



**THE EFFECT OF USING PLEASE(Pick-List-Evaluate-Activate-Supply-
End) STRATEGY ON STUDENTS ACHIEVEMENT IN WRITING
DESCRIPTIVE TEXT AT SEVENTH GRADE OF Mts**

NURUL HAKIM TEMBUNG

A THESIS

*Submitted to faculty of Tarbiyah Science and Teacher Training State Islamic
University of North Sumatera Medan as a Partial Fulfillment of the
Requirements for the Degree of S-1 Program*

By :

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBİYAH AND TEACHING TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

2021



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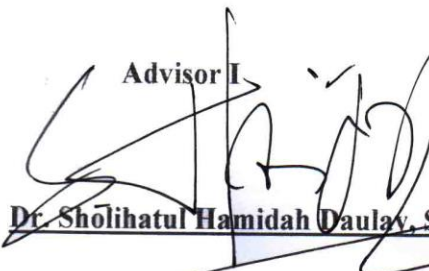
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SURAT PENGESAHAN

Skripsi yang berjudul: "The Effect of Using PLEASE (Pick-List-Evaluate-Activate-Supply-End) Strategy on Students Achievement in writing Descriptive text at Sevent Grade of Mts Nurul Hakim." oleh Neni Fitriani Nasution, yang telah di munaqasyahkan dalam sidang munaqasyah Sarjana Strata (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

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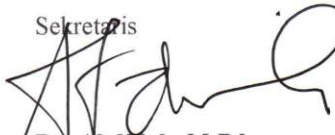
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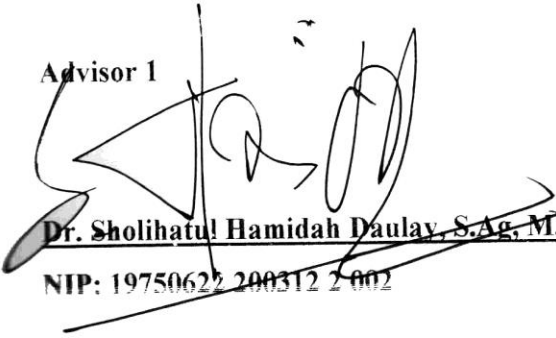
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Dengan ini kami menilai bahwa skripsi ini dapat diterima untuk di munaqasyahkan dalam sidang munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UINSU Medan. Demikian kami sampaikan atas perhatian saudara kami ucapkan terima kasih.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

Medan, 22 Maret 2021

Yang membuat pernyataan


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ABSTRACT

THE EFFECT OF USING PLEASE(Pick-List-Evaluate-Activate-Suppl End) STRATEGY ON STUDENTS ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT AT SEVENTH GRADE OF Mts NURUL HAKIM TEMBUNG

Skripsi, Medan: Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera, Medan 2020

The purpose of this study was to determine the significant effect of the PLEASE (Pick-List-Evaluate-Activate-Supply-End) Strategy on student achievement in writing descriptive text in class VII Mts Nurul Hakim Tembung. This research used quantitative research with experimental design. The implementation was in class VII Mts Nurul Hakim Tembung. The researcher took 64 students consisting of 32 students for the experimental class and 32 students for the control class. In collecting the data, the researcher used test in essay test.. The researcher used two tests, the pre-test was given before the treatment and the post-test was given after the treatment in the learning process. Then the researchers analyzed the data using statistical formulas and Microsoft Excel 2010 with a significance level of 0.05. After analyzing the data, the researcher found that the value of $t_{observed}$ was higher than the t_{table} . This can be seen from the $t_{observed}$ (4.473) > t_{table} (1.6) at the significance level of 0.05 and degrees of freedom (df) = 62. It means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It can be concluded that the PLEASE (Pick-List-Evaluate-Activate-Supply-End) strategy has significant effect on students' writing achievement in descriptive text of seventh grade students at Mts Nurul Hakim Tembung. This is related to the results of observations which show that students are more interested and motivated in attending classes and enthusiastic during the teaching and learning process so that their descriptive writing achievement increases.

(Keyword: PLEASE strategy, Students' achievement, writing descriptive text)

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This thesis entitled The Effect of Using PLEASE (Pick-List-Evaluate-Activate-Supply-End) Strategy on Students' Achievement in Writing Descriptive Text at seventh grade of Mts Nurul Hakim Tembung, this thesis was made by my self, to fulfill the assignment and complete the requirements of the S-1 Program. in the Department of English Education, Department of Tarbiyah and Teacher Training, State Islamic University of North Sumatra, Medan.

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Finally, I hope this thesis can contribute to the English Education Department. Researchers are fully aware that there are still many weaknesses in this thesis. Therefore, researchers welcome criticism and suggestions from readers to improve the quality of this thesis.

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TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGMENT.....	ii
TABLE OF CONTENT	vi
LIST OF TABLES	ix
LIST OF APPENDIX.....	x
CHAPTER I: INTRODUCTION	
A. The Background of Study.....	1
B. The Identification of Study.....	5
C. The Limitation of the Study.....	5
D. The Formulation of the Study.....	5
E. The Objective of the Study.....	5
F. The Significance of the Study	6
CHAPTER II: THEORITICAL REVIEW	
A. Theoretical Framework	7
1. The Nature of Writing.....	7
2. The Steps of Writing... ..	11
3. Teaching Writing Process	15
4. The Defenitions of Descriptive text.....	16
5. The Generics structure in descriptive text	18
6. The Language Feature in descriptive text.....	18
7. The Example of descriptive text.....	19
8. Defenition of PLEASE(Pick-List-Evaluate-Activate-Supply-End) Strategy.....	20
9. The Funcion of PLEASE Strategy.....	20

10. Advantages of PLEASE Strategy	22
11. Disadvantages of PLEASE Strategy	23
12. Prosedure of PLEASE Strategy	24
B. Related Studies	25
C. Conceptual Framework	26
D. Hypothesis	28
CHAPTER III: METHOD OF RESEARCH	
A. Time and Place of the Study	29
B. ResearchDesign.....	29
C. Pupulations and Sample.....	30
1. Populations.....	30
2. Sample	31
D. Operational Definition of Variabels.....	33
E.Instrument of Data Collection	34
F.Technique of Collecting data	34
1. Pre-test	34
2. Treatment	35
3. Post-test.....	35
G. Technique of Data Analysis.....	36
1. Normality Test	36
2. Homogenety Test.....	37
3. Hyphotesis Test	37
CHAPTER IV:RESEARCH FINDINGS AND DISCUSION	
A. Descriptions of The Data.....	39
1.The Data of Experiment Class	39
2. The Data of Control Class	41

B. The Data Analysis	43
1. Normality Test	44
2. Homogenety Test	50
C. Hyphothesis Test	51
1. Analysis Data	51
2. Discusion	52
CHAPTER V: CONCLUSION AND SUGGESTION	
A. Conclusion	54
B. Suggestion	54
REFERENCES	56
APPENDIX	59

LIST OF TABLES

TABLES	TITLE	PAGE
3.1	Design of Research.....	30
3.2	The Population of the Research.....	31
3.3	The Number of the Sample research.....	32
3.4	The Number of the Sample research	32
4.1	Score of Experimental Class	39
4.2	Score of Control Class	42
4.3	Normality of Pre-Test in Experimental Class	44
4.4	Normality of Pre-Test in Control Class	46
4.5	Normality of Post-Test in Experimental Class	47
4.6	Normality of Post-Test in Control Class	49

LIST OF APPENDIX

APPENDIX	TITLE
I.	Lesson Planning
II.	Pre-test and Post test
III.	List Name of class VII-1 and VII-3
IV.	The Results of Students
V.	L-Table, F-Table, and T-Table
VI.	Documentation
VII.	Permission Letter and Research response letter
VIII.	Curriculum Vitae

CHAPTER I

INTRODUCTION

This chapter presents background of study, identification of study, limitation of the study, formulation of study, objective of study, and the significances of study.

A. The Background Of Study

Every country has a different language. Even in a country it has its own language variety. Language is very important in a country, especially in society, because with language we can convey our opinions and ideas and can also interact with other people, Bernard Bloch and George L. Trager said that "Language is a system of arbitrary vocal symbols by means of which a social group cooperates"¹ Then over time a language can spread throughout the world. One of the languages that has become global because many people can already master it, namely English English is the international language used by almost all countries in the world English is the international language used by almost all countries in the world. In Indonesia, English is a second language that must be mastered by every student who is still a student because English has been studied by students from elementary school to university. There are four aspects of the skills learned in learning English, namely writing, reading, listening, and speaking. Students must learn all English skills to master English well, especially writing skills because they are very useful for students' academic needs.

¹Sholihatul Hamidah Daulay. Et al, (2017), *Introduction to General Linguistics*, Medan : Faculty of tarbiyah and teacher training, p.11

According to Raimes “Writing is a skill in which we use eyes, brain and hand to convey ideas, emotions, and thoughts organized in words, phrases, and paragraphs, it implies that writing is used to convey the emotions and thoughts. Brain will be used to generate concept, hand to write, and eyes to look at the consequence of writing to achieve that “.² Writing is one of the language skills and one of the activities carried out by students. Writing will not be produced without mastering important components such as grammar, vocabulary, and mechanics in accordance with the language rules available in the language itself. Writing must follow the rules because writing also has rules. By mastering the writing component itself, one can write everything about what one wants to write, such as diaries, papers, reports, project papers, and exercises. Writing is an activity carried out in writing to convey information to other parties. It is also mentioned by Tarigan that writing is a language skill that is used for communication indirectly, not face-to-face with other people.

Thus it can be concluded that writing is a very important activity for communication purposes.³ Furthermore, Suparno and Mohamad Yunus state that the goal a writer wants to achieve is to make readers think and reason, make readers know about what is being reported.⁴ In the writing process, the writer must dig his mind to find good ideas to make the writing meaningful and easily understood by those who read it. In the high school English curriculum, there are twelve genres of text that students must study, then in junior high school there are

² Kurniati W, Wijaya said, Rohmatillah. (2020). *Fostering Students' Descriptive Text Writing Ability: Please Strategy Vs. Idea Details Strategy*. Pedagogy Journal of English Language Teaching. (IAIN Lampung), Vol 8(1).

³ Ibid, p.34-42

⁴ Suparno, Yunus Muhamad. (2002). *Keterampilan Dasarmenulis*. Jakarta: Universitas Terbuka

only five genres. text that has to be studied. Namely: Narrative Text, Descriptive Text, Recount Text, Procedure Text, and Report Text. However, this research will focus on descriptive texts in junior high schools.

Descriptive text is one of the texts taught at every junior high school level. Karim in Syafi'i et al stated that descriptive text is a description of certain people, places, or objects in our environment.⁵ Then in the generic structure of descriptive text, identification is used to introduce people, places, or objects and descriptions to describe characteristics, habits, physical or character of a person, place, or thing. Based on the results of previous research conducted by Suri Handayani, it was shown that students in several junior high schools in Indonesia experienced several obstacles while studying descriptive texts. because students find it difficult to start writing, they cannot develop their writing well.

The above problems are in line with the information researcher got from the English teacher at Mts Nurul Hakim that students also experience problems during learning descriptive texts, such as: 1.)Some students do not have proper vocabulary to develop their ideas in writing descriptive texts. This condition is most likely influenced by the lack of vocabulary that students have, so that students do not understand how to compose them into correct and interesting sentences.2.) Some students are not motivated in writing descriptive text which consists of identification and description. This condition is likely to be influenced by the existence of less attractive learning strategies, so that students are less interested or even lazy in writing descriptive texts. Based on the above problems, the researchers are interested in solving these problems by using new strategies

⁵ Alice Savage and Patricia Mayer,(2005) *Effective Academic writing 2*, Oxford: Oxford University Press,p. 33

that increase their interest in learning in understanding descriptive texts, namely the PLEASE Strategy in learning Descriptive Texts.

According to Carrier, the PLEASE strategy stands for Pick, List, Evaluate, Activate, Supply, End. Choose how to choose your topic; students are asked to choose a topic to be developed. List means a list of your ideas about a topic; students are asked to write down ideas related to the topic taken. Evaluate, means evaluating the list; students evaluate the ideas they make by making sure the arrangement of ideas makes sense and is interesting to support the main sentence. Activate which means activating paragraphs with topic sentences; develop the main idea into the main sentence. Supply which means to provide supporting sentences; Students explain the main sentence using a sequence of logical ideas first and connect them with supporting sentences logically. The last is End, which means it ends with a closing sentence and evaluates the results of the writing that students have written. This strategy can be used to improve students' ability to write descriptive texts because this strategy is very interesting to do in class, considering that students' abilities have not met the expected targets teachers and many of them are lazy and less motivated in writing descriptive texts.

Then, this PLEASE strategy can replace the strategy made by the teacher because it is easy to do and makes students motivated by making descriptive texts, so that it will make them enjoy learning and encourage students to assemble words and ideas that fit and relate to one another before it becomes a better text again.

Based on the description above, researchers are interested in conducting research entitled: **The Effect of Using PLEASE (Pick-List-Evaluate-Activate-**

Supply-End) Strategy on Students Achievement in writing Descriptive text at Sevent Grade of Mts Nurul Hakim.

B. The Identification of Study

Based on the background of study, the problem can be identification as follow :

1. A certain number of students do not have enough proper vocabulary to develop their ideas inwrite descriptive text.
2. A certain number of students are unable to write descriptive text that contain identification and description.
3. Most students need various techniques and methods in learning descriptive text to make it easier to understand them.

C. The Limitation of Study

Based on the problem identification above, the problem is focused on "The effect of using the PLEASE strategy in writing descriptive text on seventh grade students of the first grade of Mts Nurul Hakim Tembung".

D. The Formulation of the Study

Based on the research problem above, the researcher formulated the problem into a research question as follow:

“is there any significant effect of using PLEASE strategy toward students writing ability on descriptve text”?

E. The Objectives of the Study

Based on the formulation above, the objective of the study as follow :

“ to find out the significant effect of using PLEASE toward students writing ability on descriptive text”.

F. The Significance of Study

This research is expected to provide theoretical and practical meanings as follows:

1. Theoretical Significance

This research is expected to provide new knowledge and also important information for readers about the influence of the PLEASE strategy on students' writing in writing descriptive texts.

2. Practical Significance

a. For students

This research is expected to provide benefits and also to contribute to the seventh grade students

b. Teacher

The results of this study can build teacher motivation and can also be useful for increasing knowledge about new and interesting learning methods and strategies to increase students 'interest in learning to write so that students' writing skills increase.

c. For Researchers

This research can provide excellent information and also be a useful reference for future researchers with the same or different strategies and can be useful for future researchers.

CHAPTER II

THEORITICAL REVIEW

This chapter focuses on discussion of some theories which his related to the problem of the research in the first chapter. In this chapter consist of writing, descriftive text, PLEASE strategy, conceptual framework, and related study, and Hypothesis.

