writing. Furthermore, Harmer (2004) stated that the process of writing consists of planning, drafting, editing (reflecting and revising), and producing the final version. On the planning stage, students are encouraged to write. The drafting stage is focused on the fluency of writing and is not preoccupied with grammatical accuracy or the neatness of the draft. Next, on the editing stage, the students re- write their text on the basis of feedback given by their friends. The students, on the producing final version stage, are engaged in tidying up their texts as they prepare the final draft for evaluation by the teachers.

In teaching writing, teachers should direct students' attention to how text is constructed rather than what text is about. Thus, further explanation from Harmer (2004) related to some stages of writing that teacher should concentrate on, as follows:

1) Planning
Before starting to write or type, the writers brainstorm ideas to help them decide what they are going to write.

2) Drafting

This first 'go' at a text is often done on the assumption that it will be amended later.

3) Editing (reflecting and revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it does not. They may move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. This editing is often helped by other readers (or editor) who comment and make suggestions.

4) Producing final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. Then, the writers are now ready to send the written text to intended audiences.

From the explanation above, the researcher concludes that in teaching writing the teachers should engage students in writing activity. It is important since they have to guide and make sure the students pass all main activities in writing. In this study, the researcher focuses on aspects of writing proposed by Harmer (2004) which includes planning, drafting, editing and producing final text.

2.4. Analytical Exposition Text

There are some kinds of texts that should be comprehended by senior high school students. In this research, the researcher used analytical exposition text.

According to Gerot and Wignell (1994), expository paragraph is a paragraph that explains or analyzes a topic by using specific details and examples. Analytical

exposition text is a type of text that is intended to persuade readers that something should be in the case. Based on that theory, it can be said that analytical exposition text is a text which has a function to influence readers' thinking. Analytical exposition text also has generic structures (Gerot and Wignel, 1994), those are:

1. Thesis

    It contains the writer's opinion about something. It also introduces topics and indicates the writer's position.

2. Arguments

    It contains some arguments to support the writer's position. The number of arguments may vary, but each argument must be supported by evidence and explanation.

3. Reiteration

    Restating the writer's point of view/to strengthen the thesis. We can use the following phrases to make conclusion in reiteration:

    - From the fact above ...

    - I personally believe ...

    - Therefore, my conclusion is ...

    - In conclusion ...

From the explanation above, the researcher concludes that in order to compose analytical exposition text, it has the generic structure that the students have to understand. The generic structure includes thesis, arguments, and reiteration.

2.5. Teaching Analytical Exposition Text

In teaching analytical exposition text, there are three components that must be considered by the teachers (Gerot and Wignel, 1994). They are constructing an exposition, language features and generic structure which can be explained as follows:

a. Constructing an analytical exposition text

In constructing an analytical exposition, there are four basic steps. The first step is called planning. In this stage, the writers have to plan what they are going to write for the thesis, arguments, and reiteration. For the thesis, they have to give their point of view and preview arguments. Therefore, this step is to grab the readers' attention to read through the text. Then for the arguments, the writers have to construct a series of arguments that aims to convince the reader and pictures might also be used to persuade the reader. For the closing, the writers have to construct a conclusion that sums up the arguments and reinforce the writer's point of view. The second step is drafting. So here, the writers have to make their drafts. Next step is editing, which includes reflecting and revising. So, the writers have to proof-read their drafts and revise it if there are any mistakes. Then, the last step producing the final version. In this step, the writers have to compose their final drafts after revision.

b. Language features of an analytical exposition text

The language features of analytical exposition consist of three kinds. First, the use of words that shows the author's attitude or we usually call it

modality. The second one is the use of words to express feeling or we usually call it as emotive sentences, for example: you should recycle because it saves the plane. This sentence is emotive. It suggests an action that elicits an emotional response. The last one is the use of words to link cause and effect.

c. Generic structure of analytical exposition text

The generic structure of analytical exposition consists of three main parts: thesis, arguments and reiteration. The first part is called a thesis. Thesis is used for introducing a topic and indicates the writer's position. Besides, the thesis is also used as the outline of the main argument, to be presented. The second part is called an argument. The use of arguments is to restate the main argument outlined in preview. It consists of the elaboration, development and support to each point of argument. The last one is reiteration. It is usually used for restating the writer's position and to conclude the whole argument.

While composing their own writing of analytical exposition, there are some important aspects that must be considered by the students, there are 4 stages of writing analytical exposition text, language features and generic structures of analytical exposition text.

2.6. Community Language Learning (CLL)

Community Language Learning (CLL) is the name of a method developed by Charles A. Curran and his associates. Curran was a specialist in counselling and a professor of psychology at Loyola University, Chicago. His application of

psychological counselling techniques to learning is known as Counselling-Learning. Community Language Learning represents the use of Counselling-Learning theory to teach languages.

As the name indicates, CLL derives its primary insights, and indeed its organizing rationale, from Rogerian counseling. Counseling, as Rogerians see it, consists of one individual (the counselor) assuming "in so far as he is able the internal frame of reference [of the client], perceiving the world as that person sees it and communicating something of this empathetic understanding" (Rogers, 1951 in Witty, 2007). In lay terms, counseling is one person giving advice, assistance, and support to another who has a problem or is in some way in need. Community Language Learning draws on the counseling metaphor to redefine the roles of the teacher (the *counselor)* and learners (the *client) in* the language classroom. The basic procedures of CLL can thus be seen as derived from the counselor-client relationship (Setiyadi et al., 2007).

There are 5 stages of Community Language Learning (CLL) that needs to be considered. The first is the security stage. In this stage, the students are told what they are going to do, then divide students into some small groups which consist of 5-6 students, then the teacher sets the time for the learning process. Freeman and Larsen (1986) states that when students have an idea of what will happen in the class, the students often feel more secure. Therefore, it is assumed that people learn best when they feel secure (stage 1). Interaction between learners and knowers is initially dependent. In later stages interactions between learner and knower are characterized as self-assertive (stage 2), birth stage (stage 3), reverse stage (stage

4), and independent (stage 5). These changes of interactive relationship are paralleled by five stages of language learning and five stages of affective conflicts (La Forge, 1983 cited in Setiyadi, et.al., 2007).

In stage I, total dependency on the teacher. The teacher tells the students what they are going to do, making group discussion, and setting the time limit. It is argued that the initial anxiety of language learners is overcome by the security of the warm relationship between language teacher and language learners.

In stage II, the students begin to make some attempts to speak in their mother tongue language. The teacher still helps the client when the students hesitate to speak and need help. This stage is also called the self-assertion stage. In this stage, language learners start to have discussions on their own with great personal satisfaction.

