

Improving Junior High School Students' Writing Skills through the PQP Technique

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To cite this article:

Pasaribu, B. I., Abdullah, U., & Amrina, R. D. (2025). Improving Junior High School Students' Writing Skills through the PQP Technique. *ENGLISH FRANCA : Academic Journal of English Language and Education*, 9(1 May). Retrived from <https://doi.org/10.29240/ef.v9i1.May.12688>.

Abstract. Writing skills are vital for English as a Foreign Language learners as the skills are beneficial for effective communication and analytical thinking. However, there is a lack of writing skills in KUD Pesari Kuni Muara Enim junior high school students. This research aimed to explore the effectiveness of the Praise, Questions, Polish (PQP) technique in improving students' writing ability. The researchers employed a quasi-experimental design with a non-equivalent pretest-posttest arrangement involving 55 eighth-grade students from two classes of a private junior high school in KUD Pesari Kuni Muara Enim, with 27 students in the experimental group and 28 students in the control group. Data were gathered using tests administered both before and after the treatment. The hypothesis was tested by analyzing pre-test and post-test data using the independent sample t-test and paired sample t-test in the SPSS software. The research findings indicated a significant difference between the experimental group taught with the PQP technique and the control group receiving conventional instruction. Statistical analysis showed a significant difference in pre-test and post-test scores for both groups, with a significance level of $p < 0.05$. Paired-sample t-tests and independent-sample t-tests revealed that the difference between conventional and PQP methods was 0.003, while the difference in pre-test and post-test scores was 0.004. Thus, it can be concluded that the use of the PQP technique has a significant positive impact on students' writing skills.

Keywords: PQP Technique, Students' Ability, Writing Skill

Introduction

Writing is both a process and a final product. Gathering ideas and refining them until they are presented in a way that is polished and understandable to readers is referred to as the process. According to Richards & Renandya (2002), writing involves various decisions related to both "higher-level skills," like content, structure, and organization, as well as "lower-level skills," including punctuation, vocabulary selection, and grammatical structures. In the field of education, writing is crucial. A person might be considered proficient in English if they can communicate both in writing and verbally.

Writing is an art form that encompasses a variety of writing styles, each with unique traits and objectives. One type of writing that tries to tell a story with an intriguing flow of events is called narrative writing. By providing a detailed description, descriptive writing enables the reader to experience, see, or hear what the author is trying to say. The goal of expository writing is to provide information or a logical explanation of a specific subject. Persuasive writing is another kind that uses compelling arguments and supporting data to persuade the reader to adopt a particular position or course of action (Apriani et al., 2024; Petelin, 2021; Sanjaya et al., 2020). Effective communication and idea transmission depend on each of these forms

Article info:

<http://journal.iaincurup.ac.id/index.php/english>

Received 21 December 2024; Received in revised form 14 March 2025; Accepted 10 May 2025

Published by Institut Agama Islam Negeri (IAIN) Curup on behalf of ENGLISH FRANCA: Academic Journal of English Language and Education. This is an open-access article under the CC BY-SA license

of writing. Because of its complex phonological, morphological, semantic, and syntactic structure (Rao, 2019), ELLs often encounter difficulties in mastering it. There is increasing concern in both academic and professional circles that current students and professionals are placing less emphasis on developing their writing skills.

This study concentrates on descriptive writing among the various forms of writing. The goal of descriptive writing is to provide a clear and in-depth description of something. In descriptive writing, writers naturally illustrate people, objects, appearances, landscapes, or events to help readers visualize and experience them. (Alwasilah, 2017). In descriptive writing, the author conjures up a clear mental image of a particular thing, location, person, or occasion using rich and creative words. Effective descriptive writing relies heavily on the use of sensory elements and meticulous description.

There are several techniques of teaching to improve students' writing skills, one of which is the PQP (Praise Question Polish) technique. According to (Neubert & McNelis, 1990) The PQP strategy fosters a cooperative learning environment within the Speaking Response Group by integrating positive reinforcement with constructive criticism.