A. THEORETICAL FRAMEWORK

1. The Nature of Writing

Writing is an essential thing. Writing is one of productive skill. Moreover, the productive skills of writing and speaking are different in many ways⁶ It means that although writing and speaking are both productive skills, they have special characters whether on context, utterance, grammar, etc. Langan also stated writing is a realistic attitude to build on the idea and it is as way to communicate with others, discover what they want to write and explore their thought in writing.⁷ Then according to Utami Dewi writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication.⁸ Furthermore, there are three generally distinctive uses of writing; they are:

- a. Writing to Communicate.

It is easier to describe writing as communication because this is the use to which school writing is most obviously put. For years, teachers in elementary,

⁶ Jeremy Harmer, (2003), *The Practice of English Language Teaching*, Cambridge: Longman, p.246.

⁷ John Langan, (2011), *College Writing Skills*, United States of America: McGraw Hill, p.12

⁸Utami Dewi, (2013), *How to write*, Medan: La Tansa Press, p. 2

middle and high school classes admonished you to write clearly, correctly, concisely, and objectively about topics they hoped would interest you⁹ It means that to communicate with writing should be cared and synchronized on the topic of both the writer and the reader. The connection a writer to the reader is necessary because the success of writing from the writer can be seen from how much the reader understands of it. Writing to Imagine Poetry, fiction, drama, essay, and song are the genres usually associated with imaginative language¹⁰ In other words, imaginative uses of language often gain effect not only from the ideas about which the authors writes, but also from the form and style in which those ideas are expressed. Then, Fithriani also stated that writing is one of the skills that is considered to have an important meaning in second language learning (L2), because it functions as a means of communication and a means of learning, thinking, and organizing knowledge or ideas.¹¹ From the above statement it can be We conclude that writing is a very important activity for social life because from writing we can express our ideas and opinions in writing to be read by others and also through writing can spread information to others.

b. Writing to Explore

Writing is that which you do for yourself, which is not directed at any distant audience and which may not be meant to make any particular impression at all, neither sharply clear nor cleverly aesthetic. This kind of writing might be

⁹ Toby Fulwiler ,(2002),*College Writing: A Personal Approach to Academic Writing*, Portsmouth, NH: Boynton/cook Publisher, Inc.), p.26-29.

¹⁰*Ibid*

¹¹Rahmah Fithriani, (2018), *Cultural Influences on Students' Perceptions of Written Feedback in L2 Writing*, Journal of Foreign Language Teaching and Learning, p.1

called personal, expressive, or exploratory¹²The exploration of writing can be seen from self expression, carelessness toward readers, and just dealing with the writers personal idea in writing expression. Moreover, a writer just writes what he/she feels at the time. In Islam writing is one of the important skill that should be learned by the peoples.

The verse about the existence of writing in the Qor'an is the letter Al-Qalam in the first verse:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ۝

The meaning: “*Nun, by the pen and by what they write*”

In the 1st verse, it means that the power of the writing and words are outstanding. (With pen) the apparent meaning is that it refers to the actual pen used for writing. The pen is a symbol of permanent records, written decisions and perfect order in world government. And with that, the man of God comes with a plan and guidance that must prevail against all destruction¹³

The another verse about the existence of writing in the Holy Quran is surah Al-Alaq verses 4-5 :

الَّذِي عَلَّمَ بِالْقَلَمِ ۚ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

The meaning: “*Who was taught (the writing) by the pen He was taught man that which he knew not*”¹⁴

¹²*Ibid*

¹³M. Taquiddin Al-Hilali and M. Mukhsin Khan, (2006), *The Noble Qur'an*, (Madinah Maktaba Darussalam), p.774

¹⁴*Ibid.*, p.842

The explanation of the two verses is as follows: The fourth verse, Allah SWT teaches people with a pen. That is, with a pen, humans can record various branches of science, with a human pen can express their ideas, opinions and desires and from a human pen they can also get various knowledge. Thus, humans change their nature from being ignorant to form knowledgeable people. This is how Allah exalts the privilege of writing.

In the fifth verse, Allah teaches people what they don't / don't know. humans are born into the world knowing nothing. Slowly, Allah gave humans the ability to see with their eyes and hear with their ears, so that with that ability humans could reach branches of knowledge, both religious sciences and other sciences, even knowledge that might be directly given by Allah to some desired person without going through learning, and better humans practice what they have so that what humans have is useful

The Prophet salallah 'alaihi wa sallam also said:

قَيِّدُوا الْعِلْمَ بِاَلْكِتَابِ

The meaning: *"Tie the science by writing (Notebook)" [Hadist shahih by Al-Albaaniy in Silsilah Ash-Shahiihah no. 2026]*

Shaykh Muhammad bin Salih Al 'Uthaymeen Rahimahullah said, "A student has the spirit to memorize what he has learned, either by memorizing it in his heart or by writing it in his notebook. Indeed, mankind is a place of forgetfulness, so if he does not wish to repeat and repeat the lessons he has

learned, the knowledge he has learned can be lost or forgotten (Kitaabul 'Ilmi p. 62).¹⁵

The meaning of "writing" here means "notebook". Human memory is weak and limited, so we are encouraged to take notes on science. By writing knowledge in a notebook when gathering or while studying in a class / assembly, the student should try to summarize what he hears and record it directly in his notebook. This makes it more focused when attending scientific assemblies and makes our memory stronger and more importantly this attitude shows our concern for the knowledge and the glorification of this blessed religious knowledge. Writing binds knowledge so that it does not escape (not forget) and can be remembered again and re-learned at another time and in another place. because that is the reason Rasulullah Saw advised his people to tie knowledge with writing (notebooks).

In another hadith, Asy-Sya'birahimahumulloh said:

إِذْ سَمِعْتَ شَيْئًا فَارْكُزْهُ وَلَوْ فِي الْحَائِطِ

The meaning: *"If you hear something (from knowledge) then write it down, eventhough, it is on the wall ". (HadisShahih by Abu Khaitamah in Al-Ilmu number 146)*

The hadith above describes the prophet's words, namely to write anything about that knowledge even though it is on a wall. From this hadith, we learn that the importance of writing knowledge is important. In this day and age, there have been many media used to write other than in books, so even though we don't carry a notebook when studying and we also don't forget the knowledge that has been

¹⁵ Kunaasyaa.2012.Ikatlah Ilmu dengan Tulisan.Accessed on November 9th 2020. <https://kunaasyaa.wordpress.com/2012/11/08/ikatlah-ilmu-dengan-tulisan.html>.

studied before, we can type it on our cellphone, so it's easy to remember and understand the knowledge / topics that are we write and can be studied at a later time.¹⁶

2. The Steps of Writing

Writing is a long process. It should face several steps, while process of writing is never a one step-action. When students first write something, students have already been thinking about what to say and how to say. Next, after the students have finished writing, the students read over what they have written and made changes and correction until they are satisfied that their writing expressed exactly on what they want to say. Students write and revise again. According to Nunan, writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people.¹⁷ He also stated that writing is both physical and mental act.¹⁸

Meanwhile, White and Arndt in Hammad, also stated that writing is a thinking process which demands intellectual effort, and it involves generating ideas, planning, goal setting, monitoring, evaluating what is going to be written as well as what has been written and using language for expressing exact meanings.¹⁹ According to Alice and Ann the process of writing has roughly four

¹⁶ *Ibid*

¹⁷David Nunan, (2003), *Practical English Language Teaching*, New York: Grow Hill Press. p.88

¹⁸*Ibid*.p.35

¹⁹ E.A. Hammad, (2014), *Palestinian University-level Students' Use of Writing Strategies in Relation to their EFL Writing Performance*. Journal of Basic and Applied Scientific Research, www.textroad.com , p.1

steps²⁰In the first step, you create ideas. In the second step, you organize the ideas, you write a rough draft. In the final step, you polish your rough draft by editing it and making revision. In conclusion, writing is truly a process by using four steps that can be followed for students.

a. Prewriting

The writing process begins with a kind of preparation called prewriting. Prewriting is all the activities that writers perform to stimulate ideas and details before sustained writing begins²¹. Prewriting can be defined as a plan to make an essay or writing. Prewriting includes three activities²²

- 1) Thinking and talking about an idea. This activity can be included as several techniques such: brainstorming or listing.
- 2) Reading other writing or examining pictures or other media. It will be helped by photograph, movie, library resources, picture, etc.
- 3) Doing writing warm-up. This activity is helped such stimulus, give duration time for students write. In short, in prewriting, the writer plans about what to write by facing some steps, such as' thinking and talking, reading other writing, and doing writing warm up.

b. Organize

The next step in the writing process is to organize the ideas into a simple outline. The students of our models wrote a sentence that named the topic and told the main idea. In the other words, organizing ideas gives them a change to put

²⁰ Alice Oshima and Ann Hogue,(2007), *Introudction to Academic Writing*, New York: Pears of Longman, p.15-20

²¹ S. Wiener Harvey,(2003), *Any Child can Write*, Oxford: Oxford University.<http://www.library.nu.com> (Retrieved: April 21,2011)

²²*Ibid.*

their own point of view and their own thought into their writing by approaching the organization of writing is that to rank the ideas based on its usefulness.

c. Write

The next step is to write a rough draft. The drafting stage is where you really begin writing. Writing rough draft quickly can be done without stopping to think about grammar, spelling or punctuation. It can be seen many errors in rough draft. The errors will be revised. The most important thing here is to get words into paper. It means writing as much as possible without much caring about grammatical devices because many errors can be revised at the next steps.

d. Edit

The next step is editing. Editing is not simply a matter of correcting errors. Basically, editing means making your piece of writing as reader-friendly as possible by making the sentences flow in clear and easy way to read. In briefly, to make a reader is easy to understand of the writing, it needs to check the piece for style, grammar, and presentation. Moreover, if it is necessary to do, an editor needs to edit the writing. Thus, editing is not restricted to occurring after all the writing has been completed. Moreover, learners can be encouraged to edit through the feedback that they get from their classmates, teacher and other readers. Such feedback is useful if it occurs several times during the writing process and is expressed in ways that the writer finds acceptable and easy to act on.

e. Revise

Revising is to look again of the writing. It might take place while you are drafting or after you have finished a draft and think about several points as follows:²³

- 1) Revising is the most important stage in the writing process.
- 2) It involves checking that your content and purpose are clear and appropriate for your reader, in the particular writing situation.
- 3) It is not just a matter of checking spelling, punctuation and grammar. It involves arranging, changing, adding, leaving our words, and so on.
- 4) It is a constructive part of the writing process and it is important that you see it in this way. You should give it some time and attention in all your writing.

Based on the points above, it can be concluded that revising is the closing of the writing to make of the writing perfectly, beginning from content, grammatical devices, and so forth. The Aspects of Writing In relation to the aspects of writing, illustrated five aspects that should be directly involved in writing performance²⁴, namely:

- 1) Content: the substance of writing; the ideas expressed.
- 2) Form: the organization of content.
- 3) Grammar: the employment of grammatical forms and syntactic patterns

²³. Jeremi Harmer, (2004), *How to Teach Writing*, New York: Essex: Pearson Education Limited. p. 11

²⁴Syafii, (2011), *A writing of English for Academic Purposes*, Pekanbaru: LBSI, p.164.

- 4) Style: the choices of structures and lexical items to give a particular tone or flavor to the writing.
- 5) Mechanics: the use of the graphic conventions of the language.

Those are the aspects that should be considered before starting to write of the whole of the content. Furthermore, related to the aspects writing, these are six general categories that are often the basis for the evaluation of students writing those are: ²⁵

- 1) Content consists of thesis statement, related ideas, development of ideas through personal experience, illustration, facts, and opinion, use of description, cause/effect, comparison/contrast, and consistent focus.
- 2) Organization consists of effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length.
- 3) Discourse consists of topic sentence, paragraph unity, transition, discourse markers, cohesion, rhetorical conventions, reference, fluency, economy, and variation, Syntax, Vocabulary.
- 4) Mechanics consists of spelling, punctuation, citation of reference (if applicable). These are many kinds of aspects th
- 5) at should be considered in writing process. These aspects as roughly as possible to exist in a writing.

3. Teaching Writing Process

Teaching is one process to transform of knowledge. The teaching of the script can be easily separated from the other aspects of writing , There are a number of fundamentally similar aspects which all teachers of English need to take into account. Students need to be able to copy confidently and accurately and

²⁵Brown, H. Douglas,(2004), *Language Assessment: Principle and Classroom Practices*. United States of America: Pearson Education,p.342

to observe a number of conventions on paragraphing and punctuation. In the teaching of writing, we can focus on the product of that writing or on the writing process itself. In order that, the teacher needs to deploy some roles when students are asked to write are:²⁶

- a. Motivator, one of our principal roles in writing tasks is motivating the students, creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum.
- b. Resource, especially during more extended writing tasks; we should be ready to supply information and language where necessary. We need to tell students that we are available and to prepare ourselves such as, progresses, offering advice and suggestion in a constructive and tactful way.
- c. Feedback provider, giving feedback on writing task demands special care. Teacher should respond positively and encouragingly to the content of what the students have written. The role of teacher during students writing activity is very important, not only to guide students to give the topics but also to motivate them to be active on what students feel and explore into a writing. Moreover, the teacher should be prepare his/herself of many information of the writing at the moment. Finally, teacher should consider what students have written and given feedback as question or respond to know the understanding what they are writing from themselves.

²⁶Jeremy Harmer, Op.Cit., p.261.

4. Definition of Descriptive text

Descriptive text has the social function to describe particular person, place, or things.²⁷ Description in writing is the process of creating visual images and sensory impression through words.²⁸ Gerot & Wignel; Knapp & Watkins in Eko Noprian to stated Descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, place and or event to the readers or hearers.²⁹ Descriptive text is kinds of text which described in details. Based on the generic structure, descriptive text is divided into three parts. The first part is identification or participation which begins to identify the phenomenon to be described. The next part is the descriptions of particular person, place or things. It is also focused on specific participants including parts, qualities and characteristics of person or something that is described. The last is closure or summary of something that is described.

The lexicon grammatical features of descriptive are noun, adjectives, noun phrase, present tense or past tense. If something described is exist until now use present tense but if something described is pass away or no longer exist use past tense. There are some aspects that have to be evaluated in order get good descriptive text such as contents, organization, vocabulary, language use and mechanics.³⁰ Contents refer to the subject mastery being described or written. Organization refers to students' idea and details of descriptive structure to

²⁷ Achmad Doddy, (2008), *Developing English Competencies for Senior High School*, (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional), p.128

²⁸ Wardiman, Artono, et. al. 2008. *English in Focus: for Grade VII Junior High School (SMP/MTs)*. Jakarta: Pusat Perbukuan, DEPDIKNAS

²⁹ Eko Noprianto, (2017), *Student's Descriptive Text Writing in SFL Perspectives*, Indonesia University of Education (UPI), Vol. 2(1), p.68

³⁰ Judy R. Wilkerson and William Steve Lang, (2007), *Assesing Teacher Competency: Five Standards-Based Steps to Valid Measurement Using the CAATS Model*, California: Corwin Press, p. 243.

introduce the characterization. Vocabulary refers to the usage of the correct words function to express idea in composing a paragraph (adjectives, adverbs, nouns, and verbs). Wiyanto stated the description text is a description of a situation with sentences so that it creates a living impression, so that what is described lives in the reader's imagination.³¹ Purwanti states descriptive text is text that contains of description of a person, animal, place, object physically.³²

5. Generic Structure of Descriptive Text

Based on Mulyono the generic structure of descriptive paragraph consists of the identification that identifies the phenomenon and description that describes the parts, the qualities, and the characteristic of the phenomenon.³³ According to Luber the generic structure of descriptive text are identification and description. Identification introduces to the subject of the description. Description gives details of characteristic features, such as qualities, size, physical appearance, ability, habit, etc.³⁴ Referring decide that identification can be used as topic sentence of the paragraph. After stating the identification, the writer has to provide some descriptions so that the reader will be able to picture the idea.

