

## IMPROVING WRITING SKILLS BY USING PLEASE STRATEGY OF SEVENTH GRADE STUDENTS AT MTs NURUL FALAH AIR MESU PANGKALANBARU

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### Abstract

The main purposes of this thesis were to know the implementation of PLEASE strategy in improving writing skills and to know whether any significant difference or not in improving writing skills of the students who were taught by using PLEASE strategy. In this thesis the researcher used quantitative approach with quasi-experimental design. The population of the study was all of the seventh grade students of MTs Nurul Falah Air Mesu Pangkalanbaru that consist of 129 students, while the samples of the research were 61 students. The result of the test was analyzed by using statistical analysis of *Paired sample t-test* and *Independent sample t-test*. The researcher used *Coefficient Correlation* and *Cronbach Alpha* to know the validity and reliability of the test. The result of the observation and documentation were analyzed by using taxonomy analysis and report form.

Based on the results of analysis, there were two research findings. First, the students who were taught by using PLEASE strategy (experimental group) had higher score in post-test than the students who were taught by using conventional method (control group). In this case the null hypothesis ( $H_0$ ) was rejected and the research hypothesis ( $H_a$ ) was accepted, since *t-obtained* was 26.097 higher than of the *critical value of t-table* 2.045 (at the significant level 0.005 in two tailed testing degree freedom 29). While the *p-output* value was 0.000 lower than 0.005. Seconds the researcher found that most of the students who were taught by using PLEASE strategy had significant improvement in writing skill of descriptive text.

Therefore, the PLEASE strategy was one factor in developing students' writing skills such as; content, organization, structure, and mechanics. Furthermore, the PLEASE strategy was a way to improve the students' writing skill.

**Keywords:** Improving, Writing Skill, PLEASE Strategy, Descriptive Text.

### A. Background of The Study

Writing is one of the four language skills besides speaking, listening, and reading which is given emphasis in foreign language learning and it is put in the curriculum or KTSP of junior high school, which it is taught in the school.<sup>2</sup> Furthermore, writing is used for a variety of purposes, such as conveying

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<sup>2</sup> Departemen Pendidikan Nasional, *Kurikulum Standar Kompetensi Mata Pelajaran Bahasa Inggris*, (Jakarta: Depdiknas, 2006), p. 2

information, making an argument, providing a means for self-reflection, sharing an experience, enhancing understanding of reading, or providing entertainment.<sup>3</sup> Thus, writing is an important skill for academic success, as writing is part of four skills that is inseparable in education institution.

Writing is one of essential skills but it is quite hard to be developed. Writing skills have some aspects to be mastered by students. According to Gebhard, “writing involves many aspects of language such as word choice, use of appropriate grammar, syntax (word order), mechanics, and organization of ideas into a coherent and cohesive form and focuses on audience and purpose.”<sup>4</sup> Thus, students needs a long process to make a good writing because it has many aspects that must be learned by students before writing.

Based on the result of researcher’s preliminary research in junior high school of MTs Nurul Falah Air Mesu especially the seventh grade, it was found that there were many students having difficulties in writing. It can be seen that from 28 students in one class, more than half of students got scores below 50 when the researcher asked them to do the writing test of descriptive text. The students got difficulties to develop their ideas, to use correct grammar, to use good organization, and mechanics in paragraph when they made a paragraph or when they describe something on their mind. As the result, students got low scores in writing paragraph of descriptive text.

Moreover, teacher used the same technique for teaching writing. That is conventional method. The conventional method that teacher applied in teaching writing skill was not effective. During learning activities in the classroom, the teachers taught some aspects in writing, such as grammar and genre by using textbooks to teach the students. While the teacher instructed the students to create a text, the teacher did not teach writing with particular technique, instead she just gave instruction to write a text after explaining the structure of the text. The teacher did not see the writing process of students. This situation made the students’ difficult to write a paragraph. Therefore, teacher must change the way of

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<sup>3</sup> Joy Lesnick et. al., *Teaching Elementary school Students to be Effective Writers: A Practice Guide*, (Washington: Institute of Education Sciences, 2012), p. 12

<sup>4</sup> Jerry G. Gebhard, *Teaching English as a Foreign or Second Language*, (Ann Arbor: The University of Michigan Press, 1996), p. 221

teaching writing to students as teacher has more responsibility in teaching learning process. Teacher has to create interesting activities in the classroom so that students can develop their ideas in writing by using certain strategy or technique in teach writing.

Based on basic competence (*kompetensi dasar*) of writing skill in School Based Curriculum for the junior high school (MTs/SMP), students are supposed to be able to understand meaning and procedure written text in genre of descriptive, recount, narrative, procedure, and report.<sup>5</sup> Thus, there are many kinds of texts that should be mastered by the students. One of them is descriptive text. It is types of text that must be learned by students in seventh grade of Madrasah Tsanawiyah Nurul Falah Air Mesu.