PQP technique is a peer response strategy that fosters quality comments and constructive feedback (Neubert & McNelis, 1990). This technique was also introduced through their research on middle school students for peer conferencing. It can help teachers improve students' writing ability. (Grzybowski, 2008). The first P stands for praise after the teacher has shared the material. Q is questions, which elicit clarification of something not understood as well as questions of general interest. The last P stands for polish, when the group may offer suggestions for improvement. (Richards & Gipe, 2012). The Praise-Question-Polish (PQP) strategy is an effective method for peers to review each other's work. This approach helps students become both skilled writers and proficient editors. (Siagian, 2017). In conclusion, the PQP technique is one of the techniques in writing that provides students the opportunity to improve their writing ability by considering others' opinions and critical comments. They also study to give feedback to their peer for the improvement of their writing. This technique can also be used in any material of writing.

Observations of student activities at SMP KUD Pesari Suni Muara Enim revealed that many students still struggle with writing. Their difficulties include challenges in initiating their writing and selecting suitable topics. Additionally, interviews with teachers regarding students' writing performance indicated that the average score remained below 77, the school's minimum proficiency standard. More than half of the students scored between 40 and 70, while only a small number achieved scores above 80 (Personal Communication, July 20, 2023). Based on these findings, researchers concluded that students continue to face difficulties in composing descriptive texts.

Several studies have examined the application of the PQP technique in writing instruction, as conducted by Hadi (2019), Ismed & Fitrawati (2013), Latif (2014), Latifah (2018), Ariani (2014), and Rahmalia & Ridianto (2022). These six studies focus on the use of the PQP technique to enhance writing skills, particularly in the context of required texts. Despite being carried out by different researchers, they share similar methodological approaches in evaluating the impact of this technique on writing proficiency.

The results of these studies highlight notable improvements in students' writing skills, particularly in mandatory text compositions. The first study identifies several key aspects of improvement, while the second study further emphasizes how the PQP technique can contribute to writing development. Collectively, these findings underscore the importance of incorporating the PQP technique in educational settings, as it significantly influences students' writing progress. However, among the six studies, only one—conducted by Rahmalia & Ridianto (2022) - reported no significant improvement in writing skills.

Thus, the research conducted by Hadi (2019), Ismed & Fitrawati (2013), Latif (2014), Latifah (2018), Ariani (2014) Makes meaningful contributions to the existing body of knowledge on this topic. Nevertheless, further studies are necessary to gain a deeper understanding of the mechanisms behind the PQP technique and its long-term effects on writing development,

particularly in the context of required texts. It is worth noting that only the study by Rahmalia & Ridianto (2022) Found no measurable improvement.

Based on preliminary studies, literature reviews, and previous research, the researchers aim to investigate the effectiveness of the PQP (Praise, Question, Polish) technique in enhancing junior high school students' writing performance. This study seeks to address two key research questions: (1) Is there a significant improvement in the descriptive writing performance of eighth-grade students at SMP KUD Pesari Suni Muara Enim before and after being taught using the PQP technique? (2) Is there a significant difference in the descriptive writing achievement of eighth-grade students taught using the PQP technique compared to those who are not?

Theoretical Framework

Writing Skill

Writing is a fundamental skill in English language learning, alongside listening, speaking, and reading, contributing to overall communicative competence. (Spratt et al., 2011). Writing has been defined in various ways, one of which describes it as a means of expressing thoughts that might be difficult to articulate verbally. (Brown, 2001). Writing involves both a process and a final product. The process entails gathering ideas and transforming them into meaningful sentences, while the final product results from a complex sequence of cognitive and linguistic operations. A well-developed piece of writing emerges through stages of thinking, planning, drafting, and revising, requiring specific skills such as idea generation, coherent organization, proper use of discourse markers, adherence to rhetorical conventions, and grammatical accuracy. (Graham & Perin, 2007). Effective writing undergoes multiple stages of refinement, ensuring clarity and coherence in conveying ideas.