6. Language Feature in Descriptive text

According to Fauziati, the language features of descriptive text include the following indicators:³⁵

- a. Certain nouns, such as teacher, office, student, my book

³¹Wiyanto, Asul,(2004), *Writing Paragraph Skills*. Jakarta: Grafindo.P.15

³²Purwanti.et.al, (2008), *English in Focus, for grade VII Junior high school (SMP/MTs)*, Jakarta: Pusat Pembukuan, Departemen Pendidikan Nasional. p.128

³³Mulyono, (2009), *English Way 2*, Jakarta: Quadra, p. 22

³⁴Juliant Luber, (2014), *Descriptive Text*, (Retrieved on March 13th 2019).

³⁵Endang Fauziati,(2005),*Teaching of English ad A Foreign Language (TEFL)*,Surakarta. Universitas Muhammadiyah Surakarta.p.121-122

- b. Using Simple present tense, for example: School is very large; it *has* a big office
- c. Using noun phrases to give information about a subject, such as, she is the *most beautiful person* I meet, I want to buy *three cakes*, etc.
- d. Using Various adjectives which are describing, numbering, classifying such as my cats has very *thick* hair, the house has a *beautiful* garden, he is not *stupid* but *lazy*, ect.
- e. Using Action verbs, such as my goat *eats* the grass, the lamb *drinks* water, etc.
- f. Using Adverbs to give additional information about manner, such as fast, slowly, gradually, I can solve this math problem *easily*, Please complete these tasks *seriously*, etc.
- g. Figurative language, such simile, metafor, e.g. You're like a light in the Night, times is money, etc

7. The Example of Descriptive Text

My Cats

Identification	I have a pet cat in my house, the cat is a boy. I like to call her "Pusy". He is an adorable cat, my cat is very cute. This cat was given by my grandmother when I was on vacation last weekend
Description	His body is fat, He has yellow fur, and has a short tail. He loves to catch mice in my house, since he was in my house, I have never seen a mouse again. Every morning my mother gave me a fish, sometimes she would scratch my arm when I played with him. He is an active animal. He likes to walk around the house. He likes to chase everyone in my house. When he feels tired or sleepy, he usually sleeps on the sofa in the living room or sometimes under the table. "Pusy" often goes out to find food at night.

From the example above, it can be seen that the text structure is generic. There is Identification and Description. It can be seen that the introductory identification of pets, namely cats, where did the cat get it, whose name the cat was etc. Whereas the description is a detail about the cat. It is also seen that the text uses good language features. For example, the use of the simple present tense, for example: *it has a short tail*, her fur is yellow. The use of an action verb, for example: every day, my mother always gives him fish. The word to *give* is an action verb, a specific noun and also describes the subject.

8. Definition of PLEASE (Pick-List-Evaluate-Activate-Supply-End) Strategy

According to Graham, PLEASE strategy is a plan and write a paragraph containing a topic sentence, supporting sentences/details and a concluding sentence/statement³⁶in addition, Akincilir stated that PLEASE strategy is effective for improving the students' ability in writing paragraph³⁷. Brownell, et al argue that PLEASE strategy is a writing strategy used to produce a collection of paragraphs that are organized and integrated.³⁸ By using this strategy, students will be able to write completely and use coherent sentences. It can be concluded that PLEASE strategy is very helpful for students to have an interest in writing because students write following the directions were given by PLEASE strategies so that students are not rigid in writing. This strategy consists of six words, they are:

³⁶Stave Graham, Karen R. Harris. (2005), *Writing Better : Effective Strategies for Teaching Students with Learning Difficulties* .Paul. H. Brookes Publishing : Maryland, p.4

³⁷ Kurniati W,Wijaya sayid,Rohmatillah.(2020). *Fostering Students' Descriptive Text Writing Ability:Please Strategy Vs.Idea Details Strategy*. Pedagogy Journal of English Language Teaching.(IAIN Lampung),Vol 8(1).

³⁸Dewi Sartika and Ratna Nery, (2018),*Journal of English Language Teaching*, Vol.2. No. 1.

- a. Pick
 - 1) Pick a topic
 - 2) Pick your audience
 - 3) Pick the appropriate textual format given the topic, purpose and audience.
- b. List
 - 1) List ideas about the topic
 - 2) This is to be used for sentence generation
- c. Evaluate
 - 1) Evaluate your list of ideas
 - 2) Determine if it is complete
 - 3) Plan the best way of organizing or sequencing the ideas that will be used to generate supporting sentences.
- d. Activate
 - 1) Activate with a topic sentence to introduce the paragraph
 - 2) Students are introduced how to write short and simple declarative topic sentence that will “ activate “ the written idea for the reader.
- e. Supply
 - 1) Supply supporting sentences
 - 2) Use the list generated for supporting sentences ideas.
 - 3) Gradually enhance by generating clarifying or “ expansion” sentences.
- f. End

End with a concluding sentence to summarize the paragraph and hold the ideas together. Based on the expert's statement above, the writer concludes that, this strategy is useful because it provides cues to help the students remember and apply activities involved in the process of planning and writing. Furthermore, this strategy has six steps not help the students' writing, especially in writing descriptive paragraph.

9. The Function of PLEASE strategy

According to Boyle in Siringoringo, PLEASE is a strategy that helps the students to memorize and help them in the writing activities using planning, composing, and revising components. The students can be easier to start their activity in writing with those plannings. This strategy provides some steps that the students need in writing with the activities planned by them.³⁹

10. The Advantages of PLEASE Strategy

PLEASE Strategy is included in prewriting activity. As the explanation in steps of writing, prewriting is the first activity in writing. Peha state: "Pre-writing is any activity that helps writers figure out what to write about. Many things quality as prewriting activities."⁴⁰ This strategy is very useful for describing the sequence of event of descriptive paragraph.

The advantages of using PLEASE strategy are :

- a. To help students generate, organize , and to write sentences and paragraph
- b. To help the students remember and apply activities involved in the process of planning and writing .

³⁹ Siringoringo, A.,Aruan, R.,Sumbayak, D. M., Program, E. S., Training, T., Faculty, E., & Riau, U. (2017). *The Effect of PLEASE Strategy on the Ability of the First Year Students of SMP N 5 Pekanbaru in Paragraph Writing*. Online Journal of Students of the Faculty of Teacher Training and Education, University of Riau .p.13

⁴⁰Steve Peha. (2003), *The Writing Teacher's Guide*. Teaching That Makes Sense, inc.p.3

- c. It is suitable for all of genres/kinds of paragraph.⁴¹
- d. PLEASE strategy can help the students to improve the students' writing ability especially in writing a paragraph and also in a text.
- e. PLEASE strategy can also help the students how to start their writing . This strategy also help the students to plan what they are going to write from pre writing activity and also help the students to generate their idea while writing and how to revise their writing.
- f. The PLEASE strategy helps the students to write independently . It will help the students to write independently because PLEASE strategy leads the students to find their own topic and ideas about what they will write. This strategy also leads the students to write from the beginning of their writing until they end it. From this statement, it is clear that this strategy is good for writing descriptive paragraph. Then, it is useful for all students, and especially for students in the middle grades and those with disabilities.

11. The Disadvantages of PLEASE Strategy

- a. Too many steps in this strategy, so students may forget the order they should be.
- b. The PLEASE strategy requires careful thought and preparation before starting learning.
- c. When learning to use this strategy, the teacher really has to guide his students to really understand the steps they should be, so that their students understand.

⁴¹Steve Graham, Op.Cit.p.4

From the explanation above, it can be concluded that the use of the PLEASE strategy has advantages and disadvantages, compared to the drawbacks, using the PLEASE strategy has more advantages than disadvantages, besides that, using the PLEASE strategy is also very fun if it is applied in the classroom during learning.

12. The Procedure of PLEASE Strategy

In applying a strategy, of course there is a procedure that must be followed. The procedure is very useful in order to make the process of doing the strategy run well. PLEASE is an organizing concept which directs the learner to identify the Pick-List-Evaluate-Activate-Supply-End the topic in writing descriptive paragraph. In addition, Vaughn, Bos & Schumm in Brokop and Persall say in implementing of this strategy, the teacher should do some steps. There are six steps of this strategy to help students write a paragraph. Each step follows a letter in the word PLEASE :

- a. Pick : Teacher provides students with instruction about how to pick their topic, their audience, and appropriate format.
- b. List : Teacher shows students techniques to list information about the topic.
- c. Evaluate : Teacher instructs students in ways to evaluate if their list is complete. Then they plan the best way to organize the ideas.
- d. Activate : Teacher shows students students how to activate the paragraph with a topic sentence. Teacher provides instruction to students about writing a topic sentence .

- e. Supply : Teacher instructs students to extrapolate information from their list of generated ideas to supply supporting sentences. Then, teachers provide instruction about how to generate clarifying o expansion sentences.
- f. End : teacher reminds students to end the paragraph with a concluding sentence . students learn how to rephrase their topic sentence by using synonyms to generate a concluding sentence.⁴²

B. Related Study

1. This research was conducted by Suri Handayana with the title.The Effect of Using Pick-List-Evaluate-Activate Supply-End (PLEASE) Strategy toward Students' Writing Ability on Descriptive Paragraph at the Second Year of Al-Huda Islamic Junior High School Pekanbaru. The purpose of this study was to determine whether the students 'ability in writing descriptive paragraphs taught with the PLEASE strategy was higher or not than the students' ability in writing descriptive paragraphs taught without using the PLEASE strategy in their second year at SMP Islam Al-Huda Pekanbaru, and there is a significant effect of using the PLEASE strategy on the ability to write descriptive paragraphs of second grade students at SMP Islam Al-Huda Pekanbaru. This type of research is quasi-experimental research. In collecting data, the writer used a writing test. The test is used to determine students' ability in writing descriptive paragraphs. The test which consists of two tests, namely pre-test and posttest. To analyze the data, the authors used the T-Test formula in SPSS

⁴²Flo Brokop and Bill Persall, (2009), *Writing Strategies for Learners who are Deaf*, Edmonton.NorQuestCollege, p.21

19 Versions. Then, students' scores were compared with T-table considered with degrees of freedom (df.). Based on the research findings, the score to is higher than t table. It can be concluded that Ho was rejected and Ha was accepted. This means that there is a significant difference between the conditions of using the PLEASE strategy and the ability to write descriptive paragraphs of second grade students at MTs Al Huda Pekanbaru.⁴³

2. The research was conducted by Siti Munawaroh which entitled The Effect of Using Preparing-Organizing-Writing-Editing-Rewriting (POWER) Strategy to ward ability in writing descriptive text of the first year students at MTs Al Istiqomah Selat Panjang Meranti. This research was designed by using pre experimental research which used one group pretest-posttest design. The population of the students only 20 students/ one class. So, she used total population sampling. The result of this research showed that there was a significant difference of students' ability in writing descriptive text before and after being taught by using POWER strategy of the first year of MTs Al Istiqomah Selat Panjang Meranti Island Regency.

C. Conceptual Framework

Writing is important. Writing is one of the productive skills. Moreover, productive writing and speaking skills differ in many ways. This means that although writing and speaking are productive skills, they have a special character in context, speech and grammar. Writing is one of the four skills besides speaking,

⁴³Suri Handayana, (2013) :*The Effect of Using Pick-List-Evaluate-Activate Supply-End (PLEASE) Strategy toward Students' Writing Ability on Descriptive Paragraph at the Second Year of Al-Huda Islamic Junior High School Pekanbaru*, FITK, UIN SUSKA RIAU.

reading and listening. As a means of building relationships between individuals and in society, writing services as a flexible foundation for almost all types of communication media, video, audio, speech and interactive web media all start writing.

Descriptive text is a type of text that is described in detail. Based on its generic structure, descriptive text is divided into three parts. The first part is identification or participation which begins with identifying the phenomenon to be described. The next section is a description of a particular person, place or thing. It also focuses on specific participants including the parts, qualities and characteristics of the person or something described. The last is the closing or summary of something that is described.

PLEASE the strategy is to plan and write paragraphs containing supporting topic sentences, sentences / details and closing sentences / statements. In addition, Brownell, et al, argue that the PLEASE strategy is a writing strategy used to produce an organized and integrated collection of paragraphs. By using this strategy, students will be able to write completely and use coherent sentences. It can be concluded that the PLEASE strategy really helps students to have an interest in writing because students write following the directions given by the PLEASE strategy so that students are not rigid in writing. This strategy is useful because it provides clues to help students remember and apply activities involved in the planning and writing process. Furthermore, this strategy has six steps help students' writing, especially in writing descriptive texts.

D. Hypothesis

A hypothesis is needed to show writer thinking about what the outcome of research will be.

The hypothesis of this research can be formulated as follow :

Ha : There is any significant of PLEASE Strategy on students' achievement in writing descriptive text.

Ho : There is no any significant of PLEASE Strategy on students' achievement in writing descriptive text

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Study

This research will be conducted at Mts Nurul Hakim. Located on Moh Yakub street number 51, Tembung, Percut Sei Tuan .Deli Serdang Regency, North Sumatra. The reason for choosing this school is because the researcher has received permission to conduct research and this school is also close to where the researcher lives and the researcher wants to contribute to this school by using a new strategy, namely PLEASE (Pick-List-Evaluate-Activate-Supply-End). This is the reason why the research was conducted at this school, the research was focused on grade VII students, Nurul Hakim. The plan will be held in four meetings consisting of one meeting for pre-test, two meetings for treatment and one meeting for post-test.

B. Research design

The design of this research is quantitative Research method. Based on Syahrums and Salim, they stated that quantitative Research is empirical research whose data is in the form of numbers.⁴⁴The purpose of quantitative research is to develop and use mathematical models, theories and or hypotheses relating to natural phenomena.⁴⁵Researchers will use an experimental design. The purpose of this design is to determine the effect of the independent variable on the dependent variable. This is related to research which wants to know the effect of PLEASE strategy in studying descriptive texts. This study will use two classes, namely the

⁴⁴Syahrums & Salim, (2014), *Metodologi Penelitian Kuantitatif*, Bandung: Citapustaka Media, p.40

⁴⁵ *Ibid* P.19

experimental class and the control class. This research was conducted in randomized groups, post-test design. In this design, subjects are assigned to an experimental group and a control group by random method and both are given a post-test at the end. The treatment was only carried out for experimental subjects, after measurements were made in both groups. The experimental group was treated using the PLEASE strategy while the control group was treated without the PLEASE strategy. Post-test is given after treatment. After the treatment, both the experimental class and the control class will get a post-test to determine the effect of the PLEASE Strategy on the descriptive text of students 'writing and to find out the differences in students' writing using the PLEASE Strategy, which is carried out in the experimental and control classes.