In stage III, the students grow independent with the discussion that they have done before. The students start to make their draft in English (target language). This stage also includes a translation process since they have to translate their written ideas from their mother tongue to the target language. They undergo a transformation into independence in the foreign language.

In stage IV, the clients begin to be independent by having some feedback from their peers and the teacher. The students need the counselor only for more difficult things like content and organization. In this stage, the learners feel independent in communication and find themselves insulted when they are corrected by the teacher and their peers.

The last stage, stage V is the stage of independence. After the students get some feedback, they are instructed to revise their drafts and finish their final draft. Although the preceding stages were done in group, however in this last stage, they have to make their own final writing draft. The function of the teacher in this stage can become counselors if the students need help.

Community Language Learning is most often used in the teaching of oral proficiency, but with some modifications it may be used in the teaching of writing (Richards and Rogers, 2014). CLL does not use a conventional language syllabus, which sets out in advance the grammar, vocabulary, and other language items to be taught and the order in which they will be covered. If a course is based on Curran's recommended procedures, the course progression is topic based, with learners nominating things they wish to talk about and messages they wish to communicate to other learners. The teacher's responsibility is to provide a conveyance for these meanings in a way appropriate to the learners' proficiency level.

2.7. PPP Procedure in Teaching Writing

The PPP method originally implied coherent activity that had been discovered in the mid-20th century, Criado (2013) explains that PPP was adopted as a teaching sequence with a structured method in the North American Audiolingual, The British Situational Language Teaching Method and the French Audiovisual Method. He adds that the purpose of the structured PPP method is to take over the structure of the method above.

The PPP procedure, originally developed for teaching language skills, has been widely used in teaching grammar as well. It consists of three stages: presentation, practice, and production. In the presentation stage, the teacher introduces the target writing skill or concept and provides examples and explanations. The practice stage involves guided activities to reinforce and practice the target skill. Finally, in the production stage, students apply the skill independently to produce their own written texts.

Several studies have explored the effectiveness of the PPP procedure in teaching writing. For example, Mahfud (2020) argues that the PPP sequence allows students to gradually build their writing skills, starting with controlled practice and moving towards more creative production. Tarina and Yana (2021) also highlights the importance of providing clear models and scaffolding in the presentation stage to support students' writing development. Additionally, research suggests that incorporating various techniques within the PPP framework can enhance the teaching of writing. These techniques include modeling, brainstorming, peer feedback, and error correction. By integrating these techniques, teachers can create a dynamic and interactive learning environment that fosters students' engagement and writing proficiency.

Furthermore, it is important to note that the PPP procedure may need to be adapted to suit the specific needs and preferences of different learners. Some students may benefit from additional pre-writing activities or individualized support during the practice stage. Flexibility in implementing the PPP framework allows teachers to

tailor their instruction and provide differentiated support to cater to the diverse needs of their students.

In conclusion, the PPP procedure is a valuable approach in teaching writing as it provides a structured framework for introducing, practicing, and applying writing skills. It offers a gradual progression that allows students to develop their writing abilities over time. However, it is crucial to adapt the procedure and incorporate additional techniques to meet the students' individual needs.

2.8. The Steps of Original PPP Procedure and Modified PPP Procedure through CLL in Teaching Analytical Exposition Text

Before explaining the steps of the modified PPP procedure through CLL in teaching English, the researcher will show the steps of the original PPP Procedure. Anderson (2017) summarized the three stages in original PPP Procedure as follows :

1. Presentation : The teacher as an informant.

In this first stage, the students pay attention to the teacher's presentation of the material given in front of the class. The teacher will define and explain what an analytical exposition text is. Therefore, the teacher emphasizes its purpose, which is to persuade the reader by presenting arguments and evidence. Next, the students are provided with examples of analytical exposition texts through PowerPoint presentations and have discussions on identifying the generic structure and the language features of the texts. After the students understand the structure of

analytical exposition text, give them a brief explanation about the use of connective words in composing analytical exposition text.

2. Practice : The teacher as a conductor.

In the second stage, this will be guided practice. The teacher will provide some topics and it will be different in every meeting, then the students work individually to brainstorm arguments and supporting evidence for both sides (pro and cons) of the issue on their papers. After that, students are encouraged to think critically and analyze the strengths and weaknesses of each argument.

3. Production : The teacher as a guide.

In this last stage, the students are asked to produce their own analytical exposition text based on the topic given by the teacher. At the end, the teacher can invite some students voluntarily to share their analytical exposition texts with the class. Then, the teacher encourages class discussion and feedback on the presented texts.

Having analysed the stages, the original PPP Procedure is believed to be a teacher-led instruction where the teaching writing focuses more on form and grammar. Therefore, the researcher modified the procedure in order to develop and adapt it through Community Language Learning (CLL). Then, created the instructional process to be more student-centered. The procedure as follows :

1. Presentation:
- In this stage, the students pay attention to the teacher's presentation of the material given in front of the class. The teacher will define and explain what an analytical

exposition text is. Therefore, the teacher has to emphasize its purpose, which is to persuade the reader by presenting arguments and evidence. Next, the students are provided with examples of analytical exposition texts through powerpoint presentation and have discussion on identifying the generic structure and the language features of the texts. After the students understood about the structure of analytical exposition text.

- **Security stage** : The students will be divided into small groups (4-5 students per group) and ensure diversity (high-achiever students with low-achiever students within each group). Then, the students will be given some topics and they can choose one topic to be discussed. The topics for first and second meetings will be about friends, then the third meeting will be about siblings. Therefore, the students together with their friends in a group discuss the topics given and decide the topic for their writing and what they are going to write. The students are informed that they have 40 minutes for brainstorming ideas, 30 minutes to make their writing draft, and 25 minutes for a feedback session and 25 minutes for making their final writing draft individually.

- **Self-assertion stage** : The students form a circle for each group so that everyone has visual contact with one another. Then the teacher puts the tape recorders for each group to record the discussion. After that, the students begin the learning process by discussing the topic chosen. The students are provided with some topics related to psychological aspects (the topics for the first and second meeting are about friends then the last meeting about siblings). They should express their opinions, debate, and gather ideas related to the topic. They can take notes regarding

their arguments. The conversation between the students initially takes place in their mother tongue (Indonesian).

2. Practice:

- **Birth stage :** After the time for discussion is over, the students stop the recorders. Then the students have to make their writing draft, have a translation and they can listen to their recording.

3. Production:

  - **Reverse stage** : After finishing their draft, each group has to show their writing to the other groups and also the teacher. Then, all groups will be given some feedback. The teacher can encourage peer feedback and discussion after each group's presentation (the discussion must be in English).

