TEACHING WRITING DESCRIPTIVE TEXT BY USING PICK, LIST, EVALUATE, ACTIVE, SUPPLY, END (PLEASE) STRATEGY TO THE TENTH GRADE STUDENTS OF SMA NEGERI 11 PALEMBANG

THESIS

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AUGUST 2020

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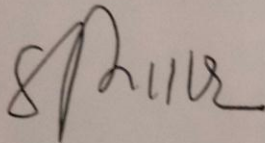**For the Degree of Sarjana in English Language Education**

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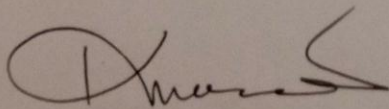
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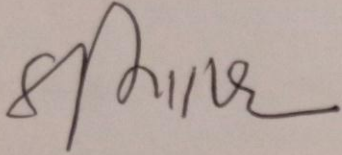
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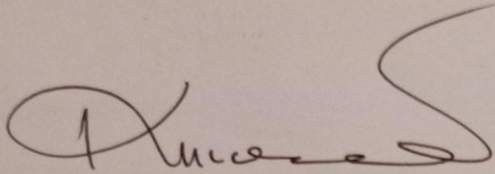
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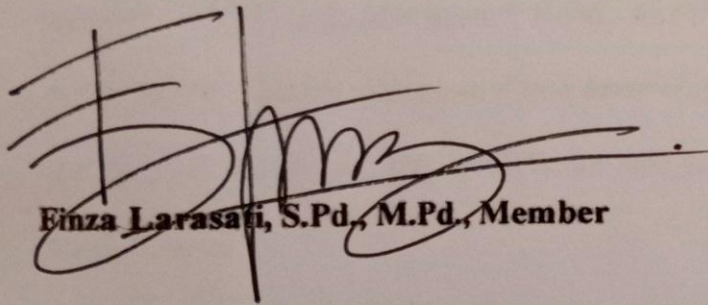
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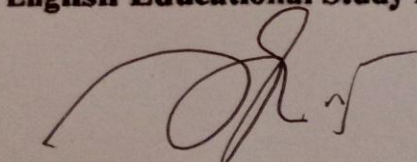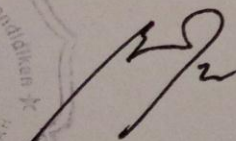Finza Larasati, S.Pd., M.Pd., Member

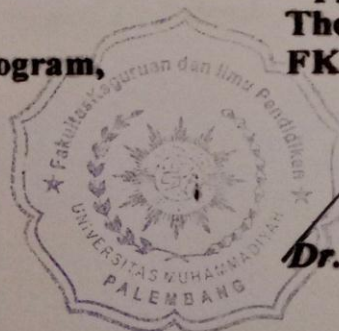Acknowledge by
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MOTTO AND DEDICATION

MOTTO :

Learn from the mistakes in the past, try by using a different way and always hope for a successful future

DEDICATION :

- *My beloved parents, I breathe is as relieving as your love that keeps flowing to support and help me when I am down.*

- *Advisor Mrs. Sherly Marliasari, S.Pd., M.Pd and Mrs. Indah Windra DA, S.Pd., M.Pd, already given me much knowledge about thesis.*

- *My beloved sister and brother. Thank you for your help nd support prayer for my thesis.*

- *All my clasmates, thank you for a great struggle, togetherness, patience and support.*

- *My beloved friends, you are best friend for me.*

- *Teacher and students in SMA Negeri 11 Palembang.*

ABSTRACT

Permata, Rizka Sari, 2020. *Teaching Writing Descriptive Text by Using Pick, List, Evaluate, Active, Supply, End (PLEASE) Strategy to the Tenth Grade Students of SMA Negeri 11 Palembang.* Thesis, English Education of Muhamamdiyah University, Advisors: 1) Sherly Marliasari, S.Pd., M.Pd, 2) Indah Windra DA, S.Pd., M.Pd.

Keywords: Writing, PLEASE strategy.