The experimental design in this study is:

Table 3.1
Design of the Reseach: Pre-test and Post-test

Group	Pre-test	Treatment	Post- test
Experiment	√	PLEASE Strategy	√
Control	√	Teaching Centered Learning	√

C. Population and Sample

1. Populations

According to Arikunto in Sugiyono stated that Population is a set of all elements processing one or more attributes of interest⁴⁶

⁴⁶Sugiyono, (2011), *Metode Penelitian Kuantitatif and Kualitatif, dan R&D*, Bandung : Alfabeta, p.80

In this study, researchers will conduct research in class VII Mts Nurul Hakim Tembung. Class VII is a class that fits perfectly with the title of the researcher's thesis because in this class they are studying the Descriptive text. Class VII is divided into 4 classes. The number of students in class VII is 123 students. The number of students can be seen in the following table:

Table 3.2
Population of the Study

NO	CLASS	Number of Students
1	VII-1	32
2	VII-2	34
3	VII-3	32
4	VII-4	25
	Total	123

2. Sample

Sample is some elements of population that are used as object of research⁴⁷. Based on the population above, the population is large enough to be the sample of the study. Each site where we found an intact group with similar characteristics (a member of the population) was a cluster.⁴⁸ Cluster sampling is most useful when the population is very large. Based on the population data obtained in this study, the researchers took only two classes out of four classes VII as a whole, after randomly grouping the samples. According to Gay, cluster sampling randomly selects groups, not individuals. All members of the selected

⁴⁷Sugiyono, *Ibid*, p.85

⁴⁸ L.R. Gay and Peter Airasian, (2000), *Educational Research Competencies for Analysis and Application: Sixth Edition, New Jersey* : Prentice-Hall,inc, p.129

group have similar characteristics⁴⁹ This means that students have been taught the same material and the same syllabus, the same teacher, and also the same school environment.

Therefore, the researcher takes two classes to represent a population that has similar characteristics. The same reasons are also addressed by the two classes: students are taught the same way, the same syllabus, the same school environment, the same English teacher, students at the same level, and students have the same material in learning to write.

So, researcher chose two classes of students to be taken as a sample consisting of 64 students, namely class VII-1 as the experimental class and VII-3 as the control class. The following table shows how to sample it.

Table 3.3
The Number of Sample at the First year Students of Mts Nurul Hakim

No	CLASS	Number of Students
1	VII-1(Experiment Group)	32
2	VII-3(Control Group)	32
	Total	64

Table 3.4
The Number of Sample at the First year Students of Mts Nurul Hakim

Class	Group	Pre-test	Treatment	Poss- test
VII-1	Experiment	√	PLEASE Strategy	√
VII-2	Control	√	Teaching Centered Learning	√

⁴⁹Ibid, p.129

D. Operational Definition of Variables

This study has two variables; independent variables and dependent variables, as follows:

1. The independent variable of this study is the PLEASE (Pick-List-Evaluate-Activate-Supply-End) Strategy in learning descriptive texts. This learning strategy will be applied in the classroom to determine the effect of using the PLEASE (Pick-List-Evaluate-Activate-Supply-End) strategy in learning descriptive texts. PLEASE (Pick-List-Evaluate-Activate-Supply-End) Strategy is a learning strategy that can be applied to determine students' writing skills, especially in writing descriptive texts. Basically, the learning strategy process is divided into six steps which are carried out sequentially. This learning strategy is used to produce a compiled and integrated set of paragraphs. With directions from the teacher in this strategy, students will be able to write completely and use coherent sentences. Through this learning strategy, the researcher will find out the effect of the PLEASE (Pick-List-Evaluate-Activate-Supply-End) strategy in writing descriptive text.
2. The dependent variable is the descriptive text of the student's work. Descriptive is text that aims to describe a person, place, place, animal or object, etc. Descriptive text also has a generic structure, namely identification and description. Usually this text has a social function to describe something but also looks at the generic structure and language characteristics itself. Writing descriptive text of students will be affected by the use of the PLEASE (Pick-List-Evaluate-Activate-Supply-End)

strategy. With this learning strategy, it is hoped that students can write descriptive texts properly and correctly and can also increase students' interest in learning in descriptive text learning.

E. Instrument of Collecting Data

Instrument of data collection is the tools which used and selected by the researcher in his research to collect the data in order that activity (collecting the data) can be completed systematically and easily⁵⁰. This study will use a test as a data collection instrument. This test is related to the material that students have studied in class. The test was given to students in the experimental and control groups. This test design is in the form of an essay. The researcher gives two topics that will be chosen by each student. Students are instructed to write descriptive text based on the chosen topic and must comply with the generic structure and write at least 2 paragraphs. Students will be given time to write on it for 45 minutes. Student achievement in descriptive text learning was analyzed by collecting data in the form of tests.

F. Technique of Collecting Data

1. Pre-Test

Pre-test is administered to the students of both experimental and control groups, pre test conducted to find out the samples previous knowledge or beginning ability of students in each group whether the two group of the sample are relatively homogeneous. This test is administered before giving

⁵⁰Suharsimi Arikunto, (2009), *Manajemen Penelitian*, Jakarta: Rineka Cipta, p.101.

treatment. After that, the answer sheets are collected and scored by the writer.

2. Treatment

After giving the pre-test, the students are given the treatment. The experimental group and control group are taught in different teaching strategy. The experimental is taught by using PLEASE Strategy in order to improve writing descriptive paragraph while the control group is taught without PLEASE Strategy. The treatment is given to both groups four meeting after completing the pre-test. 4-9 Very poor : does not show knowledge of subject, non substantive, not pertinent or not enough to evaluate. Very poor: does not communicate, no organization or not enough to evaluate. Very poor : essentially translation little knowledge of English vocabulary, idiom word form or not enough to evaluate. Very poor : virtually no mastery of sentences of construction rules dominated by errors, doesn't communicate, not enough to evaluate. Very poor : no mastery of conventions, dominate by texting, hand writing, illegible, or not enough to evaluate.

3. Post-test

Both experimental and control group are given the post-test after conducting the treatment. The aim of the post-test is to find out the effect of teaching presentation in both of classes. For the post-test, the teacher shared the test essay that consisted of one item. The test item are the same as those of pre-test.

G. Technique of Analyzing the Data

In this study, data will be obtained from the experimental class and the control class. To determine significantly whether there is an effect of the PLEASE Strategy on student achievement in writing descriptive texts, the first thing that must be done is that the author must test the requirements using the normality and homogeneity test.

1. Normality Test

Normality test use to determine if a data set is well-modeled by a normal distribution and to compare how likely it is random variable underlying the data to be normally distribution. The normality test of variable X use *Lilifors test* :

A. Perception x_1, x_2, \dots, x_n , made permanent number z_1, z_2, \dots, z_n by formula

$$:Z_i = \frac{x_i - \bar{x}}{s}$$

Where : X = Score of student

\bar{x} = Mean Score

S = Standard Deviation

- I. To every this permanent number and by using enlist of permanent normal distribution, and then calculate the opportunity $F(z_1) = P(Z \leq z_1)$
- II. Here in after calculate a proportion z_1, z_2, \dots, z_n the smaller is equal to z_i
- III. Count the difference $F(z_i) - S(z_i)$ and then determine its absolute price
- IV. Take the biggest price among absolute price among absolute price the difference. Mention the price the L_0 . If $L_0 < L$ obtain from critical value price test the Liliefors with real level $\alpha = 0.05$, hence distribution normal

2. Homogeneity Test

To test whether variants of both homogenous sample, use by two variants equality test, that is :

$$F = \frac{\textit{The biggest variants}}{\textit{The smallest variants}}$$

Here in after compare with the table F.

Its criterion if $F_{\text{count}} < F_{\text{table}}$, so both sample are homogenous.

After the writer find out whether both groups have normal distribution and homogeneity. The writer will be use validity test to find out the instrument valid or not, and realibility test to consistency and accuracy in scoring.

3. Hypothesis Test

$$T\text{-test} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Where:

T-test = The effect

\bar{x}_1 = Mean of Post-test – Pre-test in experimental group

\bar{x}_2 = Mean of Post-test – Pre-test in control group

s_1^2 = Variant of Pre-test – Post-test in experimental group

s_2^2 = Variant of Pre-test – Post-test in control group

n_1 = Sample in experimental group

n_2 = Sample in control group

The hypothesis to be test in the form :

$H_a : \mu_x = \mu_y$

$H_o : \mu_x \neq \mu_y$

Where:

H_a : alternative hypothesis

H_0 : null hypothesis

μ_x : the mean score of the students' teach by using PLEASE strategy

μ_y : the mean score of students' teach by using conventional method.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. The Description of the Data

The research sample consisted of two groups, namely the control class and the experimental class. Class VII-1 was the experimental class, while VII-3 was the control class. All students in each class get a pre-test and post-test to obtain data. A pre-test was given before the learning process on January 12, 2021. After that, students in each class received a post-test that was given after the learning process or after treatment on January 3, 2021. After collecting data in class In the study, the researcher collected the students' scores. as a requirement for analyzing data. Before analyzing the data, all pre-test and post-test scores in each class were collected in a table.

1. The Data of Experiment Class

After the data has been collected by providing a pre-test and post-test in each class, the scores are displayed in the table. The table below shows the pre-test and post-test scores in the control class. The control class consisted of 32 students and the scores were found as follows:

Table 4.1
Score of Experimental Class

No	Students' Initial	Pre Test	Post test
1	KKZ	70	80
2	LH	70	80
3	CRS	70	80
4	SAS	70	80
5	NNH	70	82
6	SN	70	82
7	RJ	75	82
8	MPN	75	82
9	SR	75	89
10	DA	75	89
11	NF	75	90
12	RRF	75	90
13	SQN	75	90
14	SFA	75	90
15	MS	75	89
16	DZ	75	90
17	NZ	75	93
18	AH	75	93
19	NCS	75	90
20	ANH	80	93
21	INS	80	95
22	PSA	80	95
23	FHM	80	96
24	RFS	80	96
25	CRS	80	98
26	INS	80	98
27	PS	80	100
28	SSA	85	100
29	YM	85	100
30	MR	85	100
31	SRD	85	100
32	DAR	90	100
	Σ	2465	2912
	Mean	77	91
	Standar Deviation(S)	5,2	6,9
	Variants	27,1925	48,5161

Based on the table above, the number of students in class VII-1 as the experimental class was 32 students, the scores of students in the experimental class who received the lowest pre-test score were 6 students with a value of 70. At a value of 75 it was found that there were 13 students. Then there were 13 students who got a score of 80. And on the score 85 there were 4 students. Then for the highest pre-test score of 90 obtained 1 student. The number of pre-tests in the experimental class was 2465 and the average was 77.

While the lowest post-test score was 80 which was obtained by 4 students, then the score of 89 was obtained by 3 students, the score of 90 was obtained by 6 students, then the score of 93 was obtained by 3 students, the score 95 obtained by 2 students, score 96 obtained by 2 students, then score 98 obtained by 2 students. and the highest score of 100 was obtained by 6 students. students. on the post-test the total was 2912 and the mean was 91.

2. The Data of Control Class

After collecting data by giving a pre-test and a final test in each class, the scores are shown in the table. The table below shows the pre-test and post-test scores in the control class. The control class consist of 32 students and the scores was found as bellow:

Table 4.2

Score of Control Class

No	Students' Initial	Pre Test	Post test
1	PTR	70	75
2	TY	70	75
3	AR	70	75
4	MG	70	75
5	ARN	70	75
6	SPR	70	77
7	BNM	70	77
8	ARM	70	77
9	ANS	73	79
10	ISR	73	79
11	JMD	73	85
12	KRL	74	85
13	MR	74	85
14	HY	74	85
15	AS	74	87
16	PSR	75	85
17	MYS	75	84
18	RDS	75	84
19	RHM	75	84
20	AG	77	90
21	ERS	77	90
22	FAL	77	90
23	RA	78	90
24	BA	78	90
25	RHY	78	94
26	MI	79	95
27	RW	79	96
28	DA	79	96
29	IRN	79	98
30	FAZ	79	98
31	HWD	79	98
32	HB	85	98
	Σ	2399	2751
	Mean	74,9	85,9
	Standar Deviation(S)	3,8	7,9
	Variants	14,5474	63,3861

Based on the table above, the total number of students is 32 students, the score of students in the control class who received the lowest pre-test score was obtained by 8 students with a value of 70. At the value of 73 it was found that there were 3 students. Then there were 4 students who got a score of 74. And from the value of 75 it was obtained 5 students. For a value of 75 obtained 4 students, a value of 77 obtained by 3 students and a value of 78 obtained by 3 students. Then the value of 79 was obtained by 6 students, then for the highest pre-test score with a value of 90 consisting of 1 student. The total number of initial tests in the experimental class was 2399 and the mean was 74.9.

While the lowest post-test score of 75 was obtained by 5 students, then the score of 77 was obtained by 3 students, and the score of 79 was obtained by 2 students. Then the value of 84 was obtained by 3 students, a score of 85 was obtained by 5 students, a score of 87 was obtained by 1 student, then the value of 90 was obtained by 5 students, then a score of 94 was obtained by 1 student, a score of 95 was obtained by 1 student and a score of 96 was obtained by 2 students, and the highest score was obtained 4 students, at the post-test the total was 2751 and the mean was 85.9

B. Data Analysis

As the researcher said in the previous chapter, there are several steps in the analysis of this data, to determine the significance of the treatment carried out in this study. The first step to analyzing data is called data analysis. Data analysis consisted of normality and homogeneity tests. After that, the second stage is called the t-test to calculate the significance of the data. And the last part is called

hypothesis testing. At this stage the researcher gets the results and draws conclusions using statistical hypotheses.

1. Normality Test

In this study, the normality test was checked using the Liliefors test statistical form and supported by Microsoft Excel 2010 to calculate the score. The normality test is one of the requirements to be able to proceed to the next test phase. In addition to the homogeneity test in the preliminary analysis stage for the t test and hypothesis testing, the purpose of the normality test used is to find out whether all data is normally distributed or not. The results of the normality test are shown as bellows.