Descriptive is describing something without expressing feeling or judging.<sup>6</sup> Tompkins claims that “students use descriptive writing to paint word pictures and to make writing more concrete or vivid by adding specific information, sensory images, comparisons, and dialogue.”<sup>7</sup> The purpose of descriptive text is to describe and reveal a particular person, place, or thing.<sup>8</sup> Thus, descriptive is one text that describes something or someone. Descriptive also gives the reader information by using looks, smells, tastes, and hears.

There are many strategies to improve writing skill, one of them is “PLEASE” strategy. Beattie, et al., asserts that “the PLEASE strategy has six steps; pick, list, evaluate, active, supply, and end”.<sup>9</sup> Those steps help students to develop their ability in writing. Furthermore, the PLEASE strategy is effective for improving the students’ ability in writing paragraph.<sup>10</sup> The PLEASE strategy is important to make students think clearly to write a paragraph. Therefore, it can be

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<sup>5</sup> Departemen Pendidikan Nasional, *Kurikulum Standar Kompetensi...*, p. 187

<sup>6</sup> Hornby, A. S, *Oxford Advanced Learner’s Dictionary of Current English*, (Oxford: Oxford University Press, 1995), p. 781

<sup>7</sup> Gail E. Tompkins, *Teaching Writing: Balancing Process and Product*, Second Edition, (New York: McMillan College Publishing Company Inc, 1994), p. 111

<sup>8</sup> Gregory A. Denman, *Think It Show It Mathematics; Strategy for Explaining Thinking*, (Lesley University: Shell Education Publishing, Inc, 2013), p. 91

<sup>9</sup> John Beattie, at. al., *Making Inclusion Work Effective Practices for All Teachers*, (New York: Skyhorse Publishing, 2006), p 13

<sup>10</sup> Mona Liza and Refnaldi, Using PLEASE Strategy in Teaching Writing a Descriptive Text, Faculty of Languages and Arts. State University of Padang. *Journal of English Language Teaching*, (Vol. 1 No. 2, Maret 2013, Serie E), <http://isc.sagepub.com> accessed on September 15<sup>th</sup> 2015. p. 438

used to improve the subject such as writing. This PLEASE strategy used to enable students to think about steps in writing paragraph.

There have been studies concerning PLEASE strategy that showed the result significant improved in teaching writing. First, according to Sinambela, “the PLEASE strategy was significantl to improve student’s achievement in writing”.<sup>11</sup> Second, Milford and Horrison point out that “the PLEASE strategy was more effective in developing students' metacognitive abilities for prewriting planning, composition, and revision.<sup>12</sup> Third, Akincilar asserts that the PLEASE more effective to improve writing skill.<sup>13</sup> Fourth, Yulastari claims that the result of using PLEASE strategy was more effective in teaching writing skill.<sup>14</sup> Last, Ningsih describes that writing skill was developed after applying PLEASE strategy.<sup>15</sup>

Considering the statements above, the researcher was interested in conducting the research in improving students’ writing skills in descriptive text at junior high level using “PLEASE” Strategy. The researcher would like to know whether there was significant difference in students writing skills after they were taught writing skills by “PLEASE” Strategy or not. Thus, the researcher decided the research with the title **“Improving Writing Skill by Using “PLEASE” Strategy of Seventh Grade Students at MTs Nurul Falah Air Mesu Pangkalanbaru.”**

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<sup>11</sup> Marlin Sinambela, Improving Students’ Achievement in Writing Hortatory Exposition Text through PLEASE Strategy. *Thesis*. Faculty of Languages and Arts. State University of Medan. 2013.

<sup>12</sup> Todd Milford, and Gina L. Harrison, 2010. Using the PLEASE Strategy With a Struggling Middle School Writer With a Disability. *Article*. (v45 n5 May 2010 326-332), <http://connection.ebscohost.com/c/articles/50408014/using-please-strategy-struggling-middle-school-writer-disability>. accessed on December 24<sup>th</sup> 2014.

<sup>13</sup> Vildan Akincilar, The Effect of “Please” Strategy Training Through The Self-Regulated Strategy Development (SRSD) Model On Fifth Grade Efl Students’ Descriptive Writing: Strategy Training On Planning. *Thesis*. The Degree of Master of Arts. The Department of English Language Teaching 2010. <http://etd.lib.metu.edu.tr/upload/3/12611947/index.pdf-please-strategy>. accessed on October 22<sup>th</sup> 2014.

<sup>14</sup> Nella Yulastari, The Effect of Using Pick, List, Evaluate, Activate, Supply and End (PLEASE) Strategy Toward Students’ Writing Achievement for Eleventh Grade of Senior High School Students. *Article*. Program Studi Bahasa Inggris STKIP PGRI Sumatera Barat. <http://download.portalgaruda.org/pdf-please-strategy-in-descriptive-text>. accessed on November 26<sup>th</sup> 2015.