- **Independent stage** : after finishing the reverse stage, then all students have to write down their final draft of analytical exposition text on a piece of paper. At the end, ask students to reflect on the process of writing their analytical exposition texts and what they learned during the discussion. At the end, ask students to reflect on the process of writing their analytical exposition texts and what they learned during the discussion.

Throughout the process, it can promote active communication and collaboration among students. Encourage them to discuss, asking their teacher will be effective to provide feedback, ask questions, and engage in discussions about their writing. Emphasize the importance of revision and encourage students to reflect on their writing process and progress.

In order to make it easier to see, the researcher makes the table of the difference between the original stage of PPP and the modified one as follows :

Table 2.1 *Procedures of Original and Modified PPP Procedure*

STAGE	ORIGINAL PPP PROCEDURE	MODIFIED PPP PROCEDURE
The Presentation Stage	In this first stage, the students pay attention to the teacher's presentation of the material given in front of the class. The teacher will define and explain what an analytical exposition text is. Therefore, the teacher has to emphasize its purpose, which is to persuade the reader by presenting arguments and evidence. Next, the students are provided with examples of analytical exposition texts through PowerPoint presentations and have discussions on identifying the generic structure and the language features of the texts. After the students understand the structure of analytical exposition text, give them a brief explanation about the use of connective words in composing analytical exposition text.	- In this stage, the students pay attention to the teacher's presentation of the material given in front of the class. The teacher will define and explain what an analytical exposition text is. Therefore, the teacher has to emphasize its purpose, which is to persuade the reader by presenting arguments and evidence. Next, the students are provided with examples of analytical exposition texts through powerpoint presentation and have discussion on identifying the generic structure and the language features of the texts. After the students understood about the structure of analytical exposition text. - **Security stage** : The students will be divided into small groups (4-5 students per group) and ensure diversity (high-achiever students with low-achiever students within each group). Then, the students will be given some topics and they can choose one topic to be discussed. The topics for first and second meetings will be about friends, then the third meeting will be about siblings. Therefore, the students together with their friends in a group discuss the topics given and decide the topic for their writing and what they are going to write. The students are informed that they have 30 minutes for brainstorming ideas, 30 minutes to make their writing draft, and 25 minutes for a feedback session and 25 minutes for making their final writing draft individually. - **Self-assertion stage** : The students form a circle for each group so that everyone has visual contact with one another. Then the teacher puts the tape recorders for each group to record the discussion. After that, the students begin the learning process by discussing the topic chosen. The students are provided with some topics

		related to psychological aspects (the topics for the first and second meeting are about friends then the last meeting about siblings). The conversation between the students initially takes place in their mother tongue (Indonesian).
The Practice Stage	In the second stage, this will be guided practice. The teacher will provide some topics and it will be different in every meeting, then the students work individually to brainstorm arguments and supporting evidence for both sides (pro and cons) of the issue on their papers. After that, students are encouraged to think critically and analyze the strengths and weaknesses of each argument.	- **Birth stage** : After the time for discussion is over, the students stop the recorders. Then the students have to make their writing draft, have a translation and they can listen to their recording.
The Production Stage	The teacher as a guide. In this last stage, the students are asked to produce their own analytical exposition text based on the topic given by the teacher. At the end, the teacher can invite some students voluntarily to share their analytical exposition texts with the class. Then, the teacher encourages class discussion and feedback on the presented texts. At the end, the teacher can invite some students to share their analytical exposition texts with the class. Then, the teacher encourages class discussion and feedback on the presented texts.	- **Reverse stage** : After finishing their draft, each group has to show their writing to the other groups and also the teacher. Then, all groups will be given some feedback. The teacher can encourage peer feedback and discussion after each group's presentation (the discussion must be in English). - **Independent stage** : after finishing the reverse stage, then all students have to write down their final draft of analytical exposition text on a piece of paper. At the end, ask students to reflect on the process of writing their analytical exposition texts and what they learned during the discussion. At the end, ask students to reflect on the process of writing their analytical exposition texts and what they learned during the discussion.

By following these steps, the modified PPP procedure through the CLL approach can be effectively implemented and documented, following the 4 stages of writing (planning, drafting, editing and producing the final version).

2.9. Students' Motivation

Motivation, in its various dimensions, plays a crucial role in the success of learning activities. Uno (2016) emphasizes that motivation significantly influences why and how students learn. The level of motivation to learn directly affects students' engagement and acquisition of knowledge. However, while motivation is necessary, it is not sufficient for learning. Without motivation, individuals lack the psychological energy required to actively participate in the learning process and may actively avoid situations that could lead to desired changes. It is important to note that although motivation is a key factor, it is not the sole determinant of successful learning activities. Students with higher levels of motivation are more likely to find success in their learning endeavours compared to those with lower motivation.

The correlation between writing achievement and students' learning motivation has been a subject of considerable research in the field of education. Numerous studies have explored the intricate relationship between students' motivation to learn and their proficiency in writing skills. One key finding suggests that a positive correlation exists, indicating that students who are highly motivated tend to exhibit better writing achievements. Motivation can be a driving force that encourages students to engage actively in the writing process, seek feedback, and persist in refining their skills. Conversely, lower levels of motivation may lead to reduced effort and investment in writing tasks, resulting in poorer writing outcomes. Understanding this correlation is crucial for educators to design effective

interventions that not only enhance writing skills but also boost students' overall learning motivation.

The significance of motivation in the process of learning English as a Foreign Language (EFL) has been extensively studied and documented. Notable research studies have examined the relationship between motivational variables and the learning behaviors of EFL learners in different contexts. For instance, Setiyadi et al (2019) conducted a study in Iran that explored motivational variables among EFL learners and found that different types of learners, based on their motivation, exhibit distinct learning behaviors when it comes to English language acquisition. Similarly, Tsuda and Nakata (2013) conducted a study in Japan that investigated the role of motivation in learning a foreign language and discovered that different clusters of English learners demonstrate varied approaches to using learning strategies. Therefore, a study conducted by Pratiwi et al (2022) investigated the impact of learning motivation on writing performance and found a significant positive relationship between students' motivation in their writing abilities and their actual writing achievements. Additionally, Limeranto and Mbato (2022) explored the role of achievement values in academic tasks, including essay writing, and identified a connection between students' perceived importance of writing and their motivation to excel in this skill.

These findings above collectively contribute to a nuanced understanding of how motivational factors are intertwined with writing achievements, offering valuable insights for educators aiming to foster a positive learning environment that

promotes both motivation and writing proficiency. The classification of motivation in language learning into intrinsic and extrinsic orientations has been a well-established concept, as highlighted by Ryan & Deci (2000). In the context of learning English in Indonesia, it is more reasonable to classify motivation as intrinsic and extrinsic. In the present study involving EFL learners in Indonesia, motivation refers to the reasons behind students' actions, and these reasons can be categorized as either intrinsic or extrinsic.