The thesis is entitled *"Teaching Writing Descriptive Text by Using Pick, List, Evaluate, Active, Supply, End (PLEASE) Strategy to the Tenth Grade Students of SMA Negeri 11 Palembang".* The problems of this study is there any significant difference on the tenth grade students' descriptive writing achievement between those who were taught by using PLEASE Strategy and those who were not at SMA Negeri 11 Palembang. The objective of this study was formulated to find out whether or not there was significant difference on the eighth grade student's descriptive writing achievement between those who were taught by using PLEASE Strategy and those who were not at SMA Negeri 11 Palembang. The hypotheses were are: **(Ho)** : There was no significant difference on the tenth grade students' descriptive writing achievement between those who were taught by using PLEASE strategy and those who were not at SMA 11 Palembang and **(Ha)** : There was a significant difference on the tenth grade students' descriptive writing achievement between those who were taught by using PLEASE strategy and those who were not at SMA Negeri 11 Palembang. The population were 154 students consist of 74 male and 80 female. The sample were 72 students. The data obtained were analyzed by using t-test, alternative hypotheses (Ha) was accepted and null hypotheses (Ho) was rejected. In the other words, it was effective to teach Writing Descriptive Text by Using Pick, List, Evaluate, Active, Supply, End (PLEASE) Strategy to the Tenth Grade Students of SMA Negeri 11 Palembang.

ACKNOWLEDGE

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CHAPTER I

INTRODUCTION

1.1   Background

Language is one of the significant elements that affects international communication activities. Students utilized different parts of an English language skills such as listening, speaking, reading and writing for their proficiency and communication. In addition, Ahmadi (116) stated that one of the important elements for learning is the method that instructors use in their classes to facilitate language learning process.

English is not only used as an official language in many nations, but also influenced on many different cultures in a large number of countries; it is the central language of communication in the world-wide. It is clearly present when a lot of people in a country speak English as the first language such as in the United States of America, Canada, Britain, Australia, New Zealand, South Africa and others. The expansion of the English language had rapidly increased the needs to gain better communication English throughout the world because the aptitude to use English was very much needed for further studies, journeys in other countries as well as for social and professional global contacts of different kinds. A study carried out by Ton & Pham, identify that the English language was generally used as an international language for communication among people from different language backgrounds in all parts of the world (Souriyavongsa, 181-182).

English language is a global language which can be used for communication with native-speakers and non-native-speakers in the worldwide, especially in the education section, all university students need it for their studies in order to search information and obtain knowledge; therefore, a lot of the universities throughout the world needed to include English language as one of their educational tool requirements. English is often used as the medium of instruction in higher education. On the other hand, obviously the fact of the day-to day the process of teaching and learning of the English language also related to many interrelated with social and politic aluses. People's demand toward English in many countries in the world made English language is key factors and became the international language that spread quickly.

There are four skills in teaching and learning English: listening, speaking, reading, and writing. Those skills are related to each other and couldnot be independent; therefore, learners needed to master all of the four skills. This was supported by Uma and Ponnambala who stated that mastering language skills will determine the students' communicative competence in the target language (Cakrawati, 1).

One of productive skills which is very important to be mastered by English learners is writing skill. Writing is the most difficult skill for second language and foreign language learners. Furthermore, they claimed that writing is not only generating and organizing ideas of our mind, but also translating these ideas into a readable text. Based on their arguments, it seemed common that many learners

particularly those of foreign language learners had some degrees of difficulties in writing. Therefore, some efforts need to be done in order to maintain or improve the students' writing skill (Cakrawati, 1).

Writing skill is the most difficult and complicated language skill to be learned almost by all the students in every level of education. It is probably because the process of writing usually takes more time to think and needed a lot of ideas. There are some aspects of writing, like: spelling, capitalization, word-choice, and grammar, and the ability made the sentences to become the coherent in a written discourse. It means that before students produced an essay, the students has to comprehend most of aspects related to the aspects of writing (Mawaddah, 1).

Based on preliminary study, the activity of writing is difficult for the students. The student did not has experience about writing. It is confuse of the srudents to determine word that would be choosen to make a good paragraph. The student's problem in writing that is limited vocabulary, limited knowledge to develop paragraph and less exerise from the teacher for the student (Kurniatun, 1).