Table 4.3

Normality Test of Pre-Test in Experimental Class

NO.	xi	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)	F(Zi)- S(Zi)
1.	70	-1,5625	0,059085123	0,027777778	0,031307345	0,031307345
2.	70	-1,5625	0,059085123	0,055555556	0,003529567	0,003529567
3.	70	-1,5625	0,059085123	0,083333333	-0,02424821	0,02424821
4.	70	-1,5625	0,059085123	0,111111111	-0,052025988	0,052025988
5.	70	-1,5625	0,059085123	0,138888889	-0,079803766	0,079803766
6.	70	-1,5625	0,059085123	0,194444444	-0,135359322	0,135359322
7.	75	-0,520833333	0,30124144	0,194444444	0,106796996	0,106796996
8.	75	-0,520833333	0,30124144	0,194444444	0,106796996	0,106796996
9.	75	-0,520833333	0,30124144	0,194444444	0,106796996	0,106796996
10.	75	-0,520833333	0,30124144	0,194444444	0,106796996	0,106796996
11.	75	-0,520833333	0,30124144	0,194444444	0,106796996	0,106796996
12.	75	-0,520833333	0,30124144	0,194444444	0,106796996	0,106796996
13.	75	-0,520833333	0,30124144	0,194444444	0,106796996	0,106796996
14.	75	-0,520833333	0,30124144	0,194444444	0,106796996	0,106796996
15.	75	-0,520833333	0,30124144	0,194444444	0,106796996	0,106796996
16.	75	-0,520833333	0,30124144	0,194444444	0,106796996	0,106796996
17.	75	-0,520833333	0,30124144	0,194444444	0,106796996	0,106796996
18.	75	-0,520833333	0,30124144	0,194444444	0,106796996	0,106796996

19.	75	-0,520833333	0,30124144	0,194444444	0,106796996	0,106796996
20.	80	0,520833333	0,69875856	0,555555556	0,143203004	0,143203004
21.	80	0,520833333	0,69875856	0,555555556	0,143203004	0,143203004
22.	80	0,520833333	0,69875856	0,555555556	0,143203004	0,143203004
23.	80	0,520833333	0,69875856	0,555555556	0,143203004	0,143203004
24.	80	0,520833333	0,69875856	0,555555556	0,143203004	0,143203004
25.	80	0,520833333	0,69875856	0,555555556	0,143203004	0,143203004
26.	80	0,520833333	0,69875856	0,555555556	0,143203004	0,143203004
27.	80	0,520833333	0,69875856	0,555555556	0,143203004	0,143203004
28.	85	1,5625	0,940914877	0,555555556	0,385359322	0,385359322
29.	85	1,5625	0,940914877	0,555555556	0,385359322	0,385359322
30.	85	1,5625	0,940914877	0,555555556	0,385359322	0,385359322
31.	85	1,5625	0,940914877	0,555555556	0,385359322	0,385359322
32.	90	2,604166667	0,995395102	0,888888889	0,106506213	0,106506213

L_0 **0,143**

L_{tabel} 0,154

Based on the table above, the calculated Lhitung value is obtained from the L value which is the largest among the differences, so that from the table above $Lhitung = 0.143$. After knowing Lhitung, it is consulted through the Liliefors Test at the significance level $\alpha = 0.05$ and $n = 32$ from the list of values critical Liliefors table (L_t) = 0.154 (See appendix 5). Thus it can be concluded that $Lhitung < L_{tabel}$, namely $= 0.143 < 0.154$. Therefore, the pretest data before using the PLEASE Strategy were normally distributed. Obtained the value of Lhitung which is taken from the value of L which is the largest among the differences, so that from the table above, $Lhitung = 0.143$. After knowing Lhitung, then consulted through the Liliefors test at the significance level $\alpha = 0.05$ and $n = 32$ obtained L table = 0.154 . Thus it can be concluded that $Lhitung < L_{tabel}$, namely $= 0.143 < 0.154$. So, it can be concluded that the pretest data for class VII-1 as pretest data for the experimental class is **normal**.

Table 4.4

Normality Test of Pre-Test in Control Class

NO.	X_i	Z_i	$F(Z_i)$	$S(Z_i)$	$F(Z_i)-S(Z_i)$	$ F(Z_i)-S(Z_i) $
1.	70	-1,5625	0,059085123	0,027777778	0,031307345	0,031307345
2.	70	-1,5625	0,059085123	0,055555556	0,003529567	0,003529567
3.	70	-1,5625	0,059085123	0,083333333	-0,02424821	0,02424821
4.	70	-1,5625	0,059085123	0,111111111	-0,052025988	0,052025988
5.	70	-1,5625	0,059085123	0,138888889	-0,079803766	0,079803766
6.	70	-1,5625	0,059085123	0,194444444	-0,135359322	0,135359322
7.	70	-1,5625	0,059085123	0,194444444	-0,135359322	0,135359322
8.	70	-1,5625	0,059085123	0,194444444	-0,135359322	0,135359322
9.	73	-0,9375	0,174250712	0,194444444	-0,020193733	0,020193733
10.	73	-0,9375	0,174250712	0,194444444	-0,020193733	0,020193733
11.	73	-0,9375	0,174250712	0,194444444	-0,020193733	0,020193733
12.	74	-0,729166667	0,232949859	0,194444444	0,038505415	0,038505415
13.	74	-0,729166667	0,232949859	0,194444444	0,038505415	0,038505415
14.	74	-0,729166667	0,232949859	0,194444444	0,038505415	0,038505415
15.	74	-0,729166667	0,232949859	0,194444444	0,038505415	0,038505415
16.	75	-0,520833333	0,30124144	0,194444444	0,106796996	0,106796996
17.	75	-0,520833333	0,30124144	0,194444444	0,106796996	0,106796996
18.	75	-0,520833333	0,30124144	0,194444444	0,106796996	0,106796996
19.	75	-0,520833333	0,30124144	0,194444444	0,106796996	0,106796996
20.	77	-0,104166667	0,458518543	0,555555556	-0,097037012	0,097037012
21.	77	-0,104166667	0,458518543	0,555555556	-0,097037012	0,097037012
22.	77	-0,104166667	0,458518543	0,555555556	-0,097037012	0,097037012
23.	78	0,104166667	0,541481457	0,555555556	-0,014074099	0,014074099
24.	78	0,104166667	0,541481457	0,555555556	-0,014074099	0,014074099
25.	78	0,104166667	0,541481457	0,555555556	-0,014074099	0,014074099
26.	79	0,3125	0,622669718	0,555555556	0,067114163	0,067114163
27.	79	0,3125	0,622669718	0,555555556	0,067114163	0,067114163
28.	79	0,3125	0,622669718	0,555555556	0,067114163	0,067114163
29.	79	0,3125	0,622669718	0,555555556	0,067114163	0,067114163
30.	79	0,3125	0,622669718	0,555555556	0,067114163	0,067114163
31.	79	0,3125	0,622669718	0,555555556	0,067114163	0,067114163
32.	85	1,5625	0,940914877	0,888888889	0,052025988	0,052025988
			L₀	0,135		
			L_{table}	0,154		

Based on the table above, it is obtained that the calculated Lhitung value is taken from the L value which is the largest among the differences, so that from the table above Lhitung = 0.135. After knowing Lhitung, consulted through Liliefors. significance level test $\alpha = 0.05$ and $n = 32$ from the list of critical values in the Liliefors table (L_t) = 0.154 (See appendix 5). Thus it can be concluded that Lhitung < L_{tabel} , namely = 0.135 < 0.154. Therefore, the pretest data before using the PLEASE strategy were normally distributed. Obtained the value of Lhitung which is taken from the value of L which is the largest among the differences, so that from the table above, Lhitung = 0.135. After knowing Lhitung, then consulted through the Liliefors test at the significance level $\alpha = 0.05$ and $n = 32$ obtained L table = 0.154. Thus it can be concluded that Lhitung < L_{tabel} , namely = 0.135 < 0.154. So, it can be concluded that the class VII-3 as the control class pretest data is **normal**.

Tabel 4.5

Normality Test of Post Test in Experiment Class

NO	X	x	z	Fz	Sz	F(Zi)-S(Zi)	F(Zi)-S(Zi)
1	80	-11,000	-1,579	0,057	0,028	0,029	0,029
2	80	-11,000	-1,579	0,057	0,056	0,002	0,002
3	80	-11,000	-1,579	0,057	0,083	-0,026	0,026
4	80	-11,000	-1,579	0,057	0,111	-0,054	0,054
5	82	-9,000	-1,292	0,098	0,139	-0,041	0,041
6	82	-9,000	-1,292	0,098	0,167	-0,069	0,069
7	82	-9,000	-1,292	0,098	0,194	-0,096	0,096
8	82	-9,000	-1,292	0,098	0,222	-0,124	0,124
9	89	-2,000	-0,287	0,387	0,250	0,137	0,137
10	89	-2,000	-0,287	0,387	0,278	0,109	0,109
11	90	-1,000	-0,144	0,443	0,306	0,137	0,137
12	90	-1,000	-0,144	0,443	0,333	0,110	0,110

13	90	-1,000	-0,144	0,443	0,361	0,082	0,082
14	90	-1,000	-0,144	0,443	0,389	0,054	0,054
15	89	-2,000	-0,287	0,387	0,417	-0,030	0,030
16	90	-1,000	-0,144	0,443	0,444	-0,002	0,002
17	93	2,000	0,287	0,613	0,472	0,141	0,141
18	93	2,000	0,287	0,613	0,500	0,113	0,113
19	90	-1,000	-0,144	0,443	0,528	-0,085	0,085
20	93	2,000	0,287	0,613	0,556	0,057	0,057
21	95	4,000	0,574	0,717	0,583	0,134	0,134
22	95	4,000	0,574	0,717	0,611	0,106	0,106
23	96	5,000	0,718	0,764	0,639	0,125	0,125
24	96	5,000	0,718	0,764	0,667	0,097	0,097
25	98	7,000	1,005	0,843	0,694	0,148	0,148
26	98	7,000	1,005	0,843	0,722	0,120	0,120
27	100	9,000	1,292	0,902	0,750	0,152	0,152
28	100	9,000	1,292	0,902	0,778	0,124	0,124
29	100	9,000	1,292	0,902	0,806	0,096	0,096
30	100	9,000	1,292	0,902	0,833	0,069	0,069
31	100	9,000	1,292	0,902	0,861	0,041	0,041
32	100	9,000	1,292	0,902	0,889	0,013	0,013
				L₀	0,152		
				L_{tabel}	0,154		

Based on the table above, it is obtained that the Lhitung value is obtained which is taken from the L value which is the largest among the differences, so that from the table above Lhitung = 0.152. After knowing the Lhitung, it is consulted through Liliefors test at the significance level $\alpha = 0.05$ and $n = 32$ from the list of critical values in the Liliefors table (L_t) = 0.154 (See appendix 5). Thus it can be concluded that Lhitung < L_{table} , namely = 0.152 < 0.154. Obtained the value of Lhitung which is taken from the value of L which is the largest among the differences, so that from the table above, Lhitung = 0.152 After knowing Lhitung, then consulted through the Liliefors test at the significance level $\alpha = 0.05$ and $n = 32$ obtained L table = 0.154. Thus it can be concluded that Lhitung < L_{tabel} ,

namely = $0.152 < 0.154$. It can be concluded that the VII-1 as experiment class post test data is **normal**.

Table 4.6

Normality test of Post test of Control Class

NO	X	x	z	Fz	Sz	F(Zi)-S(Zi)	F(Zi)-S(Zi)
1	75	-10,969	-1,378	0,084	0,028	0,056	0,056
2	75	-10,969	-1,378	0,084	0,056	0,029	0,029
3	75	-10,969	-1,378	0,084	0,083	0,001	0,001
4	75	-10,969	-1,378	0,084	0,111	-0,027	0,027
5	75	-10,969	-1,378	0,084	0,139	-0,055	0,055
6	77	-8,969	-1,127	0,130	0,167	-0,037	0,037
7	77	-8,969	-1,127	0,130	0,194	-0,064	0,064
8	77	-8,969	-1,127	0,130	0,222	-0,092	0,092
9	79	-6,969	-0,875	0,191	0,250	-0,059	0,059
10	79	-6,969	-0,875	0,191	0,278	-0,087	0,087
11	85	-0,969	-0,122	0,452	0,306	0,146	0,146
12	85	-0,969	-0,122	0,452	0,333	0,118	0,118
13	85	-0,969	-0,122	0,452	0,361	0,090	0,090
14	85	-0,969	-0,122	0,452	0,389	0,063	0,063
15	87	1,031	0,130	0,552	0,417	0,135	0,135
16	85	-0,969	-0,122	0,452	0,444	0,007	0,007
17	84	-1,969	-0,247	0,402	0,472	-0,070	0,070
18	84	-1,969	-0,247	0,402	0,500	-0,098	0,098
19	84	-1,969	-0,247	0,402	0,528	-0,125	0,125
20	90	4,031	0,506	0,694	0,556	0,138	0,138
21	90	4,031	0,506	0,694	0,583	0,110	0,110
22	90	4,031	0,506	0,694	0,611	0,083	0,083
23	90	4,031	0,506	0,694	0,639	0,055	0,055
24	90	4,031	0,506	0,694	0,667	0,027	0,027
25	94	8,031	1,009	0,843	0,694	0,149	0,149
26	95	9,031	1,134	0,872	0,722	0,149	0,149
27	96	10,031	1,260	0,896	0,750	0,146	0,146
28	96	10,031	1,260	0,896	0,778	0,118	0,118
29	98	12,031	1,511	0,935	0,806	0,129	0,129
30	98	12,031	1,511	0,935	0,833	0,101	0,101
31	98	12,031	1,511	0,935	0,861	0,074	0,074
32	98	12,031	1,511	0,935	0,889	0,046	0,046
			L₀	0,149			
			L_{tabel}	0,154			

Based on the table above, it is obtained that the Lhitung value is obtained which is taken from the L value which is the largest among the differences, so that from the table above Lhitung = 0.149. After knowing Lhitung, it is consulted through the Liliefors test at the significance level $\alpha = 0.05$ and $n = 32$ from the list of critical values in the Liliefors table (L_t) = 0.154 (See appendix 5). Thus it can be concluded that Lhitung < L_{tabel} , namely = 0.149 < 0.154. Obtained the value of Lhitung which is taken from the value of L which is the largest among the differences, so that from the table above Lhitung = 0.149 After knowing Lhitung, then consulted through the Liliefors test at the significance level $\alpha = 0.05$ and $n = 32$ obtained $L_{tabel} = 0.154$. Thus it can be concluded that Lhitung < L_{tabel} , namely = 0.149 < 0.154. It can be concluded that the VII-3 as a control class posttest data is **normal**.

2. Homogeneity Test

After calculated the normality of data, the second requirement to check significant of data was homogeneity test. In this research, the researcher used statistical formulation to check the homogeneity of data in pre-test and post-tes

The result of homogeneity test in pre-test can be seen as below:

$$F = \frac{\textit{The Biggest variants}}{\textit{The Smallest variants}}$$

$$F = \frac{27,1925}{14,54} = 1,870$$

According to the calculated of statistical above, it can be determined that F is F_o . As it can be seen that $F_o = 1,870$ and $F_t = 4,15$ (See Appendix 5). It conclude

that $F_o (1,870) < F_t (4,15)$, it means that the variant data of pre-test in experimental class and control are **homogenous**.