The ability to write effectively is often categorized as a linguistic skill, encompassing vocabulary, grammar, organization, and mechanics. Writing is considered one of the least utilized skills in one's native language. (Davies & Pearce, 2000). This suggests that mastering writing necessitates specialized skills in content development, structural organization, grammar application, vocabulary usage, and mechanics.

The writing process consists of several key stages: prewriting, drafting, revising, and editing. To ensure well-structured writing, students should follow these steps:

1. **Planning:** Writers must consider three critical aspects: the purpose of their writing, the target audience, and content organization. The purpose determines the type of text and language choice, while audience awareness influences the formality of the writing. Lastly, content structure ensures a logical sequencing of ideas and arguments (Harmer, 2004).
2. **Drafting:** This stage involves putting ideas into writing in a structured manner, creating an initial version of the text, commonly referred to as the "first draft."
3. **Editing (Reflecting and Revising):** In this phase, writers evaluate their drafts, making necessary modifications in terms of organization, style, grammar, and lexical accuracy. Reviewing ensures clarity, coherence, and appropriateness in the final text.
4. **Final Drafting:** After multiple revisions, the final version of the text is produced, often differing significantly from the initial draft due to extensive refinements and improvements.

Each stage is crucial for creating well-structured and coherent writing, helping students develop reflective and critical thinking skills about their work. Descriptive writing is a style of writing that vividly illustrates a person, place, object, or event by incorporating sensory details. It is characterized by the use of sensory elements such as sight, sound, touch, smell, and taste to engage the reader's imagination (Inderawati et al., 2024 & Swamy, 2021). In essence, descriptive writing focuses on providing a detailed portrayal of an object, place, person, or situation. This form of writing can be found across various media, including fiction, non-fiction, journalism, and literature. Descriptive text is a type of writing aimed at providing detailed information about a specific subject or situation. It is commonly found in educational materials, particularly English textbooks used in primary and secondary schools. Typically,

descriptive texts consist of one or more short paragraphs containing information about an object's characteristics, attributes, or physical features (Apriani et al., 2024; Junaedi, 2021). This type of text appears in various forms of writing, including fiction, poetry, travel writing, and journalism. It is often used to set a scene, establish a mood, or elicit an emotional response from the reader. Descriptive text is a type of writing used by the author or speaker to portray a specific thing, person, animal, place, or event to the readers or listeners (Gerot & Wignell, 1994; Knapp & Watkins, 2005). Descriptive text is prevalent in fiction, poetry, travel writing, and journalism to create atmosphere and evoke emotions in readers.

The PQP Technique

The Praise-Question-Polish (PQP) technique is a writing instruction method that promotes critical thinking and interactive peer review. This approach facilitates constructive feedback and enhances writing quality through structured peer engagement. (Neubert & McNelis, 1990). PQP involves three key stages:

1. **Praise:** Encouraging positive feedback on well-executed aspects of a student's writing, such as organization and language use.
2. **Question:** Raising inquiries about unclear areas or aspects needing improvement to stimulate reflection and revision.
3. **Polish:** Offering specific suggestions for enhancing grammar, vocabulary, and structure, modelling effective revision strategies (Pratiwi, 2017).

By engaging in peer review using the PQP technique, students learn to analyze their work critically and refine their writing skills effectively.

The PQP technique requires students to assume roles as authors, readers, and recorders. This structured approach ensures focused feedback and a positive critique process. (Neubert & McNelis, 1990). The procedure, as outlined by Richmond (cited in Latifah (2018)), includes:

1. **Introduction:** Introducing students to the PQP method and its objectives.
2. **Defining Assessment Criteria:** Establishing clear evaluation guidelines before writing begins.
3. **Writing Task:** Assigning writing exercises aligned with learning goals.
4. **Praise:** Providing specific positive feedback on strengths.
5. **Questioning:** Encouraging deeper reflection through guided questions.
6. **Polishing:** Suggesting targeted improvements for better clarity and coherence.
7. **Individual Support:** Offering personalized assistance where necessary.
8. **Ongoing Evaluation:** Assessing revised work based on initial criteria and discussing progress.