The researcher ensured that an assignment to write reflected the classroom instruction sample and provided for students to reach the task. The teacher used of writing process provided the students a chance to edit and revise as part of writing authentic assessment related to classroom instruction. Writing assessment was conducted as part of assessment for all students. On the other hand, writing assessment could be used to monitor student progres and determined if changes in instruction were required to meet student needs.

There are various types of texts in writing skill that can be used such as narrative, descriptive, explanation, recount, exposition, and argumentation. Narrative text would be emphasized by the researcher as a subject to research. It was because narrative text told about story that could make students interested learning it.

The writer would focus on descriptive text which was taught in Senior High School. As stated above, the descriptive text was taught by introducing the students to the model text, hopefully they would be able to write the genre well.

In descriptive text, the students should organize their thinking logically and they could communicate to the other people in detail when they wanted to describe people, place, or things. This is why the researcher choose descriptive text. The students in Senior High School also had learnt reading descriptive text in the first year, especially in the second semester. Hence, the researcher assumed that they already know well about descriptive text (Ni'mah, 2).

Researcher interested in analyzing and focused on students' in writing descriptive text in the way they developed their ideas, organizing ideas, grammar, mechanic and using vocabulary appropriately. There aregeneric structures of descriptive writing: identification, description, and conclusion. Identification is a part of text where the students could identify the phenomenon while description was the part where the students are able to describe parts, qualities and characteristics. The conclusion paragraph signal the end of the text in descriptive text.

Descriptive text is very important because the purpose of descriptive text is to describe something like person, animals and place. So mastering descriptive text

could support the students when they wanted to decribe something. Descriptive text is a general text where it could be included to another text. On the other hand, mastering descriptive text would help the student to make another kind of text such like narrative text, recount text and report text. For example in narrative text when the students wanted to make the readers interested in it they must be able to make the text with a good detail. It demand the students to explain something indetails (Choir, 3).

One of the ways to increase the students' descriptive text was by the PLEASE strategy. By using this strategy the students would be helped to start writing and it would help them to write step by step until they finished writing descriptive text. They would be helped by the teacher and PLEASE strategy in writing descriptive text. In PLEASE strategy the students should knew who would read their writing and choosed the appropriate topic and then started to collect the data information about what they would write and started their writing.

Then, based on the study that written by Mona Liza and Refnaldi (2013), the title "Using PLEASE Strategy in Teaching Writing a Descriptive text". The PLEASE strategy also effective for improving the students' ability in writing and essay. PLEASE strategy was suitable for students at junior high school and can help the students in improving their writing skill. The teacher could teach the students how to use PLEASE strategy in helping the students to write a text, the teacher could adapt this strategy and used it in writing text, because basically this strategy was the same as writing process. This strategy guided the students how to their started writing and generated their idea. So, PLEASE strategy was a strategy in writing process.

PLEASE strategy could help the students to improve the students writing ability especially in writing paragraph. The teacher could also use PLEASE strategy to teach other genre of the text. The PLEASE strategy could be applied in teaching procedure text, narrative text, recount text, and other texts in the curriculum.

Based on the thesis which written by Akincilar (2010), the thesis' title is "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". This study aims to investigate the effects of the "PLEASE" (a general paragraph writing strategy) writing strategy instruction through the Self-Regulated Strategy Development (SRSD) model on descriptive writing of fifth grade English language learners studying in a private primary school in Istanbul. The current study specifically focused on if instruction on pre-writing planning through the SRSD model results in improvements in students' written products, planning behaviors and self-beliefs as writers. For the study, the fifthgrade students participated in a writing club activity offered by the researcher at school.

