



**The Effect of Using PLEASE Strategy on The Students' Achievement in Writing  
Descriptive Paragraph at SMPN 1 Bilah Hulu**

**THESIS**

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*Submitted to Faculty of Tarbiyah and Teacher Training UIN-SU Medan as a partial  
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## ABSTRACT

### **THE EFFECT OF USING PLEASE STRATEGY ON THE STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE PARAGRAPH AT THE SEVENTH GRADE OF SMP N 1 BILAH HULU.**

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Keywords: *PLEASE strategy, Students' achievement, writing descriptive paragraph*

This research was intended to find out the empirical evidence of the students' achievement in writing ability by using PLEASE (pick-list-evaluate-activate-supply-end) strategy at the seventh grade of SMP N 1 Bilah Hulu. This research was experimental research. The population of this research was taken from all seventh grades of SMP N 1 Bilah Hulu. The samples of this research were taken from 31 students of experimental group (class VII-5) and 31 students of control group (class VII-10). The instrument for collecting data was a test. After analyzing the data, the writer got; (1) The students' ability in writing descriptive paragraph by using PLEASE strategy got the mean 83,61 and standard deviation was 6,90; (2) The students' ability in writing descriptive paragraph by using conventional strategy got the mean 59,93 and standard deviation was 8,04. The value of  $t_{\text{observed}}$  was 26,36 and that of  $t_{\text{table}}$  was 2,00. So the value of  $t_{\text{observed}}$  was higher than that of  $t_{\text{table}}$ . It means that there was significant effect of using PLEASE Strategy on the students' achievement in writing descriptive paragraph.

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Medan, 18 July 2018

The Writer

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## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

Language is an important part of human existence and social process that has many function to perform the life of human beings. Language is one an instrument to convey information; it is used to express ideas, feeling, perposes, thoughts, and opinion in written or oral way. Though language, we can share and transfer knowledge, transmit message from one to another, and from generation to the next generation. In short, almost all of human activities are conducted through the use of language.

Allah SWT states in Al-Qur'an Sarah Ibrahim : 4

نُ رَسُوكُمَا إِلَّا رَّ بِّ لِسَانٍ قَوْمِهِ لِيُبَيِّنَ لَهُمُ فَيُضِلُّ اللَّهُ مَن يَشَاءُ وَيَهْدِي مَن يَشَاءُ وَهُوَ  
الْعَزِيزُ الْحَكِيمُ

The meaning: “ *And we never sent a messenger saves with the language of his folk, that he might (the message) clear for them. Then Allah sanded whom He will astray and guided whom He will. He is the Mighty, the Wise*”. (QS.14:4)<sup>1</sup>

Writing is one of the language skills and one activity done by the students. Writing will not be produced without mastering the important components such as grammar, vocabulary and mechanics is suitable for the rule of language available the language itself. Writing should to follow the rule because writing also has rules. By mastering the components of writing itself, someone can writes everything about what she or he to write , such as diary, papers, report, homework, project papers and exercises. This statement is also stated by Harmer “ writing has rules too in which we need to recognize and follow them”.<sup>2</sup> As one skill of the language, writing has important role as the Hughes’s

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<sup>1</sup> Muhammad Marmaduke Pickthall, (2005), the Holy Qur'an Translation in roman Script, (New Delhi, Adam Publisher, p.248

<sup>2</sup> Jeremy Harmer , (2003),*The Practice of English Language Teaching*. Cambridge: Longman, p. 247

statement : writing is also a means of reinforcing other language skills”.<sup>3</sup> It means that before starting to write, someone should know the components of writing itself.

In addition, writing is also a file to explore, to express, to develop ideas, values, and perception. Writing can be essential lifetime skill, in which a skill is because of its multiple uses and function. Reading, vocabulary, and grammar skills are employed in the act of writing.<sup>4</sup> Furthermore, writing is the last one of the goal of learning English that provides opportunities for the students to explore their opinion, to discuss their ideas, and to the share their experience through written form.

There are many kinds of paragraph in composition of language. Descriptive paragraph is one of the various types of composition. It is used to describe ideas and example focused on particular subject. It focuses on describing things that can be seen or heard. Moreover, the word of descriptive is word that can create pictures and impression that appeal not only to the mind, but also to the five senses; sight, sound, smell, taste, and touch.<sup>5</sup> Furthermore, a good description is a word picture; the reader can imagine the object, place, or person in his or her mind.<sup>6</sup> Its means that descriptive paragraph is generally describing Imagination things in many sides whether its sense or form of things.

Writing descriptive paragraph is not easy. The students should follow the generic structure by describing things. In one of the descriptive elements, paragraph is imaginary. It means that similes and metaphors make comparisons to enhance the reader’s understanding of an experience or event.<sup>7</sup> Moreover, it can be a helpful tool to complete descriptive paragraph related to what object or subject which is described.