In conclusion, the PQP technique fosters both writing and editorial skills, enabling students to improve their work through peer collaboration and structured feedback.

Material and Method

This study adopted a quantitative research approach based on an experimental design, which is a conventional method for conducting quantitative research. (Creswell, 2014). Specifically, the research utilized a quasi-experimental design, where two groups—a control group and an experimental group—were established. However, participants were not randomly assigned to these groups. (Creswell, 2014). Instead, the selection of participants was based on existing conditions at the research site, ensuring that the study aligned with real-world classroom settings.

The study employed a quantitative approach to analyse numerical data related to changes in students' pre-test and post-test scores. The primary objective was to assess the impact of the PQP technique compared to other instructional methods on students' writing skills. By using quantitative methods, researchers were able to collect measurable data, such as test scores, and conduct statistical analyses. Through a comparative examination of pre-

test and post-test results, the study aimed to determine the effectiveness of the PQP technique in enhancing students' writing performance from a statistical standpoint.

The research population included all eighth-grade students at SMP KUD Pesari Suni Muara Enim, consisting of four classes—VIII A, VIII B, VIII C, and VIII D—with a total of 117 students. To ensure the sample accurately reflected the characteristics of the larger population, specific selection criteria were applied. Two classes, VIII C and VIII D, were chosen based on their similarities, such as being taught by the same instructor, having a comparable number of students, and possessing an average writing score below 75.

To gather data for this study, the researcher administered a test. According to (Brown Douglas, 2004) Tests are a component of assessment that can be utilized to evaluate students' performance. The test served as a measurement tool to assess the effectiveness of the PQP (Praise, Question, Polish) technique in enhancing the writing skills of eighth-grade students at SMP KUD Pesari Suni. The study focused on descriptive text writing, with students given 45 minutes to complete the test. A test consists of a series of questions designed to measure the performance of examinees, and in this research, it was used to assess students' achievement in writing descriptive texts.

Pre-Test

Before the treatment, a pre-test was administered to determine students' prior knowledge of descriptive text. In this stage, students were instructed to write a descriptive text. The pre-test was conducted to assess their writing ability before receiving instruction using the PQP technique.

Post-Test

After the treatment, a post-test was given on the same topic. This test aimed to evaluate students' writing performance following the implementation of the PQP technique. The post-test scores were compared with the pre-test scores to identify any improvements. This comparison allowed the researcher to analyse the effectiveness of the PQP technique in enhancing students' descriptive writing skills.

Validity is a crucial factor in ensuring the reliability of a study. A valid test accurately measures what it is intended to assess. (Creswell, 2015). In this study, validity was necessary to determine whether the test was appropriate for evaluating the research variables. Three types of validity tests were applied:

Construct Validity

Construct validity assesses how well a test aligns with its intended purpose. (Lissitz, 2009). To establish construct validity, two lecturers were consulted to validate the research instruments. The validators met the following criteria:

- Minimum of five years of experience teaching English
- At least a master's degree qualification
- A TOEFL score of at least 550

The validators assessed the instrument based on instructions, topics, time allocation, and the scoring rubric.

Content Validity

Content validity examines whether a test comprehensively measures the content it intends to assess (Brink & Wood, 1998). Subject matter experts reviewed the test to ensure it adequately covered the required content. Content validity involves structuring the test based on curriculum objectives and syllabus guidelines. The test specifications included tasks requiring students to write a descriptive text of at least 100 words within 60 minutes on one of three given topics:

- Mr. Joko Widodo
- Rafflesia Arnoldi
- Musi River

Reliability

Reliability is essential in determining whether an instrument consistently produces stable results over repeated applications. (Creswell, 2015). A test must be free from measurement errors to be considered reliable. In this study, the **test-retest reliability method** was applied, where the same test was given at different times to the same group of students (Trochim, 2008). The results were analysed using a correlation coefficient to determine consistency. To assess the reliability of the writing test instrument, a trial was conducted at SMP KUD Pesari Suni with 30 eighth-grade students from different classes (VIIIA and VIIIB). Two raters evaluated students' writing based on a predefined rubric. The researcher analysed frequency data, descriptive statistics in SPSS, and test duration to determine the instrument's reliability. Research treatment involves applying specific techniques, modifying environments, or adjusting variables to observe their impact. In this study, the experimental group received instruction using the PQP technique, while the control group followed traditional teaching methods.