Learners may have diverse motivations for learning a second language, and in this study, the motivational orientations are classified as intrinsic and extrinsic, based on the concept of Self-Determination Theory (SDT). Extrinsic motivational orientations encompass reasons for learning a target language in order to attain external rewards, such as good scores, while intrinsic motivational orientations relate to behaviors driven by internal rewards, such as the pleasure derived from engaging in a particular activity. Integrative motivation, which pertains to learners' willingness and interest in interacting with members of the target language group (Gardner, 1985), is grouped under the category of international orientation. This motivation includes reasons not only associated with interacting with members of the target language group, but also with establishing connections with other English speakers from non-target language groups. These classifications of motivation were assumed to exist among EFL learners in Indonesia and were validated based on empirical data from Setiyadi (2021).

2.10. Theoretical Assumption

Students in EFL countries, especially Indonesia, are struggling with the problem of improving their writing achievement. Writing is one of the four basic skills in learning foreign language besides listening, reading, and speaking. It has been taught since the students entered junior high school. Writing will be used to communicate their ideas into written form. Teaching and learning writing usually uses the monotonous technique. Therefore, it makes students feel bored in learning English. The researcher thinks that we need a good teaching procedure, so that the students would not feel bored and unmotivated.

In this research, the researcher modified the PPP procedure with CLL to increase students' writing achievement and their motivation. Presentation Practice Production (PPP) is a procedure, students will acquire what they are learning and give them opportunities to practice, so they will be able to have a good writing. But, as the researcher stated before in the weaknesses of PPP Procedure, this PPP procedure is often teacher-centered, with the teacher presenting language or content and guiding practice activities, therefore, it needs to be modified with CLL perhaps it can promotes learner autonomy and collaboration, as students take the lead in discussions, making decisions about what to say and how to interact. Moreover, PPP often lacks opportunities for authentic communication and interaction among learners. CLL, with its emphasis on group discussions and collaborative learning, provides a more authentic language use context. Learners engage in real conversations, debates, and discussions, which are essential for language fluency. Therefore, PPP typically provides error correction during the production phase,

which might not be as effective for immediate feedback and error correction. In CLL, errors naturally arise during discussions, allowing for on-the-spot corrections and targeted language learning.

Hence, while PPP has its merits and is suitable for various language learning goals, incorporating elements of CLL can enrich the learning experience, especially when the focus is on authentic communication, collaboration, and the development of speaking and listening skills. It allows for a more learner-centered, holistic, and engaging language learning environment. By modifying PPP procedure through CLL, the students have a greater chance to practice their English by sharing their thoughts, supporting their friends' arguments, arguing with nonsense ideas and solving the problem they face. Then, they can have collaborative writing and peer feedback. These elements can create an enjoyable learning environment and motivate students to actively participate in the teaching and learning process. As a result, their motivation plays a supportive role in improving their writing skills. This aligns with the findings of (Rahmawati et al., 2021) who asserted that students' achievement improves as their motivation and interest increase. Therefore, it can be inferred that students' progress in writing is positively correlated with their motivation.

It could be assumed that modified PPP Procedure through CLL can help students to improve their achievement in writing.

2.11. Hypotheses

In quantitative research, it is needed to compose the hypothesis based on the problems formulated in the first chapter. According to the problems that were found out in the first chapter, the hypotheses which are proposed in this research as follows:

RQ1 H_0: There is no significant difference on students' achievement in writing analytical exposition text between those who are taught by modified PPP procedure through CLL and those who are taught by original PPP procedure.

H_1: There is a significant improvement on students' achievement in writing analytical exposition text between those who are taught by modified PPP procedure through CLL and those who are taught by original PPP procedure.

RQ2 H_0: There is no significant improvement on students' writing achievement in terms of content aspect after they are taught by modified PPP procedure through CLL.

H_1: The content aspect shows the most significant improvement on students' writing achievement after they are taught by modified PPP procedure through CLL.

RQ3 H_0: There is no significant correlation between motivation and students' writing achievement.

H_1: There is a significant correlation between motivation and students' writing achievement.

Thus, this chapter has explained about concept of writing, aspects of writing, teaching writing, analytical exposition text, teaching analytical exposition text, Community Language Learning (CLL), PPP procedure in teaching writing, The Steps of Original PPP Procedure and Modified PPP Procedure through CLL in Teaching Analytical Exposition Text, Students' Motivation, Theoretical Assumption, and Hypotheses.

III. RESEARCH METHODS

This chapter elaborates the Research Design, Setting (Time and Place), Population and Sample, Variables, Data Collecting Techniques, Research Procedure, Research Instrument, Criteria of Test, Validity and Reliability of Data, Data Treatment, Data Analysis, and Hypothesis Testing.

3.1 Research Design

In this present study, a quasi-experimental method with a control group was used. Using a quantitative approach, this research employed a quasi-experimental to see the significant difference of students' writing performance after being taught by Modified PPP Procedure through CLL principle and the Original PPP Procedure. The data obtained from the experimental class were used to answer the first and the second research questions which were analyzed using Independent Group T-Test and Repeated Measures T-Test. In addition, Pearson Product Moment was used to analyze the data of the third research question as this study aimed to investigate the correlation from the result of questionnaire motivation and writing achievements in both classes. Thus, the two classes learned using different methods in which the control group were taught by Original PPP Procedure while the experimental group were taught by Modified PPP Procedure through CLL.

The pretest (T1) was given to the students to measure the students' writing achievement and the posttest (T2) was given to them to see how far they have improved in both classes. Before they were given the posttest, the students received treatments for 3 meetings. According to Setiyadi (2018), this design is the improvement of the one-shot case study. In this design, students were given the test before the treatments (pretest) and another test after the treatments (posttest) to measure the improvement of students' achievement. The design illustrated as follows:

G1: T1 O T2

G2: T1 X T2

(Setiyadi, 2018:113)

Note:
G1   : Experimental group (modified PPP procedure)
G2   : Control group (original PPP procedure)
T1   : Time to take the first data collection before treatment (Pre-test)
T2   : Time to take the second data collection after treatment (Post-test)
X   : Treatment 1 (modified PPP procedure)
O   : Treatment 2 (original PPP procedure)

3.2 Population and Sample

The population of the research was the whole eleventh grade students of SMA Qur'an Darul Fattah which consisted of 150 students divided into five classes. In selecting the sample, the researcher used purposive sampling. This study is a quasi-experimental with control group pretest and posttest design and the purposive sampling was taken in two groups or classes since the researchers had consideration for certain purposes in which the two classes have similarities. The experimental class with 30 students were given the treatment using a modified PPP procedure

through CLL, while the control class with 30 students were given the treatment using the original PPP procedure.