The teachers use many strategies to apply them in the classroom. For the example is running dictation. Running dictation is an activity that is done in groups. Cohen in Widiyanto (2005:5) states that a small group as running dictation can be away to reach the good learning process. This way can

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<sup>3</sup> Jane B. Hughey, (2003).*Teaching ESL composition: Principle and Techniques*.Massachustts: Newbury House Publishers, inc 1983, p.6.

<sup>4</sup> *Ibid.*,p.6

<sup>5</sup> Schuster and Simon, (2003).*Essay Writing Step-by-step*.London : Kaplan Publishing, p.122.

<sup>6</sup> Alice Oshima and Ann Hogue.*Introduction to Academic Writing*.longman: Pears of Longman, 2007, p.61

<sup>7</sup> Syafi’i, M.S, (2007), *The Effect Paragraph Development*, Pekanbaru : LSBI,p.47

give a good achievement in learning, also in social aspect such as a good interaction among students in the class.<sup>8</sup> Running dictation is not as mean as the dictation itself, but it is a variation activity for teaching English skills, where students can learn in groups, run, tell, write what they have read into their friends in their groups. This is running activity wilol make students feel happy while studying and enjoy the learning process.

When I observe and interview at SMP NEGERI 1 BILAH HULU KAB. LABUHANBATU, I found the information about the teacher. In that school there are sixth English teacher and one of them is Mrs. Sri Kandi Nasution S.Pd. beside that, I found the students got difficulties in writing, especially about writing descriptive paragraph. In the class, the teacher used conventional method. The teacher only explained definition of descriptive paragraph, its function and generic structure are explained in an example on the students' book, the name of book's is " When English Rings a Bell", and then ask them to write a descriptive paragraph. She had taught it clearly, but when she asked them to write a descriptive paragraph, there were students not able to do it. They were not able to express and develop their ideas. Their sentences were also incorrect based on the structure. They use capital letters on the wrong place, and lack of choices of the words.

Based on the symptoms above, I conduct an action research using PLEASE strategy or Pick-List-Evaluate-Activate-Supply-End. PLEASE strategy as one of the strategies to use because this strategy is easy to application and help the students to writing and can increasing the students in learning english. The strategy provides a structure to help students generate and organize ideas and write sentence and paragraphs. It is useful because it provides cues to help students with inability of remembering and applying activities involved in the process of planning and writing.<sup>9</sup>

By using this strategy, the students are hopefully able to write clearly, especially in writing descriptive paragraph. Based on symptoms above, thus I am interested in investigating these problems by conducting a research

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<sup>8</sup> <http://ejournal.unp.ac.id/index.php/jps/article/view/1947>

<sup>9</sup> Welch, M. *The PLEASE Strategy: A Metacognitive Learning Strategy for Improving the Paragraph Writing of Students with MidLearning Disabilities. Learning Disability Quarterly*, 1992, p.15(2), 119-128.

## **B. Identification of The Problem**

Based on my preliminary research before at the SMP NEGERI 1 BILAH HULU KAB.LABUHANBATU I found some problems, it can be as following symptoms :

- a. A certain number of the students are not able to express their ideas in descriptive paragraph well.
- b. A certain number of the students are not able to write descriptive paragraph that contains identification and description.
- c. A certain number of the students are not able to use correct grammatical order in descriptive paragraph.
- d. A certain number of the students are not able to describe a particular person, place or thing, although they have studied about descriptive paragraph.
- e. A certain number of the students do not have enough vocabulary to develop their ideas while writing descriptive paragraph.
- f. A certain number of the students are not able to choose vocabulary appropriately in writing descriptive paragraph.
- g. A certain number of the students are not able write their ideas without digressions in writing descriptive paragraph.

## **C. Limitation of the Study**

Based on the identification of the problem above, the problem is focused on the effect of using PLEASE strategy and without using PLEASE strategy in writing descriptive paragraph at the seventh grade of SMPN 1 Bilah Hulu.

## **D. Formulation of the Problem**

Based on the problem limited above, I formulate the formulation of the problem in the following research questions as follows:

1. What is the strength and weakness of using PLEASE strategy in writing descriptive paragraph?
2. Is there any significant difference between conditions of using PLEASE strategy toward students' writing ability on descriptive paragraph ?

#### **E. Objective of The Study**

1. To find out the information about strength and weakness of using PLEASE strategy in writing descriptive paragraph.
2. To find out the information about the difference between conditions of using PLEASE strategy toward students writing ability on descriptive paragraph.

#### **F. Significances of The Study**

1. To find out the significant difference between condition of using PLEASE strategy toward students' writing ability on descriptive paragraph.
2. To conduct and enlarge the writer's in sight and knowledge dealings with the research.
3. To complete the writer's task in fulfilling the writer's requirements for undergraduate degree in English Education Department of Education and Teacher Training of UIN SUMATERA UTARA.