Meanwhile, the result of homogeneity test in post-test can be seen as below:

$$F = \frac{\textit{The Biggest variant}}{\textit{The Smallest variant}}$$

$$F = \frac{63,38}{48,5} = 1,306$$

According to the calculated of statistical above, it can be seen that $F_o = 1,306$ and $F_t = 4,15$ (See appendix 5). It means that $F_o (1,306) < F_t (4,15)$, so it can be conclude that the data of variant in post-test both of control and experimental class are **homogenous**.

C. Hypothesis Data

1. Analysis Data

After checking the normality and homogeneity of the data were completed, the next step to make a hypothesis was the t-test. In this research, the t-test was calculated using statistical formulations. The researcher used the t-test to know the significant effect of giving treatment or using one of the learning strategies, namely PLEASE Strategy. The statistical formulations that researcher use and the results of the t-test can be seen as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

$$t = \frac{91,0 - 85,9}{\sqrt{\frac{14,5}{32} + \frac{27,19}{32}}}$$

$$t = \frac{5,1}{\sqrt{\frac{41,69}{32}}}$$

$$t = \frac{5,1}{\sqrt{1,30}}$$

$$t = \frac{5,1}{1,14}$$

$$t = \mathbf{4,473}$$

- a. If t-test (t_o) < t-table (t_t) in significant degree of 0,05 = H_a is rejected and H_0 is accepted
- b. If t-test (t_o) > t-table (t_t) in significant degree of 0,05 = H_a is accepted and H_0 is rejected.

According to the computation above, it can be seen that $t_{\text{observed}} = 4,473$.

As it can be known that the basis testing hypothesis was H_a is accepted if $t_{\text{observed}} > t_{\text{table}}$. In this testing hypothesis, the researcher used the calculation of t_{table} with the degree of freedom 62 ($df = N1 + N2 - 2$) at the level of significant 0,05. It showed that the critical value of t table was 1,66 (See appendix 5). After calculated the score, it was found that in this research t_{observed} was higher than t_{table} . It means that $t_{\text{observed}} (4,473) > t_{\text{table}} (1,6)$. It means that $t_{\text{observed}} > t_{\text{table}}$. So, it can be conclude that H_a is accepted and is showed that there is a significant effect of using PLEASE Strategy on students' writing achievement in descriptive text.

The research data were obtained from the test results of the two classes, namely the experimental class (VII-1) and the control class (VII-3), to see whether there was an effect of using the PLEASE strategy on student achievement. in writing descriptive text or not. In the experimental class students were taught using the PLEASE Strategy, then in the control class students were taught without using the PLEASE Strategy.

In the experimental class, based on the table of pre-test and post-test scores in the experimental class, there were five students who received the lowest pre-test score, namely 70. Meanwhile, there were 5 students who also obtained the highest score, namely 80,85,85,85,90. In the post test, there were 5 students who received the lowest post test score, namely 80, while the students who obtained the highest post test score were 100 as many as 5 students. The average pre-test score was 77 and the average post-test score was 91. So, the average experimental class increased by 14 points.

In the control class based on the attached table the results of the pre-test and post-test of the control class, there were five students who obtained the lowest pre-test score, namely 70, while the highest score was obtained by five students, namely 79.79.79.79.85. In the post test, there were five students who obtained the lowest score, namely 75, while students who obtained the highest score were five students, namely 98. The average pre-test score was 74.9 and the average post-test score was 85.9. So the average control class only increased by 11 points.

Based on the description above, the increase in the average score of the experimental group and the control group shows a significant effect on the increase in student scores between pre-test and post-test. The post-test results of both the experimental class and the control class were carried out after the treatment was carried out. Based on the data in the appendix, it can be seen that there is a significant difference between the experimental class (Mean = 91 and S = 6.9) and the control class (Mean = 85.9 and S = 7.9).

Furthermore, the researcher compared the t-table observation and t-table values to determine whether the use of the PLEASE strategy was significant

towards student achievement in writing descriptive texts. Based on the results of the above calculations, it can be seen that $t_{count} = 4.473$. As it is known that the basic test of the hypothesis H_a is accepted if $count > t_{table}$. In testing this hypothesis, the researcher uses t-table calculation with 62 degrees of freedom ($df = N_1 + N_2 - 2$) at the 0.05 significance level. This shows that the critical value of t table is 1.66 (See attachment 5). After calculating the score, it is known that in this study the value of t count is higher than t table. This means that $count (4.473) > t_{table} (1.6)$. This means $count > t_{table}$. So, it can be concluded that H_a is accepted and this shows that there is a significant effect of using the PLEASE strategy on students' learning achievement in writing in descriptive texts.

2. Discussions

Based on the results of the research above, it shows that there is an effect of the use of the PLEASE strategy on the learning achievement of writing descriptive texts of class VII students of Mts Nurul Hakim Tembung. This can be seen from the results or scores in the experimental class which has a higher score than the control class. The results of the above research indicate that the use of the PLEASE strategy in learning to write text has a significant effect so that students who get treatment get higher scores than students who do not use this strategy.

The results of this study prove that Akincilir in Chapter II states that the PLEASE strategy is very effective in improving students' text writing skills. This research could also be included to support other related studies on the use of the PLEASE strategy as a strategy in learning.

The results of this study are related to Sury Handayani's findings entitled "The Effect of Using PLEASE (Pick-List-Evaluate-Activate-Supplay-End)

Strategy toward Students' Writing ability on Descriptive Texts". This research was conducted in 2013. This study was tested using the PLEASE strategy on students' writing skills. The significant effect of these results is driven by several things such as the ease of use of the strategy for 30 students, and this strategy consists of several steps that are easy to understand to learn descriptive text, so that students feel comfortable using this strategy in the learning process, especially in writing text. .

In the last section. The results of this study prove that there is a significant effect of the use of the PLEASE strategy on the learning achievement of seventh grade students of MTs Nurul Hakim Tembung, and this strategy uses interesting steps in the learning process in the classroom. .

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results and discussion of this study, it can be concluded that the PLEASE (Pick-List-Evaluate-Activate-Supplay-End) strategy is effective on students' writing achievement. It can be seen that $t_{\text{observed}} (t_o) > t_{\text{table}} (t_t)$ at a significant level of 0.05 ($4.473 > 1.6$). This means that H_a is accepted and H_o is rejected. After that the significance of this study can be seen from the average post-test score of students who have different scores where the experimental class gets 91.0 while the control class only gets 85.9.

Based on the conclusions above. This means that this research has answered the formulation of the study, namely that there is a significant effect in the use of the PLEASE (Pick-List-Evaluate-Activate-Supplay-End) strategy on the students' achievement to write descriptive texts in the seventh grade of MTs Nurul Hakim Tembung. This strategy consists of six steps, which is very easy for students to understand. So that it can be an interesting and innovative strategy to be applied in the teaching and learning process in the classroom.

B. Suggestion

This study shows that writing with the PLEASE (Pick-List-Evaluate-Activate-Supplay-End) strategy can improve student achievement in writing descriptive texts. From the results of this study it is suggested that:

1. English teachers are advised to use this PLEASE strategy, because this strategy is a creative strategy that can be used in the teaching and learning process to improve students' writing skills.

2. Further researchers who are interested in conducting research related to this research should try to apply the PLEASE strategy to students from different levels through different genres to prove the effectiveness of the PLEASE strategy on students' writing skills.

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APPENDIX I

LESSON PLAN

(EXPERIMENTAL CLASS)

School	: Mts Nurul Hakim
Class/ Semester	: VII-2(Experimental Class)
Subject	: English
Subject matter	: Descriptive Text; Description of Objects, Animals, People
Time Allocation	: 8 x 40 minutes(4 Meeting)
Topic	: Descriptive Text

A. Main Competence

KI 1: Respect and live up to the teachings of the religion they adhere to.

KI 2: Respect and appreciate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, self-confidence, in interacting effectively with the social and natural environment within the range of their association and existence.

K3: Understand knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to visible phenomena and events.

K4: Trying, processing, and presenting in a concrete realm (using, decomposing, assembling, modifying, and creating) and the abstract realm (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources in the same perspective / theory.

B. Basic Competence

3.9. Identifies social functions, text structure, and linguistic elements of oral and written transactional interactions that involve the act of giving and requesting information related to the nature of people, animals, objects according to the context of their use. (Note the linguistic elements be, adjective)

4.9. Descriptive text

4.9.1. Capturing contextual meanings related to social functions, text structures, and descriptive, spoken and written, short and simple text language elements related to descriptions of people, animals, places.

4.9.2. Arranging a very short and simple text of oral and written transactional interactions involving the act of giving and asking information about human, animal and object nature, taking into account the correct and correct social functions, text structure, and linguistic elements. context

C. Indicator

- a. Find adjectives that can be used to describe people, animals, and things.
- b. Explain social functions in descriptive texts by stating and asking about descriptions of people, animals, places.
- c. Composing oral descriptive texts and simple writing about objects with due regard to social functions, text structure, and linguistic elements, correctly.

D. Learning Objectives

At the end of the lesson, students can:

- a. Understand the language elements of expressions of giving and asking for information related to people, animals, things.
- b. Compose sentences that ask for information related to people, animals, things.
- c. Answer questions about people, animals, something that is asked of him.
- d. Compiling oral and written descriptive texts, short and simple related to people, animals, things, by paying attention to social functions, text structures and linguistic elements, correctly and in context.

E. Learning Materials

- a. Descriptive Text
- b. Structure of Descriptive text

My Cats

Identification : *I have a pet cat in my house, the cat is a boy. I like to call her "Pusy". He is an adorable cat, my cat is very cute. This cat was given by my grandmother when I was on vacation last weekend.*

Description : *His body is fat, He has yellow fur, and has a short tail. He loves to catch mice in my house, since he was in my house, I have never seen a mouse again. Every morning my mother gave me a fish, sometimes she would scratch my arm when I played with him. He is an active animal. He likes to walk around the house. He likes to chase everyone in my house. When he feels tired or sleepy, he usually sleeps on the sofa in the living room or sometimes under the table. "Pusy" often goes out to find food at night*

c. The language features of Descriptive text

- The mention of singular nouns with a and the, and plural (-s)
- The pronouns replace it, they, she, we, etc .; our, my, your, their, etc.
- Adjectives about people, animals, things, in the life of students at home, at school, and around them, with or without adverbs quite, very.
- Nominal phrases such as cute little cat, beautiful red flower.-Verb to express routine state and action in simple present tense: be, have, go, play, get, take etc.
- Appropriate use of singular and plural nominals with or without a, the, this, those, my, their, etc. correctly in nominal-speech phrases, stress, intonation-Spelling and punctuation
- Related Vocabulary in describing people, animal, thing
- Use Simple Present Tense

F. Learning Method :PLEASE Strategy, Discussion

G. Learning Media : Picture of people, animal, place.

H. Tool/Material : Text descriptive, Whiteboard, and marker

I. Learning Resources

English Book: Ministry of Education and Culture. 2014. *English When English Rings the bell SMP / MTs Class VII*. Jakarta: Ministry of Education and Culture

J. Teaching and Learning Activity

<p>Opening</p>	<ul style="list-style-type: none"> • Greet the students kindly when entering the classroom • Performing a prayer before starting the lesson • Check the attendance of the students • Providing motivation and apperception 	<p>10 minutes</p>
<p>Core Activities Meeting 1</p>	<p>Observing</p> <ul style="list-style-type: none"> • The teacher explains the introductory text clearly and briefly. • The teacher shows a paper containing three pictures on the board and asks students to pay close attention. Questions <p>Questioning</p> <ul style="list-style-type: none"> • The teacher directs students to give and ask questions about the definition of descriptive text, generic structures, characteristics of language. • With teacher guidance and direction, students ask questions about descriptive texts. Experiments <p>Experimenting</p> <ul style="list-style-type: none"> • The teacher asks students to make their own examples of generic structured descriptive text. 	<p>60 Minutes.</p>

Associating

Associating

- The teacher introduces the PLEASE Strategy to students. The teacher can explain how PLEASE Strateg will help them develop ideas for writing descriptive texts.
- The teacher gives students a topic and asks them to discuss it. The teacher can try to write examples of how to make descriptive text with the PLEASE strategy on the selected pictures as a model. Write a big title that is made into a topic on the board, put the main topic in the middle of the board, make a list of ideas about the selected topic, evaluate the list of selected topics, choose the best, activate the topic sentence to the introductory paragraph, supply the supporting sentences in paragraph second, End with a concluding sentence to summarize the teks and hold the ideas together.
- After students understand the PLEASE strategy, the teacher asks them to choose a topic and create a personal descriptive text according to their own abilities.

Communicating

- Students collect their work.

<p>Meeting 2</p>	<p>Observing</p> <ul style="list-style-type: none"> • The teacher explains the introductory text clearly and briefly. • The teacher shows a paper containing three pictures on the board and asks students to pay close attention. Questions <p>Questioning</p> <ul style="list-style-type: none"> • The teacher directs students to give and ask questions about the meaning of descriptive text, general structure, characteristics of descriptive text language. • With teacher guidance and direction, students ask questions about descriptive texts. <p>Experimenting</p> <ul style="list-style-type: none"> • The teacher asks students to create their own generic structured descriptive text example. <p>Associating</p> <ul style="list-style-type: none"> • The teacher introduces the PLEASE Strategy concept to students. The teacher can explain how the PLEASE strategy will help them develop ideas for writing descriptive text. • The teacher gives students a topic and asks them to discuss that topic. The teacher can try to write an example of how to make 	<p>60 Minutes</p>
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	<p>descriptive text with the PLEASE strategy on the picture selected as a model. Write a big title that is used as a topic on the board, put the main topic in the middle of the board, make a list of ideas about the selected topic, evaluate the list of selected topics, choose the best, activate the topic sentence to the introductory paragraph, supply supporting sentences in the second paragraph, end with a closing sentence to summarize the paragraph and bring ideas together</p> <ul style="list-style-type: none"> • After students understand the PLEASE strategy, the teacher asks them to choose a topic and create a personal descriptive text according to their own abilities. <p>Communicating</p> <ul style="list-style-type: none"> • Students collect their work. 	
Meeting 3	<p>Observing</p> <ul style="list-style-type: none"> • The teacher explains the introductory text clearly and briefly. • The teacher shows a paper containing three pictures on the board and asks students to pay close attention. Questions <p>Questioning</p> <ul style="list-style-type: none"> • The teacher directs students to give and ask questions about the 	60 Minutes

	<p>meaning of descriptive text, general structure, characteristics of descriptive text language.</p> <ul style="list-style-type: none">• With teacher guidance and direction, students ask questions about descriptive texts. <p>Experimenting</p> <ul style="list-style-type: none">• The teacher asks students to create their own generic structured descriptive text example. <p>Associating</p> <ul style="list-style-type: none">• The teacher introduces the PLEASE Strategy concept to students. The teacher can explain how the PLEASE strategy will help them develop ideas for writing descriptive text.• The teacher gives students a topic and asks them to discuss that topic. The teacher can try to write an example of how to make descriptive text with the PLEASE strategy on the picture selected as a model. Write a big title that is used as a topic on the board, put the main topic in the middle of the board, make a list of ideas about the selected topic, evaluate the list of selected topics, choose the best, activate the topic sentence to the introductory paragraph, supply supporting sentences in the second	
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	<p>paragraph, end with a closing sentence to summarize the paragraph and bring ideas together</p> <ul style="list-style-type: none"> • After students understand the PLEASE strategy, the teacher asks them to choose a topic and create a personal descriptive text according to their own abilities. <p>Communicating</p> <ul style="list-style-type: none"> • Students collect their work 	
<p>Meeting 4</p>	<p>Observing</p> <ul style="list-style-type: none"> • The teacher explains the introductory text clearly and briefly. • The teacher shows a paper containing three pictures on the board and asks students to pay close attention. Questions <p>Questioning</p> <ul style="list-style-type: none"> • The teacher directs students to give and ask questions about the meaning of descriptive text, general structure, characteristics of descriptive text language. • With teacher guidance and direction, students ask questions about descriptive texts. <p>Experimenting</p> <ul style="list-style-type: none"> • The teacher asks students to create their own generic structured 	<p>60 Minutes</p>

descriptive text example.