3.3 Variables

Variable is a concept – a noun that stands for variation within a class of objects (Fraenkel and Wallen, 2009). There are two kinds of variables named independent variable and dependent variable.

For the first research question (RQ 1):

1. Modified PPP procedure through CLL as the first Independent Variable (X).
2. Original PPP procedure as the second Independent Variable (O).
3. Students' Achievement of Analytical Exposition Text Writing as the Dependent Variable (Y).

For the second research question (RQ 2):

1. Modified PPP procedure through CLL as the Independent Variable (X).
2. Writing aspect as the Dependent Variable (Y).

For the third research question (RQ 3):

1. Students' achievement as the Independent Variable (X).
2. Students' motivation as the Dependent Variable (Y).

Independent Variables (X and O) affect the existence of the Dependent Variable (Y). It means that modified PPP procedure through CLL and original PPP procedure

affect the existence of students' achievement, writing aspect of analytical exposition text and students' motivation.

3.4 Research Instruments

In this research, the data was collected by administering writing test and questionnaires.

A. Writing Test

To investigate the students' achievement of analytical exposition text writing, the researcher administered the writing test before and after the treatment. Both the pretest and posttest were done by control and experimental groups. Their writings then were assessed by the two raters and the scores were analyzed in order to answer the research questions. In scoring the students' writing, the researcher used scoring rubric by Jacobs et al (1981). Thus, the data of this research were in the form of writing test scores.

B. Questionnaire

The questionnaire were given to the students after the treatment. In this research, the researcher used questionnaire in order to get the data systematically based on the third research question about whether there is a significant correlation of students' motivation in teaching and learning process to their writing achievement. Setiyadi (2018) states the questionnaire is divided into two major groups, namely close-ended and open-ended questionnaires. In this research, the researcher used a

close-ended questionnaire. The researcher adopted a questionnaire from Setiyadi

(2021) in terms of extrinsic, intrinsic and international motivations.

Table 3.1 Items of Questionnaire

No.	Statements	Types of motivation
1	I want to improve my English because in the era of globalization I need English.	
2	I want to improve my English because it will allow me to have access to information written in English.	Extrinsic
3	I want to improve my English because it will allow me to get a good job.	
4	I want to improve my English because it will allow me to get good scores in English at school.	
5	I want to improve my English because it will allow me to meet with more native speakers of English.	
6	I want to improve my English because it will allow me to participate more freely in the activities of native speakers of English.	
7	I want to improve my English because it will allow me to gain good friends more easily among native speakers of English.	International
8	I want to improve my English because it will enable me to better understand the cultures of native speakers of English.	
9	I want to improve my English because I want to master a foreign language.	
10	I want to improve my English because I enjoy learning a foreign language.	Intrinsic
11	I want to improve my English because mastering English makes me confident.	
12	I want to improve my English for travelling.	

3.5 Data Collecting Techniques

The data collecting technique used by the researcher in this study divided into four

sections, they are:

1. Pre-Test

The pre-test were administered in two groups after giving treatment of which to assess students' analytical exposition text writing achievement. The actual purpose of this test was to find out the students' initial knowledge and skill before being taught by the teacher through Modified PPP Procedure through CLL and the Original PPP Procedure. The researcher explained what students needed to do, what kind of writing they had to do and what were the aspects that would be scored by the teacher.

2. Treatment

After conducting the pre-test, the students in the experimental class received the treatment using Modified PPP Procedure through CLL. Additionally, the students belonging to the control class were taught through the Original PPP Procedure. The students from both classes should attend the learning process several times. The target of having the treatment was the students were able to produce analytical exposition text.

3. Post-Test

This test was delivered to the students after the treatments. It was conducted in order to see whether there is significant difference in students' achievement of analytical exposition text writing between those who were taught using modified PPP procedure through CLL and those who are taught using original PPP procedure. Then, it was used to find out whether students' writing achievement improved from the pretest to the posttest after the treatment.

4. Questionnaire

Questionnaire was given to the students after the post-test had been conducted. The questionnaire measures motivational orientations taking the forms of close-ended questionnaires, ranging from "never true of me" to "always true of me" and the scores range from 1 to 4. The students' native language (Indonesian) was used in the questionnaire to prevent the participants from misunderstanding the questions.

In short, the data were obtained from two kinds of tests, namely pretest and posttest and also the questionnaire. The two tests were administered to experimental and control classes. On the other hand, the questionnaire was administered to the experimental class only since the researcher wanted to know the correlation of writing achievements and motivation after the students were taught by the modified PPP Procedure through CLL. Therefore, the test instruction for both classes was the same without any modification.

3.6 Research Procedure

In conducting the study, the researcher needs to arrange and follow some steps so that the research can be done well and sequentially. Therefore, the procedure of this research are as follows:

a. Determining Problems

The problem was identified by the researcher in the learning process at SMA Qur'an Darul Fattah Bandar Lampung. The researcher found that the students were unmotivated to follow the English learning process since the teacher just

only teaches the students with the conventional method like PPP Procedure. The teacher presented the material, then the students were instructed to have some practice in terms of grammar drilling, after that they were asked to produce something. This case then became the background for the researcher to conduct this study which employed modified PPP Procedure through CLL.

b. Selecting the Population and Sample

The population of this research was the second grade students in SMA Qur'an Darul Fattah in 2023/2024 academic year. The samples were two classes in which consisted of approximately 30 students for each class to be experimental and control groups..

c. Selecting Writing Material

The material for treatments was based on a school-based curriculum 2013 which focuses on making analytical exposition text. Therefore, there were some topics that have been prepared by the researcher for the learning process.

d. Administering Pretest

A pretest was conducted to determine the students' writing achievement before treatment at the first meeting. The topic was related to best friends' issues. The students were asked to make writing based on the topic and instruction given by the researcher.

e. Conducting Treatment

The treatment was run after the students got their pretest. The treatment was administered in three meetings. Each meeting consisted of 120 minutes. A different topic will be given in every meeting. After joining the class, the teacher will explain about analytical exposition text first. Then, students are needed to

make their own writing related to the topic they have learned. After that, they share the material they had discussed and reviewed in the next meeting. After the students finish their writing, then they submit it. Therefore, the researcher assessed students' writing based on the aspects of writing and gave some feedback to the students during the learning process.

f. Administering Posttest

The posttest aimed at evaluating the progress of students' writing achievement of analytical exposition text after the implementation of Modified PPP Procedure through CLL and the Original PPP Procedure. This test was similar to the pretest, one that made it different was the topics.