The research spanned ten sessions:

- **Pre-Test (1 session)**
- **Treatment (8 sessions, 90 minutes each)**
- **Post-test (1 session)**

Both the control and experimental groups were taught the same materials, but different teaching methods were used. The experimental group applied the PQP technique, while the control group followed conventional teaching methods.

The study applied quantitative methods and utilized SPSS statistical software for data analysis. The statistical procedures included frequency distribution analysis, descriptive statistics, normality and homogeneity tests, paired sample t-tests, and independent sample t-tests. Frequency distributions were used to identify patterns in the data, while descriptive statistics provided key insights into the dataset. Normality and homogeneity tests were conducted to validate statistical assumptions before proceeding with t-tests. The paired sample t-test was used to compare pre-test and post-test scores within the same group of students, whereas the independent sample t-test assessed differences in writing performance between students taught using the PQP technique and those who were not. This comprehensive statistical analysis offered a detailed, objective evaluation of the PQP technique's effectiveness in improving students' writing proficiency.

To determine the significance of improvements and differences in students' descriptive writing skills using the PQP technique, the study applied the following statistical methods:

1. To assess significant improvement, an independent sample t-test was conducted to compare pre-test and post-test scores within the experimental group using the PQP technique. If the p-value (sig.2-tailed) was less than 0.05, it indicated a statistically significant enhancement, leading to the rejection of the null hypothesis (H_0) in favour of the alternative hypothesis (H_a).
2. To analyse the differences between the experimental and control groups, a paired sample t-test was applied to compare post-test scores. A significant difference was determined when the p-value (sig.2-tailed) exceeded 0.05 and the calculated t-value surpassed the critical t-value. In such cases, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted.

Results and Discussion

Results

Distribution Statistic

In statistical distribution analysis, the total sample size (N), minimum and maximum scores, mean scores, and standard deviation were examined. The scores were derived from (a) pre-test results of the experimental group, (b) post-test results of the experimental group, (c) pre-test results of the control group, and (d) post-test results of the control group.

Table 1.

Descriptive statistics of students' pre-test and post-test scores in the control group

Students'	N	Min	Max	Mean	Std.
Pre-Test Score	28	34	88	68.82	16.9
Post-test Score	28	39	90	73.96	9.4

The descriptive statistics of the students' pre-test scores in the control group revealed a total sample of 28 students. The lowest post-test score recorded was 34, while the highest was 88. The mean score was 68.82, with a standard deviation of 16.9. The students' post-test scores in the control group indicated a total sample of 28 students. The lowest score was 39, while the highest was 90. The mean score was 73.96, with a standard deviation of 9.4.

Table 2.

Descriptive statistics of students' pre-test and post-test scores in the experimental group

Students'	N	Min	Max	Mean	Std.
Pre-Test Score	27	50	86	71.00	9.2
Post-test Score	27	43	93	78.00	10.8

The descriptive statistics of the experimental group from the writing tests indicate a significant improvement in students' performance following the implementation of the PQP technique. The average score increased notably from 71.00 (SD = 9.2) in the pre-test to 78.00 (SD = 10.8) in the post-test, reflecting a 7-point gain. This rise demonstrates the effectiveness of the intervention in enhancing students' writing skills. Additionally, the standard deviation in the pre-test (9.2) was slightly higher than in the post-test (10.8), suggesting that while students initially exhibited a wide range of abilities, their performance became more uniform after the intervention. This pattern indicates not only overall progress but also a narrowing of performance gaps, highlighting the PQP technique's role in creating a more balanced learning experience. These findings emphasize the value of integrating innovative methods like the PQP technique to support skill development in language learning.