Associating

- The teacher introduces the PLEASE Strategy concept to students. The teacher can explain how the PLEASE strategy will help them develop ideas for writing descriptive text.
- The teacher gives students a topic and asks them to discuss that topic. The teacher can try to write an example of how to make descriptive text with the PLEASE strategy on the picture selected as a model. Write a big title that is used as a topic on the board, put the main topic in the middle of the board, make a list of ideas about the selected topic, evaluate the list of selected topics, choose the best, activate the topic sentence to the introductory paragraph, supply supporting sentences in the second paragraph, end with a closing sentence to summarize the paragraph and bring ideas together
- After students understand the PLEASE strategy, the teacher asks them to choose a topic and create a personal descriptive text according to their own abilities.

	<p>Communicating</p> <ul style="list-style-type: none"> • Students collect their work 	
Closing	<ul style="list-style-type: none"> • Teacher give a conclusion about descriptive textt 	10 Minutes

K. Scoring Rubric

Rubric Scoring students' writing from C. Gribble. (Adapted from Wiegler's book, entitled Assessing Writing)

Item Analysis	Score	Criterion of Scoring
Content	30-27	Excellent : knowledgeable-substantive, etc
	26-22	Good : some knowledge of subject-adequate range
	21-17	Fair : Limited knowledge of subject little substance
	16-13	Very Poor :does not show knowledge of subject-non substantive
Organization	20-18	Excellent : fluent expressions-ideas clearly stated
	17-14	Good : Somewhat choppy—loosely organized but main ideas stand out
	13-10	Fair : not fluent-ideas confused or disconnected
	9-7	Very Poor :does not communicate-no organization
Vocabulary	20-18	Excellent : sophisticated range-effective word/idiom choice and usage
	17-14	Good : adequate range-occasional errors of word/idiom form, choice, usage, but meaning not obscured
	13-10	Fair : limited range-frequent errors of word/idiom form, choice and usage
	9-7	Very Poor : essentially translation- little knowledge of English vocabulary, idioms, word form

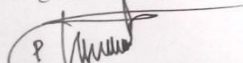
Language Use	25-22	Excellent : effective complex construction, few errors of agreement, tense, etc
	21-18	Good : effective but simple constructive in grammar
	17-11	Fair : major problem is simple/complex construction in grammar
	10-5	Very Poor : virtually no mastery of sentence construction rules
Mecanics	5	Excellent : demonstrates mastery of conventions
	4	Good : occasional errors of spelling, punctuation, capitalization, etc
	3	Fair : frequent errors of spelling, punctuation, capitalization, etc
	2	Very Poor : no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc
Total		100

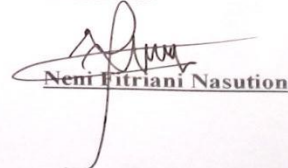
Agreed by

Medan, January 2021

English Teacher

Researcher

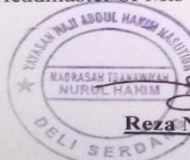

Pipit Andriani, S.Pd.I


Neni Fitriani Nasution

Approved by

Headmaster of Mts Nurul Hakim Tembung


Reza Nauli, S.Pd.I



LESSON PLAN
(CONTROL CLASS)

School : Mts Nurul Hakim
Class/ Semester : VII-2(Control Class)
Subject : English
Subject matter : Descriptive Text; Description of Objects, Animals, People
Time Allocation : 8 x 40 minutes (4 Meeting)
Topic : Descriptive Text

A. Main Competence

KI 1: Respect and live up to the teachings of the religion they adhere to.

KI 2: Respect and appreciate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, self-confidence, in interacting effectively with the social and natural environment within the range of their association and existence.

K3: Understand knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to visible phenomena and events.

K4: Trying, processing, and presenting in a concrete real (using, decomposing, assembling, modifying, and creating) and the abstract realm (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources in the same perspective / theory.

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B. Basic Competence

3.9. Identifies social functions, text structure, and linguistic elements of oral and written transactional interactions that involve the act of giving and requesting information related to the nature of people, animals, objects according to the context of their use. (Note the linguistic elements be, adjective)

4.9. Descriptive text

4.9.1. Capturing contextual meanings related to social functions, text structures, and descriptive, spoken and written, short and simple text language elements related to descriptions of people, animals, places.

4.9.2. Arranging a very short and simple text of oral and written transactional interactions involving the act of giving and asking information about human, animal and object nature, taking into account the correct and correct social functions, text structure, and linguistic elements. Context

C. Indicator

- d. Find adjectives that can be used to describe people, animals, and things.
- e. Explain social functions in descriptive texts by stating and asking about descriptions of people, animals, places.
- f. Composing oral descriptive texts and simple writing about objects with due regard to social functions, text structure, and linguistic elements, correctly.

D. Learning Objectives

At the end of the lesson, students can:

- e. Understand the language elements of expressions of giving and asking for information related to people, animals, things.
- f. Compose sentences that ask for information related to people, animals, things.
- g. Answer questions about people, animals, something that is asked of him.
- h. Compiling oral and written descriptive texts, short and simple related to people, animals, things, by paying attention to social functions, text structures and linguistic elements, correctly and in context.

E. Learning Materials

- d. Descriptive Text
- e. Structure of Descriptive text

My Mother

Identification : *I have a kind mother. Her name is Mrs. Sinta. He is a teacher. He works in a junior high school in my city. She teaches English there. Every morning my mother goes to school to teach English there.*

Description : *My mom is 38 years old, but she still looks so young. My mother's body is a bit chubby but still commensurate with her height. He is quite tall, around 165 cm. White skin color. My mother's face is oval and very beautiful. My mother's tribe is Minangnese. He has a black color. His nose is pointed as well as his chin is also pointed. My mother has long black hair, but is always covered with a veil. I really love my mother*

The language features of Descriptive text

- The mention of singular nouns with a and the, and plural (-s)
- The pronouns replace it, they, she, we, etc .; our, my, your, their, etc.
- Adjectives about people, animals, things, in the life of students at home, at school, and around them, with or without adverbs quite, very.
- Nominal phrases such as cute little cat, beautiful red flower.-Verb to express routine state and action in simple present tense: be, have, go, play, get, take etc.
- Appropriate use of singular and plural nominals with or without a, the, this, those, my, their, etc. correctly in nominal-speech phrases, stress, intonation-Spelling and punctuation
- Related Vocabulary in describing people, animal, thing
- Use Simple Present Tense

F. Learning Method :Teaching Centered Learning.

G. Learning Media : Picture of people, animal,place.

H. Tool/Material : Text descriptve, Whiteboard, and marker

I. Learning Resources

English Book: Ministry of Education and Culture. 2014. *English When English Rings the bell SMP / MTs Class VII*. Jakarta: Ministry of Education and Culture

J. Teaching and Learning Activity

<p>Opening</p>	<ul style="list-style-type: none"> • Greet the students kindly when entering the classroom • Performing a prayer before starting the lesson • Check the attendance of the students • Providing motivation and apperception 	<p>10 Minutes</p>
<p>Core Activities</p>	<ul style="list-style-type: none"> • The teacher explains the introductory text clearly and briefly. • The teacher shows a paper containing three pictures on the board and asks students to pay attention on it well <p>Questioning</p> <ul style="list-style-type: none"> • The teacher directs students to give and ask questions about the definition of descriptive text, generic structures, characteristics of language. 	<p>60 Minutes</p>
	<ul style="list-style-type: none"> • With teacher guidance and direction, students ask questions about descriptive texts. <p>Experiments</p> <p>Experimenting</p> <ul style="list-style-type: none"> • The teacher asks students to make their own examples of generic structure descriptive 	

	<p>text.</p> <p>Associating</p> <ul style="list-style-type: none"> • The teacher asks students to do assignments, individually about the descriptive text that has been given. 	
	<p>Communicating</p> <ul style="list-style-type: none"> • The Students collect their work 	
Meeting 2	<ul style="list-style-type: none"> • The teacher explains the introductory text clearly and briefly. • The teacher shows a paper containing three pictures on the board and asks students to pay attention on it well <p>Questioning</p> <ul style="list-style-type: none"> • The teacher directs students to give and ask questions about the definition of descriptive text, generic structures, characteristics of language. 	
	<ul style="list-style-type: none"> • With teacher guidance and direction, students ask questions about descriptive texts. <p>Experiments</p> <p>Experimenting</p> <ul style="list-style-type: none"> • The teacher asks students to make their own examples of generic structure descriptive text. <p>Associating</p> <ul style="list-style-type: none"> • The teacher asks students to do 	

	<p>assignments, individually about the descriptive text that has been given.</p>	
	<p>Communicating</p> <ul style="list-style-type: none"> • The Students collect their work 	
<p>Meeting 3</p>	<ul style="list-style-type: none"> • The teacher explains the introductory text clearly and briefly. • The teacher shows a paper containing three pictures on the board and asks students to pay attention on it well <p>Questioning</p> <ul style="list-style-type: none"> • The teacher directs students to give and ask questions about the definition of descriptive text, generic structures, characteristics of language. 	
	<ul style="list-style-type: none"> • With teacher guidance and direction, students ask questions about descriptive texts. <p>Experiments</p> <p>Experimenting</p> <ul style="list-style-type: none"> • The teacher asks students to make their own examples of generic structure descriptive text. <p>Associating</p> <ul style="list-style-type: none"> • The teacher asks students to do assignments, individually about the descriptive text that has been given. 	

	<p>Communicating</p> <ul style="list-style-type: none"> • The Students collect their work 	
Meeting 4	<ul style="list-style-type: none"> • The teacher explains the introductory text clearly and briefly. • The teacher shows a paper containing three pictures on the board and asks students to pay attention on it well <p>Questioning</p> <ul style="list-style-type: none"> • The teacher directs students to give and ask questions about the definition of descriptive text, generic structures, characteristics of language. 	
	<ul style="list-style-type: none"> • With teacher guidance and direction, students ask questions about descriptive texts. Experiments <p>Experimenting</p> <ul style="list-style-type: none"> • The teacher asks students to make their own examples of generic structure descriptive text. <p>Associating</p> <ul style="list-style-type: none"> • The teacher asks students to do assignments, individually about the descriptive text that has been given. 	
	<p>Communicating</p> <ul style="list-style-type: none"> • The Students collect their work 	

Closing	<ul style="list-style-type: none"> • The teacher provides conclusions about the descriptive text well and clearly. • The teacher closes the lesson on descriptive texts 	
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K. Scoring Rubric

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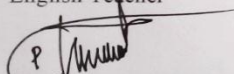
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	21-18	Good : effective but simple constructive in grammar
	17-11	Fair : major problem is simple/complex construction in grammar
	10-5	Very Poor : virtually no mastery of sentence construction rules
Mechanics	5	Excellent : demonstrates mastery of conventions
	4	Good : occasional errors of spelling, punctuation, capitalization, etc
	3	Fair : frequent errors of spelling, punctuation, capitalization, etc
	2	Very Poor : no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc
Total		100

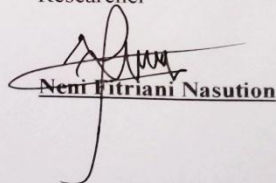
Agreed by

Medan, January 2021

English Teacher

Researcher


Pipit Andriani, S.Pd.I


Neni Fitriani Nasution

Approved by

Headmaster of Mts Nurul Hakim Tembung


Reza Nauli, S.Pd.I



APPENDIX II

PRE-TEST

Name :

Class :

Subject : English/Descriptive text

List of the Topics:

- | | |
|-----------|----------|
| a. FAMILY | d. PLANT |
| b. ANIMAL | e. HOUSE |
| c. SCHOOL | f. BOOK |

Questions!

1. Choose one topic that you find easy to develop into a good descriptive text!
2. Do it individually to produce a good descriptive text!
3. Time to write descriptive text only up to 45 minutes!

POST-TEST

Name :

Class :

Subject : English/Descriptive text

List of the Topics:

- a. FAMILY d. PLANT
- b. ANIMAL e. HOUSE
- c. SCHOOL f. BOOK

Questions!

1. Choose one topic that you find easy to develop into a good descriptive text!
2. Do it individually to produce a good descriptive text!
3. Time to write descriptive text only up to 45 minutes

APPENDIX III

The List Name of VII-1(Experimental Class)

No	Students' Initial	Gender
1	KKZ	F
2	LH	F
3	CRS	F
4	SAS	F
5	NNH	F
6	SN	F
7	RJ	F
8	MPN	F
9	SR	F
10	DA	F
11	NF	F
12	RRF	F
13	SQN	F
14	SFA	F
15	MS	F
16	DZ	F
17	NZ	F
18	AH	F
19	NCS	F
20	ANH	F
21	INS	F
22	PSA	F
23	FHM	F
24	RFS	F
25	CRS	F
26	INS	F
27	PS	F
28	SSA	F
29	YM	F
30	MR	F
31	SRD	F
32	DAR	F

The number of students in experimental class: 32 students

Female : 32 students

The List Name of Class VII-3(Control Class)

No	Students' Initial	Gender
1	PTR	M
2	TY	M
3	AR	M
4	MG	M
5	ARN	M
6	SPR	M
7	BNM	M
8	ARM	M
9	ANS	M
10	ISR	M
11	JMD	M
12	KRL	M
13	MR	M
14	HY	M
15	AS	M
16	PSR	M
17	MYS	M
18	RDS	M
19	RHM	M
20	AG	M
21	ERS	M
22	FAL	M
23	RA	M
24	BA	M
25	RHY	M
26	MI	M
27	RW	M
28	DA	M
29	IRN	M
30	FAZ	M
31	HWD	M
32	HB	M

The Number of Students in Control Class : 32 Students

Male : 32 Students

APPENDIX IV

The Results of Students

Appendix III

Pre-Test

Name : Nadhifa Zahra
Class : VII A MTS
Subject : English/Descriptive text

List of the Topics:

a. FAMILY	d. PLANT
b. ANIMAL	e. HOUSE
c. SCHOOL	f. BOOK

Questions!