g. Distributing Questionnaires

The researcher gave a google form link for questionnaire to students in their WhatsApp group to answer regarding their motivation on modified PPP Procedure through CLL.

h. Scoring

Since this research involved inter-raters, there were two raters to score the writing tests. The researcher who filled the scoring test will be the first rater (R1) and the English teacher was the second rater (R2). Then the first and second rater judge students' writing based on the five aspects of writing; content, organization, vocabulary, language use, and mechanics.

i. Analyzing the Test Result (pre-test and post-test)

The data of the students' work in pretest and posttest were analyzed based on Jacobs et al (1981) which concerned the five aspects of writing. The researcher and the English teacher scored the pre-test and post-test. After that, the

researcher calculated the mean and the gain of the pretest and posttest. Then, the researcher will use Two terms of SPSS, *Independent Group T-Test and Repeated Measures T-Test* to analyze the result of pre and posttest of control group and experimental group.

j. Analyzing Questionnaire

The researcher analyzed the students' response to the questionnaire by using *Pearson Product Moment in SPSS ver 23*. The result from the questionnaire is to answer the third research question regarding students' motivation toward modified PPP Procedure through CLL.

Those are the procedures in doing this research. It is important to note that the procedures should be done in consecutive order to get the good result of the research.

3.7 Criterion on Students' Writing

In evaluating the students' writing scores, the researcher analyzed the result of the students' writing test to make sure that the treatments gave an impact to the students' achievement. There are five aspects that will be evaluated: content, organization, vocabulary, language use, and mechanics (Jacobs et al, 1981).

Table 3.2 *The Components of Writing Score*

Aspects	Points
Content	30
Organization	20

Vocabulary	20
Language use	25
Mechanics	5
Total	100

3.8 Validity and Reliability of the Instruments

In fulfilling the criteria of a good instrument, validity and reliability of the instrument were considered. The test in this study have validity and reliability as follows:

3.8.1 Validity of the Instruments

Validity refers to the extent to which the instrument measures what is intended to measure. In this study, the researcher used content, and construct validity. Heaton (1988) mentions that content validity depends on a careful analysis of the language being tested and the particular course objectives.

a. Writing Test

Muijs (2022) emphasizes that when designing measurement instruments for educational research, the most important aspect to consider is validity. Validity refers to how well an instrument measures what it is intended to measure (Setiyadi, 2018). In order to establish validity, two types of validity are crucial:

1. Content validity

Content validity, as described by Muijs (2022), encompasses strategies that focus on the content of the test. To demonstrate content validity, the researcher examined the extent to which the test represents the content of the objectives or specifications it is designed to measure. In this study, the researcher assessed the degree of alignment between the test items and the test objectives or specifications of analytical exposition text by analyzing the data from the syllabus. The researcher used the learning objectives stated in the syllabus, created by the teacher, to develop the material and activities. Furthermore, the test administered to the students was based on the indicators outlined in the syllabus.

2. Construct validity

According to Muijs (2022), the construct validity of a test should be established through the accumulation of evidence. This means that the test items or tasks should be developed in alignment with the underlying theory of what is being assessed. The theory of language skills, which includes various language aspects, serves as a foundation for teachers to create tasks that evaluate students' language abilities. In this study, the test is designed based on the theory of writing, and the teaching and learning process also incorporates the aspects of writing. The researcher employed a scoring system derived from the theory proposed by Jacobs et al. (1981), which has been proven effective for evaluating writing tests. Additionally, both instruments will be reviewed by three English teachers at SMA Qur'an Darul Fattah. In addition, the content and construct validity of the writing test instrument

have been checked by English teachers at school and using a checklist table. The

result of the validity check is presented in the following table.

Table 3.3 Validity of The Tests

Test	Construct			Content		
	Rater 1	**Rater 2**	**Rater 3**	**Rater 1**	**Rater 2**	**Rater 3**
Pretest	100%	100%	100%	100%	100%	100%
Posttest	100%	100%	100%	100%	100%	100%
Average		100%			100%	

It is obviously displayed in the table above that the overall percentage of construct

validity is 100%. In other words, the three raters agree that the instruments for

conducting pretest and posttest have fulfilled construct validity. Similarly, having

the average score of 100%, the tests have met the criteria of content validity based

on the result from the raters. Therefore, it can be said that the pretest and posttest

made by the researcher are valid.

b. Questionnaire

The content validity of the questionnaire that was used by the researcher is the

aspects of the questionnaire itself. The questionnaire consists of 3 aspects of

motivation adopted from Setiyadi (2021).

Table 3.4 Validity of each questionnaire item with the constructs

Orientation	Item Nos
Extrinsic orientation	1) .696**, 2) .691**, 3) .769**, 4) .623**
International orientation	1) .465**, 2) .682**, 3) .724**, 4) .501**
Intrinsic orientation	1) .679**, 2) .725**, 3) .700**, 4) .653**

Note. ** = $p < 0.01$.

The factor analysis of motivation data in the table below provides empirical

evidence that motivation in learning English has three meaningful sub-components

as assumed. To identify their motivational orientations, the data were analyzed by running factor analyses and then the mean scores of the sub-scales were computed to identify the degrees of the orientations. This questionnaire was analyzed through Exploratory Factor Analysis (EFA). The empirical evidence showed that the items had a high correlation with their constructs. This suggests that the items developed in the study are valid.

3.8.2 Reliability of the instruments

Reliability is also the important thing to be measured to fill criteria of a good instrument. It refers to the extent to which the instrument is consistent in its score and gives an indication of how accurate the instrument score is. Reliability refers to the consistency of the measure. A test is said to be reliable if its scores remain relatively stable from one administration to another (Hatch and Farhady, 1982 in Setiyadi 2018).

a. Writing Test

Since the instruments used in this research are writing tests, the researcher employed inter-rater reliability to examine the consistency of the test. It implies that the tests were evaluated independently by two raters. Therefore, in this study, the researcher cooperated with one of the English teachers at SMA Qur'an Darul Fattah to evaluate students' writing using 5 aspects by Jacobs et al (1981). Thus, the reliability was acquired from the students' scores given by the two raters after being compared. Moreover, the scores from the raters were added and divided into two in order to get the final score used in data analysis. The researcher also utilized *Rank*

Spearman Correlation to examine the correlation between two raters. Therefore, a statistical procedure was applied to determine the instrument's reliability score. After finding the coefficient between raters, the researcher analyzed the coefficient of reliability with the standard of reliability, as follows:

A very low reliability (ranges from 0.00 – 0.19)

A low reliability (ranges from 0.20 – 0.39)

An average reliability (ranges from 0.40 – 0.59)

A high reliability (ranges from 0.60 – 0.79)

A very high reliability (ranges from 0.80 – 1.00)

(Hatch and Farhady, 1982)

Based on the standard of reliability above, it could be concluded that the writing tests should be considered reliable if the tests reach the range at least of 0.60 to 0.79 (high reliability). Furthermore, the reliability of pretest and posttest in this research is presented below:

Table 3.5 Reliability of Pre-test
Correlations

			Rater 1	Rater 2
Spearman's rho	Rater 1	Correlation Coefficient	1.000	.856[**]
		Sig. (2-tailed)	.	<.001
		N	30	30
	Rater 2	Correlation Coefficient	.856[**]	1.000
		Sig. (2-tailed)	<.001	.
		N	30	30

[**]. Correlation is significant at the 0.01 level (2-tailed).