<sup>15</sup> Zuhri Widya Ningsih, Teaching Writing Paragraph Through PLEASE strategy at Junior High School. *Article*, program studi bahasa inggri PGRI Sumatra Barat.[http:// www.school.edu/PLEASE.pdf](http://www.school.edu/PLEASE.pdf) accessed on February 24<sup>th</sup> 2016.

## B. The Problem of the Study

Based on the background mentioned the researcher conducted a study concerning improving writing skills of descriptive text by using “PLEASE” strategy, the questions of this research are:

1. How was the implementation of “PLEASE” Strategy in order to improve writing skills to the seventh grade students in MTs Nurul Falah?
2. Was there any significant difference in writing skills between the students who are taught by “PLEASE” Strategy and the students who are taught by using non “PLEASE” strategy?

## C. The Concept of Writing

Writing can be defined as the activity to make letters or number on a surface, especially using pen or pencil.<sup>16</sup> According to Harmer, writing is a way to produce language and express idea, feeling, and opinion. Furthermore, he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities.<sup>17</sup> It means that writing is the way of producing language and expressing ideas, feelings, and opinions in the form of letters, symbols, or words on paper by using a pen or pencil.

Additionally, Teresa points out that, “writing involves exploring, generating, capturing, and organizing ideas in order to offer information to other through explanation, descriptions, persuasive, and this discursive, arguments, as well as through more poetic and aesthetic forms. Writing also has four general purposes includes to inform, to persuade, to express and to entertain.”<sup>18</sup>

Thus, among those statements, writing becomes the most challenging skill for students because writing skills are complex and it is not mastered of grammatical only but also all of aspects in writing skill. This following analysis

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<sup>16</sup> Hornby, A. S. *Oxford advanced Learner's Dictionary of .....*, p. 1756

<sup>17</sup> Jeremy Harmer, *How to Teach Writing*, (New York: Longman Pearson Education Limited, 2004), p. 31

<sup>18</sup> Teresa Cremin, *Teaching English Creatively*, (New York: Routledge, 2009), p. 87

attempts to group and varied skills essential for writing good prose divided into five general components or main ideas. They are:<sup>19</sup>

1. Language use: consists of the ability to write correct and appropriate sentences.
2. Mechanical skills: it requires the ability to use correctly these conventions peculiar to the written language. For example: punctuation, spelling.
3. Treatment of content: consists of the ability to think creatively and develop thoughts, excluding all irrelevant information.
4. Stylistic skills: it requires the ability to manipulate sentences and paragraphs, and use language effectively.
5. Judgment skills: consists of the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

In conclusion, writing is needed long process and much time to practice in the classroom because it is a learning process, in which the writer needs to know the written form of language, the structure, the organization, the mechanic and content of the ideas in writing.

#### D. The Writing Process

Writing process is the stages a write goes through in order to produce something in its' final written form.<sup>20</sup> Tompkins argue that, "the writing process is a way of looking at writing instruction in which the emphasis is shifted from students' finished products to what students think and do as they write".<sup>21</sup> Writing as one of productive skill needed a process. Harmer stated that the writing process is the stages that a writers goes through in order to produce something (a written text) before to be a final draft.<sup>22</sup> Britton, Emig and Graves divided the writing process into three stages, they are: activities, processes, or stages.<sup>23</sup>

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<sup>19</sup> J. B. Heaton, *Writing English Language Tests*. (Longman Group UK Limited, 1988), p. 135

<sup>20</sup> Jeremy Harmer, *How to Teach.....*, p. 4

<sup>21</sup> Gail E. Tompkins, *Teaching Writing: Balancing .....*, p. 7

<sup>22</sup> Jeremy Harmer, *How to Teach Writing.....*, p. 4

<sup>23</sup> Gail E. Tompkins, *Teaching Writing.....*, p. 8

There are four stages in writing process such as prewriting, drafting, revising and editing.

### 1. Prewriting

Prewriting is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing.<sup>24</sup>

Prewriting is the getting-ready-to-write stage. The traditional notion that writers have thought out their topic completely is ridiculous. According Donald Murray he believes that 70% or more of writing time should be spent in prewriting. During the prewriting stage, the activities are;

- a. Choosing a topic
- b. Considering purpose, form, and audience
- c. Generation and organizing ideas for writing<sup>25</sup>

### 2. Drafting

According to Urquhart and McIver “ writers do not have to be especially careful about their word or strict about the essentials of grammar, for their chief concern while drafting is shifting the intended message from the nebulous thoughts floating in their heads to more definitive words on a page that can be referred to at later time.”<sup>26</sup>

Tomkins described that the drafting stage is the time to pour out ideas, with little concern about spelling, punctuation, and other mechanical errors. The activities in this stage are:

- a. Writing a rough draft
- b. Writing leads
- c. Emphasizing content, not mechanics.<sup>27</sup>