1. Choose one topic that you find easy to develop into a good descriptive text!
2. Do it individually to produce a good descriptive text!
3. Time to write descriptive text only up to 45 minutes!

C.O. = 10
U.S. = 20
M. = 20
S. = 20
K. = 20

(85)

My Rabbit

I have a pet Rabbit in my house, the rabbit is a boy
I like to call him "Puci" she is an adorable rabbit
His body is fat she has white black and fur and
has a shorttail, it loves to ~~eat~~ in my garden
he is an active rabbit when he feel tired or sleepy
he usually sleeps on the chair, I love my rabbit
I miss my rabbit, Puci my rabbit

Appendix IV

Post-Test

Name : Nadhifa Zahra
Class : VII A MTS
Subject : English/Descriptive text

List of the Topics:

- a. FAMILY d. PLANT
- b. ANIMAL e. HOUSE
- c. SCHOOL f. BOOK

Questions!

1. Choose one topic that you find easy to develop into a good descriptive text!
2. Do it individually to produce a good descriptive text!
3. Time to write descriptive text only up to 45 minutes

$C = 20$
 $O = 20$
 $V = 20$
 $W = 20$
 $M = 20$

gfo

My Rabbit

I have a pet rabbit in my house, the rabbit is a boy
I call she "Puci" he is an adorable rabbit
Given by grandmother yesterday
His body is fat has white black fur and has
short tail Loves to rabbit carrot in garden
When he feel tired or sleepy he usually sleeps
on the chair, my rabbit cute, smile, my rabbit
Love carrot, my rabbit Love my mom,
my mom give feed my rabbit everyday. I love rabbit

"Thanks"



Appendix III

Pre-Test

Name : Nazwa Fauzi
Class :
Subject : English/Descriptive text

List of the Topics:

- a. FAMILY
- b. ANIMAL
- c. SCHOOL
- d. PLANT
- e. HOUSE
- f. BOOK

Questions!

1. Choose one topic that you find easy to develop into a good descriptive text!
2. Do it individually to produce a good descriptive text!
3. Time to write descriptive text only up to 45 minutes!

My father

0.5 = 20
1.5 = 20
2.5 = 15
3.5 = 15

75

My Father Name is Didi. My father is an police, My father always go to My home My father always catch thief. My father has big and tall body's. he has bold muscle. ^{subject} Hobbies is My father Loves his children

Appendix IV

Post-Test

Name : Nazwa Fauzi ↓
Class : VII
Subject : English/Descriptive text

List of the Topics:

- a. FAMILY d. PLANT
- b. ANIMAL e. HOUSE
- c. SCHOOL f. BOOK

Questions!

1. Choose one topic that you find easy to develop into a good descriptive text!
2. Do it individually to produce a good descriptive text!
3. Time to write descriptive text only up to 45 minutes

MY FATHER

My Father Name is ~~Didi~~ Didi. He is From ~~Jawa~~ ^{Jakarta}
He is Javanese, he is an ^{employee} in one famous office. He is an
Hard worker and very Good attitude.

My Father has big and tall body's, he has
Bold muscle, he has black skin. Hobbies is singing. My
Father Loves his children. ~

I LOVE
Father ~ ↓

C = 20
D = 20
V = 20
L = 15
M = 5/80



APPENDIX V

1. L-Table

$n \backslash \alpha$	0.01	0.05	0.10	0.15	0.20
16	0.2477	0.2128	0.1956	0.1843	0.1758
17	0.2408	0.2071	0.1902	0.1794	0.1711
18	0.2345	0.2018	0.1852	0.1747	0.1666
19	0.2285	0.1965	0.1803	0.1700	0.1624
20	0.2226	0.1920	0.1764	0.1666	0.1589
21	0.2190	0.1881	0.1726	0.1629	0.1553
22	0.2141	0.1840	0.1690	0.1592	0.1517
23	0.2090	0.1798	0.1650	0.1555	0.1484
24	0.2053	0.1766	0.1619	0.1527	0.1458
25	0.2010	0.1726	0.1589	0.1498	0.1429
26	0.1985	0.1699	0.1562	0.1472	0.1406
27	0.1941	0.1665	0.1533	0.1448	0.1381
28	0.1911	0.1641	0.1509	0.1423	0.1358
29	0.1886	0.1614	0.1483	0.1398	0.1334
30	0.1848	0.1590	0.1460	0.1378	0.1315
31	0.1820	0.1559	0.1432	0.1353	0.1291
32	0.1798	0.1542	0.1415	0.1336	0.1274
33	0.1770	0.1518	0.1392	0.1314	0.1254
34	0.1747	0.1497	0.1373	0.1295	0.1236
35	0.1720	0.1478	0.1356	0.1278	0.1220
36	0.1695	0.1454	0.1336	0.1260	0.1203
37	0.1677	0.1436	0.1320	0.1245	0.1188
38	0.1653	0.1421	0.1303	0.1230	0.1174
39	0.1634	0.1402	0.1288	0.1214	0.1159
40	0.1616	0.1386	0.1275	0.1204	0.1147
41	0.1599	0.1373	0.1258	0.1186	0.1131
42	0.1573	0.1353	0.1244	0.1172	0.1119
43	0.1556	0.1339	0.1228	0.1159	0.1106
44	0.1542	0.1322	0.1216	0.1148	0.1095
45	0.1525	0.1309	0.1204	0.1134	0.1083
46	0.1512	0.1293	0.1189	0.1123	0.1071
47	0.1499	0.1282	0.1180	0.1113	0.1062
48	0.1476	0.1269	0.1165	0.1098	0.1047
49	0.1463	0.1256	0.1153	0.1089	0.1040
50	0.1457	0.1246	0.1142	0.1079	0.1030
OVER 50	1.035	0.895	0.819	0.775	0.741
	f(n)	f(n)	f(n)	f(n)	f(n)

2. F-Table

Titik Persentase Distribusi F untuk Probabilitas = 0,05

df untuk penyebut (N2)	df untuk pembilang (N1)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	161	199	216	225	230	234	237	239	241	242	243	244	245	245	246
2	18.51	19.00	19.16	19.25	19.30	19.33	19.35	19.37	19.38	19.40	19.40	19.41	19.42	19.42	19.43
3	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79	8.76	8.74	8.73	8.71	8.70
4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96	5.94	5.91	5.89	5.87	5.86
5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74	4.70	4.68	4.66	4.64	4.62
6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06	4.03	4.00	3.98	3.96	3.94
7	5.69	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64	3.60	3.57	3.55	3.53	3.51
8	5.32	4.48	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35	3.31	3.28	3.26	3.24	3.22
9	5.12	4.28	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14	3.10	3.07	3.05	3.03	3.01
10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98	2.94	2.91	2.89	2.86	2.85
11	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.85	2.82	2.79	2.76	2.74	2.72
12	4.75	3.89	3.49	3.25	3.11	3.00	2.91	2.85	2.80	2.75	2.72	2.69	2.66	2.64	2.62
13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67	2.63	2.60	2.58	2.55	2.53
14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60	2.57	2.53	2.51	2.48	2.46
15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	2.54	2.51	2.48	2.45	2.42	2.40
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49	2.46	2.42	2.40	2.37	2.35
17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	2.45	2.41	2.38	2.35	2.33	2.31
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.37	2.34	2.31	2.29	2.27
19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38	2.34	2.31	2.28	2.26	2.23
20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35	2.31	2.28	2.25	2.22	2.20
21	4.32	3.47	3.07	2.84	2.68	2.57	2.49	2.42	2.37	2.32	2.28	2.25	2.22	2.20	2.18
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30	2.26	2.23	2.20	2.17	2.15
23	4.28	3.42	3.03	2.80	2.64	2.53	2.44	2.37	2.32	2.27	2.24	2.20	2.18	2.15	2.13
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.25	2.22	2.18	2.15	2.13	2.11
25	4.24	3.39	2.99	2.76	2.60	2.49	2.40	2.34	2.28	2.24	2.20	2.16	2.14	2.11	2.09
26	4.23	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	2.22	2.18	2.15	2.12	2.09	2.07
27	4.21	3.35	2.96	2.73	2.57	2.46	2.37	2.31	2.25	2.20	2.17	2.13	2.10	2.08	2.06
28	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24	2.19	2.15	2.12	2.09	2.06	2.04
29	4.18	3.33	2.93	2.70	2.55	2.43	2.35	2.28	2.22	2.18	2.14	2.10	2.08	2.05	2.03
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16	2.13	2.09	2.06	2.04	2.01
31	4.16	3.30	2.91	2.68	2.52	2.41	2.32	2.25	2.20	2.15	2.11	2.08	2.05	2.03	2.00
32	4.15	3.29	2.90	2.67	2.51	2.40	2.31	2.24	2.19	2.14	2.10	2.07	2.04	2.01	1.99
33	4.14	3.28	2.89	2.66	2.50	2.39	2.30	2.23	2.18	2.13	2.09	2.06	2.03	2.00	1.98
34	4.13	3.28	2.88	2.65	2.49	2.38	2.29	2.23	2.17	2.12	2.08	2.05	2.02	1.99	1.97
35	4.12	3.27	2.87	2.64	2.49	2.37	2.29	2.22	2.16	2.11	2.07	2.04	2.01	1.99	1.96
36	4.11	3.26	2.87	2.63	2.48	2.36	2.28	2.21	2.15	2.11	2.07	2.03	2.00	1.98	1.95
37	4.11	3.25	2.86	2.63	2.47	2.36	2.27	2.20	2.14	2.10	2.06	2.02	2.00	1.97	1.95
38	4.10	3.24	2.85	2.62	2.46	2.35	2.26	2.19	2.14	2.09	2.05	2.02	1.99	1.96	1.94
39	4.09	3.24	2.85	2.61	2.46	2.34	2.26	2.19	2.13	2.08	2.04	2.01	1.98	1.95	1.93
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08	2.04	2.00	1.97	1.95	1.92
41	4.08	3.23	2.83	2.60	2.44	2.33	2.24	2.17	2.12	2.07	2.03	2.00	1.97	1.94	1.92
42	4.07	3.22	2.83	2.59	2.44	2.32	2.24	2.17	2.11	2.06	2.03	1.99	1.96	1.94	1.91
43	4.07	3.21	2.82	2.59	2.43	2.32	2.23	2.16	2.11	2.06	2.02	1.99	1.96	1.93	1.91
44	4.06	3.21	2.82	2.58	2.43	2.31	2.23	2.16	2.10	2.05	2.01	1.98	1.95	1.92	1.90
45	4.06	3.20	2.81	2.58	2.42	2.31	2.22	2.15	2.10	2.05	2.01	1.97	1.94	1.92	1.89

3. T-table

Lampiran 7

TABEL TITIK PERSENTASE DISTRIBUSI

Titik Persentase Distribusi t (df = 41 – 80)

df \ Pt	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26506
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19946
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

APPENDIX VI

Documentation

A. VII-1(Experimental Class)



Figure 1. Teaching an experimental class using the PLEASE (Pick-List-Evaluate-Activate-Supply-End) Strategy



The students were listening to the material described by the researcher



**The researcher took a picture together with all class VII-1 students
(experimental class)**

B. VII-3(Control Class)



**Teaching in a control class without the PLEASE(Pick-List-Evaluate-
Activate-Supply-End) Strategy**



The researcher took a picture with the students of class VII-3 (control class).



Researchers take pictures with the English teacher at MTs Nurul Hakim Tembung.

APPENDIX VII

Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Pasar V Medan Estate 20371
Telp. (061)6615683-6622925 Fax.6615683

Nomor: B-13087/ITK/ITK.V.3/PP.00.10/12/2020

17 Desember 2020

Lampiran:-

Hal : **Izin Riset**

Yth. Bapak/Ibu Kepala Madrasah Tsanawiyah Swasta Nurul Hakim

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : Neni Fitriani Nasution
NIM : 0304163162
Tempat/Tanggal Lahir : Aek Nabara Tonga 1 Juni 1998
Program Studi : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Jl. Kapten M. Jamil Lubis. No 111. Kelurahan Bandar
Salamat Kecamatan Medan Tembung

Untuk hal di maksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Madrasah Tsanawiyah Swasta Nurul Hakim, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The Effect of using PLEASE (Pick-List-Evaluate-Activate-Supply-End) Strategy on Students Achievement in Writing Descriptive text.

Demikian kami sampaikan, atas bantuan dan kerjasannya diucapkan terimakasih.

Medan, 17 Desember 2020 a.n.

DEKAN

Ketua Program Studi Pendidikan
Bahasa Inggris



Digitally Signed

Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum

NIP.197506222003122002

Tembusan:

-Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info : Silahkan scan QR Code diatas dan klik tautan yang muncul, untuk mengetahui keaslian surat

Research Response Letter



YAYASAN H. ABDUL HAKIM NASUTION
MADRASAH TSANAWIYAH SWASTA
PESANTREN MODERN NURUL HAKIM
TEMBUNG PERCUT SEI TUAN DELI SERDANG

Jl. M.Ya'kub No. 51 Tembung Deli Serdang ☎ (061) 7380177

SURAT KETERANGAN

No : 035/MTs.S-PMNH/II/2021

Kepala Madrasah Tsanawiyah Swasta Nurul Hakim Tembung dengan ini menerangkan bahwa :

Nama : Neni Fitriani Nasution
NIM : 0304163162
Tempat/Tanggal Lahir : Aek Nabara Tonga, 1 Juni 1998
Program Studi : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Jln. Kapten M. Jamil Lubis No. 111 Medan Tembung

benar nama tersebut diatas telah melaksanakan Riset di Madrasah Tsanawiyah Swasta Nurul Hakim Tembung, pada tanggal 11 Januari s.d 03 Februari 2021 untuk mendapatkan keterangan dan data-data yang dibutuhkan dalam rangka penyusunan Skripsi yang berjudul :

The Effect of using PLEASE (Pick-List-Evaluate-Activate-Supplay-End) Strategy on Students Achievement in Writing Descriptive text.

Demikian Surat Keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Tembung, 6 Februari 2021
Kepala Madrasah,



Reza Nauli, S.Pd.I

CURRICULUM VITAE

NENI FITRIANI NASUTION

0304163162

Mobile Phone :081372571874

Email :fitrianineni16@gmail.com

PERSONAL INFORMATION



Date of birth :Aek Nabara Tonga, June 1th1998
Adress :Jl. Lintas Sumatera, Desa Gunung, Kec. Ranah Batahan, Kab. Pasaman Barat, Prov. Sumatera Barat
Gender : Female
Religion :Islam
Material Status :Single

EDUCATIONAL BACKGROUND

Universitas Islam Negeri Sumatera Utara	2016 –2020
SMA NEGERI 1 RANAH BATAHAN	2013 –2016
MTS YPP AL-BARKAH GUNUNG TUA	2010 –2013
SD NEGERI 11 RANAH BATAHAN PINTU PADANG	2004 -2010

ORGANIZATION

Ikatan Mahasiswa Pasaman Barat(IMAPASBAR) 2016-2019