From the table above, the pretest appears to be a reliable measure, providing strong evidence of a significant positive correlation. The correlation coefficient (Spearman's rho) of 0.856 and a significance level (sig value) less than 0.001 indicate a very high reliability. Besides, the reliability of the posttest is picturized in the following table:

Table 3.6 Reliability of Posttest

Correlations

			Rater 1	Rater 2
Spearman's rho	Rater 1	Correlation Coefficient	1.000	.841[**]
		Sig. (2-tailed)	.	<.001
		N	30	30
	Rater 2	Correlation Coefficient	.841[**]	1.000
		Sig. (2-tailed)	<.001	.
		N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, the reliability of the posttest is scored 0.841. According to the specification, if the value of the test is in the range of 0.80 to 1.00 indicates a very high reliability level. To sum up, the result shows that both tests have high reliability by getting the score of 0.856 for pretest and 0.841 for posttest. This indicates that all of the tests have a good consistency of assessment results.

b. Questionnaire

To assess the consistency of the motivational measurement items, a reliability analysis was conducted. The purpose was to determine the degree of cohesion among the items. The researcher adopted a questionnaire from Setiyadi (2021). The results revealed Cronbach's alpha value exceeding 0.70, indicating a relatively high

level of internal consistency within the scale. Consequently, the analysis confirmed that the scale met the criteria for internal consistency.

Table 3.7 *Questionnaire Scales and Internal Consistency Coeficients*

No.	Scales	Number of Items	Cronbach's alpha
1	Extrinsic Orientation	4 items	.70
2	International Orientation	4 items	.77
3	Intrinsic Orientation	4 items	.53

(Setiyadi, 2021)

The items in factor 1 exhibit a Cronbach's alpha value of .70, while the items in factor 2 show a higher value of .77. Although the items in factor 3 have a notably low Cronbach's alpha of .53, they are still retained. Originally, the questionnaire was designed with the assumption that it would capture two motivational orientations: intrinsic and extrinsic motivation. However, the factor analysis of the motivational data revealed that the motivational orientations in learning English in an EFL setting in this study have three distinct sub-components. Consequently, the questionnaire, initially intended to measure two constructs, underwent reinterpretation and was renamed accordingly. Empirically, the motivation for learning English as a foreign language in the Indonesian context comprises three sub-components.

3.9 Rubric Scoring System

The students' writings were assessed by two raters, they were the researcher and an English teacher from SMA Qur'an Darul Fattah Bandar Lampung. The raters utilized a scoring rubric created by Jacobs et al (1981) to get the final scores of students' works. This scoring rubric was chosen because it provides a

comprehensive framework for assessing five writing aspects such as content, organization, vocabulary, language use and mechanics. The complete description of the assessment rubric is available in the appendix 4.

3.10 Data Treatment

The *Independent Group T-Test* compared the means of two independent groups in order to determine whether there is statistical evidence that the associated population means are significantly different. Therefore, *Repeated Measures T-Test* also calculated, where an experimental group is obtained and each individual is measured in two treatment conditions (Pre and Posttest) then compared the data. The data consisted of two scores for each individual. Hence, for the third research question, *Pearson Product Moment* was used to investigate the correlation between students' motivation and students' writing achievement.

Meanwhile, before analyzing the data, there are three basic assumptions that should be fulfilled in using both *Independent Group T-Test t*o examine the data from two different groups and *Repeated Measures T-Test* to analyze the data from the same group (Setiyadi, 2018), those are:

1. The data are an interval.
2. The data are taken from random samples in the population (non-absolute).
3. The data are distributed normally.

Therefore, it is essential to find out the normality and the homogeneity of the test before having further analysis of the result.

3.10.1 Normality Test

The main goal of the normality test is to know whether the data are normally distributed or not. In order to determine the value, the researcher utilized the *Saphiro Wilk* to analyze the data. Below is the criteria:

H_0 : The distribution of the data is not normal.

H_1 : The distribution of the data is normal.

The level of significance used is 0.05. H_1 is accepted if the result of the normality test is higher than 0.05 (sign > 0.05). Therefore, the results of the normality test are shown in the table below:

3.8 Tests of Normality (Writing Text)

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Pretest Experiment	.119	30	.200[*]	.960	30	.303
	Posttest Experiment	.092	30	.200[*]	.959	30	.298
	Pretest Control	.079	30	.200[*]	.981	30	.847
	Posttest Control	.112	30	.200[*]	.976	30	.717

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Table 3.8 provides evidence that the data of both classes are distributed normally. The values of normality test in the pretest are 0.303 and 0.847 while the values of normality test in posttest are 0.298 and 0.717. It can be assumed that H_1 is accepted as the data from both groups are higher than 0.05.

3.9 Tests of Normality (Questionnaire)

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result of Questionnaire	Experimental Class	.089	30	.200*	.977	30	.741
	Control Class	.106	30	.200*	.971	30	.579

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 3.9 provides evidence that the data of both classes are distributed normally. The values of normality test in the control class are 0.741 and 0.579. It can be assumed that H_1 is accepted as the data from both groups are higher than 0.05.

3.10.2 Homogeneity Test

A homogeneity test must also be conducted prior to the data being processed. The test was analyzed in order to see the similarity of the distribution between the two classes. The hypotheses are:

H1: The data is not taken from two samples in the same variances (homogeneous).

H0: The data is taken from two samples in the same variances (homogeneous).

The alternative hypothesis (H_1) is accepted if the significant level of the test is higher than 0.05. The result of the homogeneity test in this research is presented in the following table:

3.10 Test of Homogeneity of Variance (Writing Test)

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	1.456	3	116	.230
	Based on Median	1.432	3	116	.237
	Based on Median and with adjusted df	1.432	3	109.32	.237
	Based on trimmed mean	1.446	3	116	.233

The result of the homogeneity test in the table above shows the significant number of 0.807 which is higher than 0.05. If the p-value (levene statistic) is higher than 0.05, it indicates that there are significant differences in variances among the groups. It can be inferred that the H_1 is accepted.