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<sup>24</sup> Jack C. Richards and Willy A. Renandya, *Methodology in.....*, p. 315

<sup>25</sup> Gail E. Tompkins, *Teaching Writing Balancing.....*, p. 14

<sup>26</sup> Vicki Urquhart and Monette McIver, *Teaching Writing in The Content Areas*, ( Virginia: McREL, 2005). p. 16

<sup>27</sup> Gail E. Tompkins, *Teaching Writing Balancing.....*, p. 15

### 3. Revising

The word *revision* is a combination of the word “*vision*” and the prefix “*re*” which means “again”. In short, revision means, “seeing again”. Additionally, “revising is an activities in which writers check, revise, and rewrite what they have written.”<sup>28</sup> Tompkins claims that, “during the revising stage, writers refine ideas in their compositions. The activities in this stage are:

- a. Rereading the rough draft
- b. Sharing the rough draft in a writing group
- c. Revising on the basis of feedback received from the writing group.”<sup>29</sup>

### 4. Editing

According Ploeger indicates that editing involves correcting all of those title mistakes that creep into writing, the commans and apostrophes, spelling errors, capitalization, word-choice errors, and so on.<sup>30</sup> In addition, editing is correct the writer sentence structure, grammar, punctuation, mechanics, spelling, and word choice. In editing, the students knew what their weakness in paragraph. Editing is putting the piece of writing into its final form.<sup>31</sup> Tompkins suggests that there are two activities in the editing stage:

- a. proofreading to locate errors
- b. correcting errors.<sup>32</sup>

## E. Aspect or Elements for Evaluating Writing Skills

In this part, the researcher would like to describe aspect or elements for evaluating writing skills such as content, organization, structure, and mechanics.

### a) Content

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<sup>28</sup> Jack C. Richards et.al., *Dictionary of language teaching & Applied Linguistics, Seventh Impression*, (Harlow: Longman, 1997), p. 197

<sup>29</sup> Gail E. Tompkins, *Teaching Writing Balancing*....., p.15

<sup>30</sup> Katherine M. Ploeger, *Simplified Paragraph Skills*, (New York: Lincolnwood, Illinois, 2000), p. 21

<sup>31</sup> Gail E. Tompkins, *Teaching Writing* .....p. 21

<sup>32</sup> Gail E. Tompkins, *Teaching Writing Balancing* .....p. 21

The paragraph shows that the writer uses care and thought as Douglas stated that, the content includes are: <sup>33</sup>

1. thesis statement, related ideas
2. Development of ideas through personal experience, illustration, facts, opinions
3. Use of description cause/effect, comparison/contras
4. Consistent focus

This part content of paragraph fits the assignment. The content of paragraph must be interesting to read and paragraph has excellent to support.

#### **b) Organization**

Organization in writing has three parts as according to Hogue “A paragraph has three main parts. The first is the topic sentence, the second main part is the supporting sentence and the last main part is a concluding sentence.”<sup>34</sup> So based on statement above, in this section, organization is focus on the paragraph should has a topic sentence with controlling idea, supporting and concluding sentences and paragraph has coherence and cohesion.

#### **c) Structure**

Here, the structure refers to grammar using in sentence. Gerot and Wignell explanted of grammar. They notify that, “grammar is a theory of language, of how language is put together and how it works.”<sup>35</sup> This part is focus on basic grammar such as tenses, verb forms, noun forms, preposition, and articles, and the last, good use of connectors.

#### **d) Mechanics**

Mechanics refers to the commonly accepted conventions of written standard English. They include capitalization, punctuation, spelling, sentence structure, usage, and formatting considerations specific to poem, scripts, letter, and other writing forms. <sup>36</sup> In this part, mechanics is focus on good paragraph format, demonstrate good control over use of capital latter and

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<sup>33</sup> H. Douglas Brown, *Teaching by Prenciples An Interactive Approach to Language Pedagogy, 3<sup>rd</sup> Editon*, (New York: Pearson Education, Inc, 2007), p. 413

<sup>34</sup> Ann Hogue, *First Step in Academic Writing*, (NY: Addison-Wesley Publishing Company, Inc., 1996), p. 102

<sup>35</sup> Linda Gerot and Peter Wignell, *Making Sense of...* page 2.

<sup>36</sup> Gail E. Tompkins, *Teaching Writing Balancing* .....p. 21

periods. Researcher used those elements of writing above for evaluating students' writing product.

## F. Paragraph

Paragraph is important in writing. In the following the researcher describes the definition of paragraph and parts of paragraph.