## **CHAPTER II**

### **REVIEW AND LITERATURE**

#### **A. Theoretical Framework**

In conducting the research, the theories are needed to explain some concepts applies concerning in to the research. The term has to be classified to prevent the confusion. In the following part, the theoretical explanation on the terms used in this research would be presented.

##### **A.1. Achievement**

Achievement performance in a standardized series of tests, usually educational. Age the chronological corresponding to any particular level on scale of achievement tests, quotient the ratio of the achievement age to the chronological age of the individual tested, expressed as a percentage. Tests constructed and standardized, to measure proficiency in school subjects. In all cases accomplishment is sometimes used in place of achievement.<sup>10</sup> Student's achievement can be defined as a thing that the students have done successfully by using their own efforts of the scores that the students' achievement in the research is indicated in the form of the scores that students get. The scores are determined based on the cognitive, affective, and psychomotor domains

##### **A.2. Writing**

###### **A.2.1. Definition of Writing**

Writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencils, pens, typewriters and computers.

According to Harmer writing is one of the four skills in English. Writing is considered as the productive skill since it allows the language user to produce texts. Writing (as one of the four skills of

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<sup>10</sup> Harverd Wallerstein, *a Dictionary of psychology*, Austria, Penguin Books 1974.p,9.

listening, speaking, reading and writing) has always formed part of the syllabus in the teaching of English.<sup>11</sup> Writing is one of the skills which must be acquired in language learning. Experience, events, stories and ideas can be expressed through writing. Writing is very important by the reason that it helps us to communicate with others. Moreover, writing as a process of communication. In the process of writing, people give full shape to their thoughts, their feelings and even their values. Writing is also a process of self-discovering of what we are and what you are thinking.

Writing is a skill, the skill of writing itself includes into four general components or main areas:

1. Grammatical skills : the ability to write the correct sentence
2. Stylistic skills : the ability to manipulate sentences and paragraphs and use language actively.
3. Mechanical skills : the ability to use correctly those conventions peculiar to written language.  
Eg. Punctuation, spelling.
4. Judgment skills : the ability to write in an appropriate manner for particular purpose with the audience in mind, together with the ability to select, organize and other relevant information.<sup>12</sup>

### **A.2.2. Writing process**

In actuality, the writing process is not a highly organized linear process, but rather a continual movement between the different steps of the writing model. There are many models of writing process. The writing process is a systematic approach to writing that includes prewriting, drafting, revising, editing, and publishing.

#### **a. Stage I: prewriting**

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<sup>11</sup> Jeremy Harmer. 2007. *How to Teach Writing*. Malaysia: Longman . p. 31

Prewriting is anything you do before you write a draft of your document. It includes thinking. Taking notes, talking to others, brainstorming, outlining, and gathering information. (e.g. interviewing people, researching in the library, assessing data).

Although prewriting is the first activity you engage in, generating ideas is an activity that throughout the writing process. Prewriting is freely exploring topics, choosing topic, and beginning to gather and organize details before you write.

#### b. stage II : Drafting

Drafting occurs when you put your ideas into sentence and paragraphs. Here you concentrate upon explaining and supporting your ideas fully . here you also begin to connect your ideas. In this stage, do not pay attention to such things as spelling at this stage. A draft is a work in progress.

#### c. Stage III. Revising

Revision is the key to effective documents. Here you think more deeply about your readers' needs and expectations. The document becomes reader centered. How much support will each idea need to convince your readers? Is your organization effective?

All this stage you also refine your prose, making each sentence as concise and accurate as possible. Make connections between ideas explicit and clear . you can make decisions about revising your writing.

1. Revising your sentence, revising overall structure
2. Revising your paragraph; evaluating coherence
3. Revising your words chaise

#### c. Stage IV: Editing and Proofreading

These are broad categories for proofreading :

1. Check for such things as grammar, mechanic, and spelling

2. Check the fact : if your writing includes details, be sure you have included the information correctly.
3. Confirm legibility: if you have written your final draft , make dare that each word is legible.

#### d. Stage V : Publishing

The final step of the writing process is publishing this means different things depending on the piece you are working on.

1. Bloggers need to upload, format and post their piece of completed work.
2. Students need to produce a final copy of their work, in the correct formal. This often means adding a bibliography, ensuring that citations are correct, and details such as your students reference number.
3. Journalist need to submit their piece (usually called “copy”) to an editor , again, there will be a certain format for this .
4. Fiction writers may be sending their story to a magazine or competition. Check guidelines carefully, and make sure you follow them. If you have written a novel , look for an agent who represents your genre.