3.11 Test of Homogeneity of Variance (Questionnaire)

		Levene Statistic	df1	df2	Sig.
Result of Questionnaire	Based on Mean	1.432	1	58	.236
	Based on Median	1.500	1	58	.226
	Based on Median and with adjusted df	1.500	1	56.57	.226
	Based on trimmed mean	1.431	1	58	.236

The result of the homogeneity test in the table above shows the significant number of 0.236 which is higher than 0.05. If the p-value (levene statistic) is higher than 0.05, it indicates that there are significant differences in variances among the groups. It can be inferred that the H_1 is accepted.

3.11 Data Analysis

Analysis means categorizing, ordering, manipulating, and summarizing data obtained to answer the research questions.

3.11.1 Test

In this research, the researcher used *Independent Group T-Test* to answer the first research question and Repeated Measures T-Test for the second research question. In order to answer the research questions, the students' scores computed as follows:

1. Scoring the pre-test and post-test by using inter-rater.

2. Tabulating the result of the test and calculating the gain of pre-test and post-test. A statistical application named SPSS was used to calculate the scores and also to analyze whether there is an improvement on students' writing achievement after the treatments.

3. Composing a discussion regarding the result.

4. Drawing a conclusion from tabulated results of pre-test and post-test. Then the data was analyzed using Independent Group T-test for the first research question, and N Gain for the second research question.

5. Interpreting the obtained data.

3.11.2 Questionnaire

In addressing the third research question, the questionnaire result will be analyzed in these steps as follows:

1. Having gathered the questionnaires, the researcher will analyze them by recording all the data in the table

2. The scores of the questionnaire calculated using *Pearson Product Moment* on SPSS ver 23.

3. The researcher will analyze the correlation between students' learning motivation and their writing achievements.

3.12 Hypothesis Testing

Hatch and Farhady (1982) state a level of significance is usually 0.05 or 0.01 at which the null hypothesis will be rejected. In this study, the hypothesis was analyzed at a significance level of 0.05 in which the hypothesis was approved if Sig $< \alpha$ in which the probability is less than 0.05 ($p < 0.05$). It means that the probability of error in the hypothesis is only about 5%. If the p- value is smaller than 0.05, the null hypothesis will be rejected and vice versa. To prove the quantitative data of the hypothesis, SPSS Statistics Data 23 was used.

The first hypothesis was tested by utilizing *Independent Group T-Test* in order to find out whether there is a significant difference of students' achievement in writing analytical exposition text between those who are taught using modified PPP procedure through CLL and those who are taught using original PPP procedure. Then, the second hypothesis was tested by utilizing *Repeated Measures T-Test* in order to find out what aspect improved the most after the students were taught by modified PPP procedure through CLL. In addition, the third hypothesis was tested by utilizing *Pearson Product Moment* in order to find out whether there is a significant correlation of students' learning motivation and their writing achievement.

In this chapter, it has been described the Research Methods including the Setting (Time and Place), Population and Sample, Research Design, Setting (Time and Place), Population and Sample, Variables, Data Collecting Techniques, Research Procedure, Research Instrument, Criteria of Test, Validity and Reliability of Data, Data Treatment, Data Analysis, and Hypothesis Testing.. Those are points of this study which have been discussed and elaborated in this chapter.

V. CONCLUSION AND SUGGESTION

This final chapter focuses on the discussion of two points, conclusion of the research findings and suggestions for English teachers who want to implement the modified method in teaching writing and the other researchers who want to conduct investigation in the same area.

5.1 Conclusion

After conducting the research and formulating the result and discussion, several conclusions can be drawn to sum up the main points of the study. First, CLL approach (Community Language Learning) is very possible to be applied in English teaching. This can be achieved by integrating its principles into specific steps within a teaching method. Adapting a teaching method in line with the CLL approach has proven to yield positive outcomes in students' language production, as evidenced by this research. Students demonstrated an enhanced ability to provide in-depth elaborations in their writings and adeptly employed proper structures in constructing their compositions.

Secondly, the pivotal role of identifying and addressing the limitations of a teaching method cannot be overstated. Teachers must actively seek solutions to enhance the effectiveness of their methods, such as modifying them with specific approaches.

This strategic approach is crucial in ensuring that the employed teaching methods lead to tangible improvements in students' learning experiences. The current study provides compelling evidence that the experimental group, taught through a modified method incorporating CLL principles, exhibited significantly greater improvements in scores compared to the control group following a traditional teaching method. This disparity in outcomes can be attributed to the heightened freedom and flexibility granted to the experimental group in selecting discussion topics and actively participating in discussions.

In simpler terms, the research findings highlight two main points. Firstly, the Community Language Learning approach works well in teaching English when its principles are incorporated into the teaching method. This means changing how teachers teach a bit to make it more effective for students. Students, in turn, benefit by being able to write more detailed and well-structured pieces.

Secondly, teachers should recognize the weaknesses in their teaching methods and find ways to fix them. The study showed that when a method was changed using the Community Language Learning approach, students in that group improved more compared to those in a group that used the traditional teaching method. This improvement was because the students in the modified method group had more freedom to choose discussion topics and actively participate in discussions.

5.2 Suggestions

Following the conclusion, some suggestions are addressed to English teachers and further researchers as elaborated in the subsections below.

5.2.1 English Teachers

Considering the positive result of using the modified PPP Procedure through CLL in enhancing students' writing achievement, English teachers are encouraged to implement the method in teaching writing. The discussion can facilitate the students to gather more ideas which are beneficial for the elaboration of their writing content. The freedom given to the students in choosing the topic and the flexibility of responding to the discussion also affect the students' idea construction during the discussion process. Additionally, teachers' guidance to correct errors in terms of students' writing is needed to help the students be able to compose well-structured sentences in their writings. Therefore, the implementation of the modified method can assist the students to produce a good piece of writing.

5.2.2 Further Researchers

The researcher recommends trying another different teaching approach to be modified with PPP, for example CLT (Communicative Language Teaching) approach. Because both CLL and CLT approaches have the same core point which is interaction in the language learning process. This change could make English lessons more engaging and help students improving their English skill, not only their writing but also other skills.

Therefore, maybe the teacher can use different types of text to be investigated, for example short functional text. This could make learning more interesting for students as they apply language skills in real-life situations. By using CLT, students not only practice writing but also enhance another English language skills.

After all, those are the conclusions of this study after investigating the use of modified PPP procedure through CLL. Other researchers may consider the suggestion above in conducting further studies related to the topic. The findings of this research also offer implications that can be implemented by teachers in English language teaching.

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