### 1. Definition of Paragraph

Paragraph is a group of sentences that all related to a single topic. Paragraph also defined as “a distinct section of a piece of writing usually consisting of several sentences dealing with a single theme.”<sup>37</sup> Boardman assert that paragraph is very important, because it is the basic unit of writing in English. A paragraph usually short (about eight to fifteen sentences) and always includes a beginning, a middle, and an end.”<sup>38</sup>

A paragraph is also a short piece of writing with which you can practice many important skills of communicating ideas and create good writing without becoming overwhelmed by sheer mass of content needed to write an essay.<sup>39</sup> Additionally, Hogue claims that “a paragraph is a group of related sentence that discuss one (and usually only one) main idea”. A paragraph can be as short as one sentence or as long as ten sentences. The number of sentence is unimportant; however, the paragraph should be long enough to develop the main idea clearly.<sup>40</sup>

Paterson point out “it may be a good idea to have an original story written as a first step in this activity. Invite each student to write 50-100 words”.<sup>41</sup> It usually consists of an opening point, called a topic sentence, followed by a series of sentences that support that point.

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<sup>37</sup> Hornby, A. S. *Oxford advanced Learner's Dictionary of .....*, p. 840

<sup>38</sup> Cyanthia A. Broadman, *Writing to Communication 1 : Paragraph*, (New York: Person Education, Inc., 2008), p.4

<sup>39</sup> Katherine M. Ploeger, *Simplified Paragraph .....*, p 4

<sup>40</sup> Ann Hogue, *The Essentials of English: A Writer's Handbook*, (New York: Pearson Education, Inc, 2003), p. 272

<sup>41</sup> Kathy Paterson, *How Do I Teach and Keep My Sanity*, (Canada: Pembroke Publishers, 2002), p. 59

## 2. Part of Paragraph

### a) The topic sentence

Topic sentences tells what topic that the paragraph is going to discuss<sup>42</sup>. It is usually the first sentences of paragraph. The topic sentence is neither too general nor too specific. The topic sentence states the main idea of the paragraph and not only names the topic of the paragraph, but it also limits the topic to one specific area that can be discussed completely in the space of a single paragraph.

The topic sentence is usually the first sentences in a paragraph. Experienced writers sometimes put topic sentences at the end, but the best place is usually right at the beginning. A topic sentence at the beginning of a paragraph gives readers an ideas of what they will read. This helps them understand the paragraph more easily.<sup>43</sup>

### b) The supporting sentence

The supporting sentences give details about the topic. It develop the topic sentence. That is, they explain or prove the topic sentence by giving more information about it. Supporting sentences explain the topic by giving more information about it. Supporting point sentences list the main points of the paragraph.<sup>44</sup>

### c) The concluding sentence

The concluding sentence summarizes the main points and perhaps makes a final comment. It signals the end of the paragraph and leaves the reader with important points to remember.

A paragraph is like a sandwich. The topic sentence and concluding sentence are the two pieces of “bread” enclosing the “meat”- the supporting sentences.<sup>45</sup>

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<sup>42</sup> Alice Oshima and Ann Hogue, *Introduction to Academic writing*, 3<sup>rd</sup>, (New York: Pearson Education Inc, 2007), p. 3

<sup>43</sup> *Ibid*, p. 39-40

<sup>44</sup> *Ibid*, p. 44

<sup>45</sup> *Ibid*, p. 38

## G. The Concept of Descriptive Text

In this concept of descriptive text, the researcher describes definition of descriptive text, the generic structures of descriptive text, the language features of descriptive text and example of descriptive text.

### 1. Definition of descriptive text

Descriptive is to describes a particular person, place, or thing.<sup>46</sup> According to Tompkins, descriptive writing is painting pictures with words. Students need to be keen observers, attentive to sensory images. Sometimes descriptive writing is phrase, sentence, or paragraph embedded within a composition, and sometimes it is an entire composition.<sup>47</sup>

In addition, descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.<sup>48</sup> Dietsch also argue that “descriptions which are based on the five senses allow the reader to visualize and share an experience vicariously.”<sup>49</sup> Thus, descriptive text is a text that describes something such as an object, a place, a thing or a person by words clearly by using the five senses; appearance, feeling, smelling, tasting and sound so that the readers are able to imagine the thing.

There are three kinds of descriptive writing are people, place and units of time (thing).<sup>50</sup>

#### a. People

Usually, describing people seems an interesting thing to write. Their appearance is interesting especially when describes personality. Their character can be described directly or indirectly. In direct description, the writer tells how the person looks like and what the person is like. In indirect description, the character is reveled through what he or she does, think, or says in certain situations.

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<sup>46</sup> Linda Gerot and Peter Wignell, *Making Sense of.....*, p. 208

<sup>47</sup> Gail E. Tompkins, *Teaching Writing .....*,p. 111

<sup>48</sup> Alice Oshima and Ann Hogue, *Introduction to Academic .....*,p. 61

<sup>49</sup> Betty Mattix Dietsch, *Reasoning and Writing Well, 3<sup>rd</sup> Ed.*, (New York: McGraw-Hill Companies, 2003) p. 138

<sup>50</sup> Ann Hogue, *First Steps in Academic .....*, p. 72

b. Place

When the writer is going to describe place, they are supposed to notice how places look, smell and sound are. As a result, it is becoming important in describing.

c. Units of time (thing)

Description of unit of time is often used to determine mood. It is full of descriptions of seasons, days, or times of day. The description of units of time set a certain mood, or emotional characteristic.