Prerequisite Analysis

In the prerequisite analysis, two types of analyses were conducted: the normality test and the homogeneity test. To assess normality, the researcher utilized the Kolmogorov-Smirnov test in SPSS Version 26. This test was applied to evaluate the pre-test and post-test scores of students in both the experimental and control groups, as shown in the table below:

Normality Test

Table 3.

The result of normality test of Students' pre-test score in experimental and control group

No	Students' Pre-test	N	Sig.(2-tailed)	Result
1	Experimental Group	27	0.200	Normal
2	Control	28	0.142	Normal

Based on the table analysis, the significance value (2-tailed) for the students' pre-test scores was 0.200 in the experimental group and 0.142 in the control group, both exceeding 0.05. This indicates that the pre-test score data in both groups were normally distributed.

Table 4.

The result of normality test of Students' post-test score in experimental and control group

No	Students' Post-test	N	Sig.(2-tailed)	Result
1	Experimental Group	27	0.200	Normal
2	Control	28	0.142	Normal

Based on the table analysis, the significance value (2-tailed) for the students' post-test scores was 0.200 in the experimental group and 0.141 in the control group, both exceeding 0.05. This suggests that the post-test score data in both groups were normally distributed.

Homogeneity Test

To assess homogeneity, the Levene statistic was utilized. This formula is applied to evaluate the uniformity of the data. The homogeneity test was conducted to analyze the pre-test scores of students in both the experimental and control groups, as shown in the table below:

Table 5.

The result of the homogeneity test of students' pre-test scores in experimental and control groups.

No	Students' Pre-test	N	Levene Statistic	Result
1	Experimental Group	27	0,053	Homogen
2	Control	28		

Based on the table analysis, the significance value (2-tailed) for the students' pre-test scores in both the experimental and control groups was 0.53, which is greater than 0.05. This indicates that the pre-test score data in both groups were homogeneous.

Table 6.

The result of the homogeneity test of students' post-test scores in experimental and control groups.

No	Students' Post-test	N	Levene Statistic	Result
1	Experimental Group	27	0,987	Homogen
2	Control	28		

Based on the table analysis, the significance value (2-tailed) for the students' post-test scores in both the experimental and control groups was 0.987, which is greater than 0.05. This indicates that the post-test score data in both groups were homogeneous.

Hypothesis Testing

Using the PQP technique, analysis was carried out using paired sample t-test to test significant differences between students' pre-test and post-test scores, which can be seen from the table below:

Table 7.

The result of the paired sample t-test

By Using PQP	Paired Sample T-test			H0	Ha
	t	df	Sig.(2-tailed)		

-3.308	26	0.003	Rejected	Accepted
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Based on the analysis of the table, it can be concluded that the p-output is 0.003 with a degree of freedom (df) of 26 and a t-output of -3.308. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This indicates that there is a significant difference between the pre-test and post-test scores in this study, suggesting that PQP can be implemented to improve the writing skills of students at SMP KUD Pesari Suni.

Using the PQP technique, analysis was carried out using the independent sample t-test to compare writing achievement between two groups of students, namely the group that used the PQP technique and the group that did not use the PQP technique.

Table 8.
Independent sample t-test

By Using PQP	Independent Sample T-test			H_0	H_a
	t	df	Sig.(2-tailed)		
	3.006	53	0.004	Rejected	Accepted

The results of the table show that the t value is 3.006 with degrees of freedom (df) of 53 and a significance value (Sig.) of 0.004 ($p < 0.05$). Based on these results, the null hypothesis (H_0), which states that there is a significant difference between the two groups, is rejected. Meanwhile, the alternative hypothesis (H_a), which states that there is a significant difference between the two groups, is accepted. Thus, it can be concluded that the use of the PQP Technique significantly increases the writing achievement of junior high school students compared to the group who did not use the PQP Technique based on the results of the independent sample t-test analysis.

Discussion

To enhance the credibility of this research, several interpretations were drawn from the findings presented earlier. Based on data analysis, the results indicate that students in the experimental group demonstrated significant improvement in their writing skills after receiving instruction using the PQP (Praise, Question, Polish) technique.