As a result, the pre-test and the post-test writing scores indicated that each student experienced improvement in terms of overall qualityand length of the written products. The strategy training helped students become more aware of the need for pre-writing planning and they started to engage in planning prior to writing in real practice. After the treatment, the students also experienced increased self-confidence

This was also supported by the result of a classroom action result done by Sinambela (2012). The undertaking of the present classroom action research was

mainly based on the problems existed in academic year 2013. The thesis' title "Improving Students' Achievement In Writing Hortatory Exposition Text Through Please Strategy" .This study attempt to improve students' achievement in writing hortatory exposition text by using PLEASE (Pick, List, Evaluate, Activate, Supply, End) strategy through classroom action research. The subjects of the research were 41 students of class XI IA 2 SMA Negeri 1 Tanjung Morawa. After analyzing the data in the two-cycle of classroom action research, it was found that there was an improvement of students score from 49.88 in the test I became 64.90 in the test II in cycle I and improved again became 74.23 in the test III in cycle II. In line with the data, it was showed that the useof PLEASE (Pick, List, Evaluate, Activate, Supply, End) strategy significantly improved student's achievement in writing hortatory exposition text.

Based on the above explanation about the importance of mastering writing skill especially descriptive paragraph for junior high school students, researcher was motivated to conduct research on the use of PLEASE Strategy to gather information whether this strategy could improve students' ability in writing descriptive paragraph or not, the researcher will conduct entitled *"Teaching Writing Descriptive Text by Using Pick, List, Evaluate, Active, Supply, End (PLEASE) Strategy to the Tenth Grade Students of SMA Negeri 11 Palembang."*

1.2   The Problems of Study

Based on the general background of the study above, the problems of this study is there any significant difference on the tenth grade students in writing descriptive text between those who were taught by using PLEASE Strategy and those who were not at SMA Negeri 11 Palembang?

1.3   The Limitation of the Study

The study was limited on achievement of the students in writing descriptive at SMA Negeri 11 Palembang using PLEASE Strategy.

1.4 The Objectives of the Study

Based on the problems above, the objective of this study was formulated to find out whether or not there was significant difference on the tenth grade students in writing descriptive text between those who were taught by using PLEASE Strategy and those who were not at SMA Negeri 11 Palembang.

1.5   The Significance of the Study

The result of this study was expected to bring some significance and contribution in teaching and learning English. The first for English teachers, the result of this research was expected to be useful for teachers. The teacher could be apply as one of the alternatives by teacher of English in improving students' skill, especially in writing descriptive text.

The second for the students, this study could give input to improve students' ability and competence in writing skills. The students would be more motivated to come to the class because it gives them broader chance to share their ideas. The teaching and learning process would be more interesting and enjoyable and students would be more active. The students would be able to get better achievement in learning English. Besides, the students also would be able to get better score in examination. And for the school, it could be used to any subjects not only in English language class but also other subject.

For others, they would get more knowledge and experience in doing this research, especially about teaching writing by using PLEASE strategy. They would be able to know the level of students' motivation and weaknesses when they are learning speaking. Finally, they would solve the student's problems in learning writing by using PLEASE strategy. Then, for other researchers, the result of this study was expected to be useful in providing the references for whoever wanted to study the same case and helped them as the guide in developing their research.

1.6 Hypothesis

In this study there were two hypotheses proposed. They were null hypothesis (H_o) and alternative hypothesis (H_a). The hypotheses were as follows:

(Ho) : There was no significant difference on the tenth grade students in writing descriptive text between those who were taught by using PLEASE Strategy and those who were not at SMA Negeri 11 Palembang.

(Ha)   : There was a significant difference on the tenth grade students in writing descriptive text between those who were taught by using PLEASE Strategy and those who were not at SMA Negeri 11 Palembang.

1.7 Criteria of Testing the Hypotheses

In this research the writer would use hypothesis of difference because the objective of the study was to find out whether or not there was a significant difference on students' writing achievement after the two groups (experimental and control) were given the treatment. The criteria of testing the hypothesis was as follow:

- If the p-output (Sig.2-tailed) was higher than 0.05 level and t-obtained was lower than t-table 1,991 (with df =76) the null hypothesis (Ho) was accepted, and the alternative hypothesis (Ha) was rejected.

- If the p-output (Sig.2-tailed) was lower than 0.05 level and t-obtained was higher than t-table 1,991 (withdf =76) the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted.

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