## 2. The generic Structure of descriptive text

According to Gerot and Wignell, descriptive text has generic structure as follow:<sup>51</sup>

- a. Identification: identifies phenomenon to be described
- b. Description: describe parts, qualities, characteristics.

## 3. The language features of descriptive text

According to Gerot and Wignell descriptive text has language features as follow:<sup>52</sup>

- a. Focus on specific participants; it uses a specific noun or subject
- b. Use of attribute and identifying process; relational processes involve states of being (including having). They can be classified according to whether they are being used to identify something or to assign a quality to something.
- c. Frequent use of epithets and classifiers in nominal groups; it uses the figurative language to mention the participants and also uses various types of adjectives that used to describe, number and classify the things.
- d. Use of simple present tense

## 4. Example of descriptive text

The following example of descriptive text contains identification and description.

**a. Identification:**

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<sup>51</sup> Linda Gerot and Peter Wignell, *Making Sense of.....*, p. 208

<sup>52</sup> *Ibid*, p. 208

Edi Sumorangkir has a hobby. His hobby is sport. He likes jogging.

**b. Description:**

Jogging is run slowly and steadily for a time. He likes jogging because it is simple and cheap. It doesn't need many equipment and much money. He just needs a set of sport, clothes, and a pair of running shoes.

He always goes jogging every Sunday morning with his friends. They usually do jogging in Manahan Stadium. It is very crowded on Sunday morning and holiday. He never absent for jogging except he get sick or rain. So it, sport amazed if he has a strong and healthy body.<sup>53</sup>

## H. The Concept of PLEASE Strategy

Many students think that writing is horrible. It is not easy for them to get ideas, and express them in written words. Even though the teacher gives students the topic to write, sometimes they get confused and do not know what to do when the teacher asks them to write a paragraph. Among those reasons, the researcher used PLEASE strategy to improve students writing skills of paragraph in descriptive text in the classroom. In writing process, the PLEASE strategy can help students to make a good paragraph because it is used to improve students' ability to write paragraphs. Chadha stated that "the PLEASE strategy is used to improve students' ability to write paragraphs."<sup>54</sup>

PLEASE strategy is a strategy used to guide students how their start writing and generate their idea in paragraph.<sup>55</sup> In this strategy, the students can follow each steps based on PLEASE stand for and the students can understand what they want to write. Boyle indicates that, teaching students of paragraph use PLEASE strategy, it is stands for P (Pick a topic), L (List your ideas about the topic), E (Evaluate your list), A (Activate the paragraph with a topic sentence), S (Supply supporting sentences), E (End with concluding sentence and evaluate

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<sup>53</sup> Agustin, et. al., *Bahasa Inggris*, (Departement Pendidikan Nasional: Jakarta, 2004), p. 27

<sup>54</sup> Anupriya Chadha, *Child Psychology*, (Published by S.B Nangia, 2008), p. 94

<sup>55</sup> Mona Liza and Refnaldi, Using PLEASE Strategy in Teaching Writing a Descriptive Text, *Journal of English Language Teaching*, (Vol. 1 No. 2, Maret 2013, Serie E) p. 438

your work).<sup>56</sup> In addition, PLEASE strategy can be taught to write a paragraph. They conclude PLEASE strategy stands for Pick, List, Evaluate, Activate, Supply, and End.<sup>57</sup> Chadha assert that, the PLEASE strategy teaches students to pick a topic, list paragraph, evaluate the list, activate the paragraph using a topic sentence, supply sentences to support the topic, and end the paragraph.<sup>58</sup>

## I. Method of the Study

According to Khotari, research refers to the systematic method consisting of enunciating the problem, formulating a hypothesis, collecting the facts or data, analyzing the facts and reaching certain conclusions either in the form of solution towards the concerned problem or in certain generalizations for some theoretical formulation.<sup>59</sup> In addition, research can be defined as a systematic approach to finding answers to questions.<sup>60</sup> Thus, research is a systematic method which is used in academic activity to find answers of any questions and involves a series of steps or process in conducting it.

Moreover, research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically.<sup>61</sup> Based on those statements, research methodology is a way to conduct this study, started by mentioned the research approach and types, the research time, the data sources, the technique for collecting data and the technique for analyzing data.