When teaching writing to junior high school students, teachers need to implement effective methods that engage students and foster enthusiasm for learning English writing. According to Davies & Pearse (2000) An important aspect of teaching writing is encouraging students to engage in critical thinking, allowing them to develop and organize their ideas into written text. This aligns with the PQP technique used in this study.

This research focused on descriptive texts to determine whether the PQP technique could enhance students' writing skills. The findings revealed a considerable improvement in students' descriptive writing abilities when the technique was applied. Moreover, previous studies (Hadi (2019); Latifah (2018); (Pratiwi, 2017) Have also demonstrated that PQP is effective not only for descriptive texts but also for other genres, such as recount texts. Additionally, other researchers ((Latif, n.d.); Lestari, n.d.) have confirmed its effectiveness in improving writing performance in narrative and hortatory exposition texts. Therefore, PQP can be considered a valuable tool for enhancing students' writing skills across various text types.

The results of the paired sample t-test comparing pre-test and post-test scores in the experimental group showed that the p-value was lower than 0.05 and the t-value was smaller than the t-table, indicating a significant improvement. This suggests that the PQP technique effectively enhances students' descriptive writing performance of eighth-grade students in SMP KUD Pesari Suni Muara Enim. These findings are consistent with previous studies by Abidin (2020), Abidin (2020), Latifah (2018), Lestari, n.d., (Pratiwi, 2017), and (Rahmalia &

Ridianto (2022), all of which confirmed the effectiveness of the PQP technique in improving students' writing skills.

Additionally, significant differences were observed between the experimental and control groups. The **independent sample t-test** results showed that the **p-value was lower than 0.05** and the **t-value was greater than the t-table**, confirming that students who were taught using the PQP technique outperformed those who were not. These findings align with previous research (Abidin (2020); Hadi (2019); (Latifah, 2018); Lestari, n.d.; (Pratiwi, 2017). However, an interesting contrast was found in the study by Rahmalia and Ridianto (2022), which reported no significant difference between the experimental and control groups. This discrepancy suggests that while PQP has been proven effective in multiple studies, external factors may have influenced the outcomes in certain contexts.

The value also showed that there were significant differences between students who were taught using PQP and those who were not. The results were in line with the previous studies (Hadi (2019), Ismed & Fitrawati (2013), (Latif, n.d.), Latifah (2018), Ariani (2014). However, there are interesting differences with research conducted by (Rahmalia & Ridianto, 2022). Although initial expectations pointed to different results, the study found that there were no significant differences between the experimental and control groups. This suggests that although the technique used has been proven effective in previous studies, there may be additional factors that influenced the results in this study.

Conclusion

Based on the findings and interpretations presented previously, several conclusions can be drawn. Firstly, the implementation of the PQP technique led to a significant improvement in the writing skills of eighth-grade students at SMP KUD Pesari Suni, as evidenced by the transition from pre-test to post-test results. The rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_a) indicate the effectiveness of the PQP technique in enhancing students' writing achievements. Secondly, a notable disparity was observed between the teaching methods utilizing the PQP technique and the conventional approach adopted by teachers. The experimental and control class outcomes, with a p-output of 0.004 and a t-output of 3.006, suggest a significant difference. This deviation from the null hypothesis (H_0) to acceptance of the alternative hypothesis (H_a) underscores the distinctiveness between the utilization of PQP and the standard teaching method. The implementation of the PQP technique yielded positive outcomes in students' writing proficiency, establishing it as an effective pedagogical approach. Not only does PQP aid in organizing thoughts coherently and expressing them lucidly in writing, but it also fosters critical thinking skills among students, facilitating more articulate and insightful communication through their written compositions.

Acknowledgement

Deep appreciation is extended to the English Education Study Program at Universitas Islam Negeri Raden Fatah Palembang, as well as to the students of SMP KUD Pesari Suni Muara Enim, particularly the eleventh-grade students, for their valuable participation in data collection for this research.

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