In this research, the researcher describes to find the significance different between the students thought by using PLEASE strategy and conventional methods to the seventh grade students at MTs Nurul Falah. In this study, the researcher used quantitative approach. Quantitative research concerned with the reliable and valid investigation of the impact of independent variables or the

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<sup>56</sup> Joseph Boyle and David Scanlon, *Methods and Strategy for Teaching Students with Mild Disabilities*, (Canada: Cengage Learning, inc. 2010 ) p. 247

<sup>57</sup> Mary T. Brownell and et al, *Inclusive Instruction Evidence-Based Practices For Teaching Students with Disabilities*, (New York: The Guilford Press: 2012), p. 120

<sup>58</sup> Anupriya Chadha, *Child Psychology* . . . . ., p. 94

<sup>59</sup> C.R. Khotari, *Research Methodology*, (New Delhi: New Age International (P) Ltd, Publisher, 2004), p. 1-2

<sup>60</sup> Evelyn Hatch and Hossein Farhady, *Research Design and Statistics for Applied Linguistics*, (Massachusetts: Newbury House Publishers, Inc, 1982), p.1

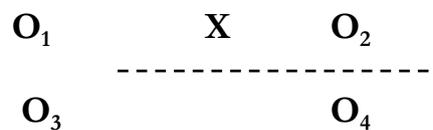
<sup>61</sup> C.R. Khotari, *Research Methodo*. . . . ., p. 8

relationship between or among variables.<sup>62</sup> Quantitative research involves the use of methodological techniques that represent the human experience in numerical categories, sometimes referred to as statistics.<sup>63</sup>

The researcher conducted the research by using quasi-experimental design method. Hatch argued that, the word ‘quasi’ means partly or almost. Thus, quasi-experimental means almost true experiment. Quasi-experimental designs are practical comprises between true experimentation and the nature of human language behavior which we wish to investigate.<sup>64</sup>

Furthermore, in the quasi-experimental design, the researcher used the pre-test and post-test nonequivalent control group design. In the experimental group, the researcher taught by using PLEASE strategy. While in the control group, the researcher taught by using conventional method and both of the experimental and control group were given pre-test and post-test.

The design of the formulas as follows:<sup>65</sup>



Which means:

----- : Dash line presents that the experimental and control groups that have not been equated by randomization.

- O<sub>1</sub> : Pretest of experimental group.
- O<sub>2</sub> : Posttest of experimental group.
- O<sub>3</sub> : Pretest of control group.
- O<sub>4</sub> : Posttest of control group.
- X : Treatment for experimental group.

<sup>62</sup> Ronald C. Martella, et. al., *Research Method: Learning to Become a Critical Research Consumer*, (London: Allyn and Bachon, 1999), p. 288

<sup>63</sup> Amir B. Marvasti, *Qualitative Researcher in Sociology*, (London: SAGE Publications, 2004), p.

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<sup>64</sup> Evelyn Hatch and Hossein Farhady, *Reseach Design.....*, p. 24

<sup>65</sup> Louis Cohen, Lawrence Manion and Keith Morrisoniyono, *Research Method in Education, 6<sup>th</sup> Edition*, ( New York: Routledge, 2007), p. 276

In this research, the researcher gave two kinds of test. Firstly, the researcher administered the pre-test to both experimental and control group. Then, the researcher taught both groups 2 x 40 minutes for each meeting. It was started from September 09, 2015 to November 05, 2015. Finally, the researcher administered the post-test for both groups.

## **J. Research Finding**

After doing the observation, the researcher could interpret that the process of teaching and learning by using PLEASE strategy and without PLEASE strategy were running well. There were five aspects of implementation PLEASE strategy in the experimental group. They were attendance, attention, interaction included asking and answering the questions, and cooperation included discussing and discipline in doing all activities during treatment.

Firstly, the result of the aspect of attendance showed that from the first to the last meetings were very good in following the class regularly during the treatments. There were some students were did not attendance like in the third, fourth, seventh, twelfth, and thirteenth meetings. They was absent as there was sick, permitted, and no information.

Moreover, the aspect of attention was showed that from first to fourteenth meetings were up and down students' attention. There were some students did not paying attention every meetings during the researchers' explanation. It was caused because there were some students doing activity their own self. There were some factors such as; there was student was adorned her-self, there were students were fights while the researcher explained the material, especially in the third meetings, there were students were slept, there were students were speech to his or her friends, and there were students were tired after learning math. Thus, the researcher has responsibility to give them motivation before learning. Whereas, in the fourth to thirteenth meetings the students' attention better than third meeting.

Then, the aspect of interaction (asking and answering the questions) showed that they were low in asking and answering questions from the second to sixth meeting. Therefore, the researcher could interpret that it was caused by some factors

such as there were some of students were shy, there were some of students were afraid, and there were some students were lazy to ask and answer the questions. While from the seventh to the thirteenth meetings were showed that students' interaction better than meetings before.

Next, the aspect of cooperation (discussing) could be explained that students' discussing were average at the some meetings, particularly in the second, third, fourth, sixth and ninth meetings. It was caused because most of the students were more quite in the classroom, and there were students were confused the way of taught by the researcher. While the aspect of cooperation (discipline in doing all activities during treatment) showed that were very good. Only 1 to 4 students were did not do the task, it was caused because they were absent and there were students were lazy and less motivation.

After that, from the implementation PLEASE strategy based on researchers' experiences in the experimental group, students were able to apply PLEASE strategy during treatment. Even though, there were some students were still confused to apply PLEASE strategy, especially in the second to the third meetings. While, in the other meetings students were very good to apply steps of PLEASE strategy in writing. Furthermore, the researcher found students' difficult to apply the step of PLEASE strategy in the second to fourth meetings. They were list and end steps. First, students were quite hard to make a complete sentence in the list step especially in the second to sixth meetings. Although, students were helped by researcher such as; giving some questions to stimulate their thought to write sentence list. Second, the students often forgot to apply the last step (end) in their paragraph. Students forgot to evaluate their paragraph like capitalizing the first word, punctuation, commas, correct spelling right, and overall appearance, while from the fifth to thirteenth meetings, they could follows steps list and end. Then, the other step of PLEASE strategy were easy to apply in writing such as; pick, evaluate, activate, and supply. It was caused because they were only picked the topic, evaluated their sentence list, activated to write, and supplied their paragraph using their sentence list.

Lastly, from the result of the observation, most of the students were very good and good category in every activity, and from the result of post-test scores in the experimental group page 71 showed that the result of the writing test content and

mechanics were better improvement in writing skills after taught by using PLEASE strategy. Therefore, the researcher could interpret that the usage of pick, list, evaluate, activate, supply, and end (PLEASE) strategy were suitable for students at MTs Nurul Falah in writing a paragraph minimum 50 words.

After doing the treatment in teaching writing skill by using PLEASE strategy, the researcher concluded that PLEASE was suitable strategy in improving writing skills. There was a significant difference in improving writing skills between students who were taught by using PLEASE strategy and the students who were not taught by PLEASE. There was a real significance in difference between experimental group and control group.

Based on the result of post-test, there were differences in significant between students' were taught by using PLEASE strategy and conventional method. It can be seen from table of students score distribution pre-test and post-test in experimental and control group. In the pre-test experimental showed 100% (30 students) that students was poor category, while in post-test experimental group showed 53.3% ( 16 students) that students was good category. In the pre-test control group showed 100% (31 students) that students was poor category, while in the post-test 15 students (48.4%) that students was fair category. The PLEASE strategy more suitable than conventional method.

In addition, from the result of the paired sample t-test and independent t-test analysis, it could be proved that there was significance between students' writing skills before and after treatment. The mean of pre-test in the experimental group was 27.37 and the mean of control group was 27.74. The mean of post-test in the experimental group was 67.70 and the mean of post-test in control group was 57.71. It meant before getting treatment the mean of control group's pre-test was higher than experimental group. While in the post-test, the mean of experimental group was higher than control group. It showed that the students had progress in writing achievement. In the independent t-test, it was found that the value of t-obtained 6.516 was higher than value of t-table, whereas the value of p-output was 0.000 for sig. (2-tailed). Since the p-output value was lower than 0.05, it means that there was a significant difference between post-test in experimental and control group. Therefore, the null hypothesis ( $H_0$ ) was rejected, while the research hypothesis ( $H_a$ )

was accepted. In addition, PLEASE strategy were able to improve students' writing skills such as; content, organization, structure, and mechanics.

## **K. Conclusion**

After conducting the research with the results presented above, the researcher intends to conclude this thesis:

1. From the implementation of PLEASE strategy to the seventh grade at MTs Nurul Falah, it can be concluded that students who were taught by using PLEASE strategy were able to follow the teaching learning process well. The students were able to follow steps of PLEASE strategy. Besides the PLEASE strategy was able to help students to write paragraph of descriptive text minimum 50 words.
2. After conducting this research by using PLEASE strategy, the students' achievement in writing was improved. It can be seen from the test result that the researcher held. The result of post-test experimental group was the best from pre-test experimental group results. In the result, the researcher found that their writing was increased. It can be seen from the structure result, organization result, and mechanics result was the best from PLEASE strategy, and the average result successfully achieved good level.

Based on the students' assessment of the test, the researcher concluded that PLEASE (pick, list, evaluate, activate, supply and end) strategy could be used to increase students' writing skills.

## **L. Suggestion**

Regarding to the conclusion the research, the researcher would like to give some suggestions for the teacher of English, for the students at MTs Nurul Falah Air Mesu Bangka Tengah, and for other researcher:

1. The teacher of English should be creative and innovative in using an appropriate teaching method in order to motivate and improve the students' writing skills. One of the interesting methods is PLEASE strategy. PLEASE strategy was suitable to write paragraph of descriptive text minimum 50

words. The teacher could be applying PLEASE strategy for students to write paragraph more 100 words.

2. For students of MTs Nurul Falah are also suggested to keep on motivating and improve their writing ability more intensively; for instance, they might more seriously to learning English, not only in the classroom but also out of the classroom and getting writing material from other resources. They could be practicing PLEASE strategy in writing process at their home.

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