In the teaching of writing we can focus on the product of that writing or on the writing process itself. When concentrating on the product we are only interested in the aim of a task and in the end product. Those who advocate a process approach to writing, however , pay attention to the various stages that any piece of writing goes through. By spending time with learners on prewriting phases, editing, redrafting and finally “publishing” their work, a process approach aim to get to the heart of the various skills that should be employed when writing.<sup>13</sup>

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<sup>13</sup> Jeremy Harmer, (2003), *The Practice of English Language Teaching*.2003,p.257

### A. 3. Paragraph

A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. A paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly.<sup>14</sup>

According to Saharan, paragraph is a piece of written text which contains several sentences.<sup>15</sup> It is a basic unit of organizing in writing in which a group of related sentences develops one main idea.

A paragraph is a unit of information in writing that unified by a central idea. A paragraph considered good only if the reader completely understand the unit of information it contains and if its central idea is completely developed. This central idea is usually stated in a topic sentence. Every sentence in the paragraph must help develop the topic sentence. A paragraph is made up of three kinds of sentences that develop the writer's main idea, opinion or feeling about a topic. These sentences are :

1. Topic sentence

Topic sentence is the most general statement of the paragraph. It is key sentence because it names the topic and the central idea: the writer's main idea, opinion, or feeling about the topic.

2. Supporting sentence

Supporting sentence consists of two kinds : major supporting sentence is a sentence that directly supports the idea impressed in the topic sentence . a minor supporting sentence directly supports the major supporting and at the same time directly supports the topic sentence.

3. Concluding sentence

Concluding sentence is like the topic sentence because both are the general statement. The concluding sentence can be written like topic sentence but in different words.

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<sup>14</sup> Oshima and Hogue Ann, *op.cit.*, p. 16

<sup>15</sup> Sanggam Siahaan,( 2008), *The English Paragraph*, (Yogyakarta : Graha Ilmu , p.5

According to Syafi'i<sup>16</sup>, there are four characteristics of a good paragraph :

a. Unity

Unity is important for a paragraph to have unity, which means that all of the sentences in it discuss only one main idea.

b. Coherence

Coherence means that the part of the paragraph are logically connected. One way to achieve coherence is through the use of transitional signals.

c. Capitalization and punctuation

a) Capitalization

in English, there are many rules for using capital letters. Here are some important rules for capitalization.

- a. Capitalization the first letter of the first word of sentence.
- b. Capitalize the pronoun
- c. Capitalize all proper nouns.

b) Punctuation

Punctuation is necessary to make sentence meaning clear, the meanings of the two sentences are different.

d. Comma rules

Comma rules are used within a sentence.

By knowing the components and the characters of a good paragraph, the students can write a good paragraph , especially in writing a descriptive paragraph.

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<sup>16</sup> Syafi'I, M.S, et al., Op.Cit, p.1

### A.3.1. Descriptive Paragraph

“The paragraph appeals to the sense, so it tells how something looks, feels, smells, tastes, and sounds. A description usually follows a pattern of organization that we call spatial order. Spatial order is the arrangement of things in space.”<sup>17</sup> It means that writing descriptive paragraph is an activity that the students do expressing their ideas to entertain or amuse the reader. It is one kind of the paragraph that’s about something, describe thing, someone and the other.

Descriptive paragraph is one of the kinds of writing. The word descriptive paragraph can be defined as describing something. A writer in descriptive paragraph uses details to tell how a subject looks, sounds, smells, tastes, or feels. Moreover, the essay should make the reader respond to what he or she is reading.<sup>18</sup> Thus, a descriptive paragraph is the one that describes a person, place, or object. When you describe someone or something, do it as vivid and real as possible. It means that you can do it by observing and recoding specific details of the person place or object that attract to your reader’s senses.

In writing descriptive paragraph, the writer should know about the concept of writing descriptive paragraph. The concept of writing descriptive paragraph includes generic structures of descriptive paragraph are as follow :

#### a. identification

Identification is a part in which you identify or write the recognition moreover, it can be a general statement about place, person, or thing that you want to describe.

#### b. Descriptions

description is vivid detail or place, person, or thing that you want to describe so that the reader can easily imagine or picture the descriptions, or they can feel that they involve in their experience.

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<sup>17</sup> Alice Oshima and Ann Hogue.Loc.Cit.p.61.

<sup>18</sup> Alice Savage and Patricia Mayer, (2005), *Effective Academic Writing 2*, Oxford: Oxford University Press, p. 33.

c. conclusion

the last part of descriptive paragraph is optional (may be included or not). In this part, we conclude the paragraph or restate the identification or general statement .

The language features as follows:

- a. Use of simple present tense
- b. Use of action verb
- c. Use of specific participant.<sup>19</sup>

By knowing both of the concepts in writing descriptive paragraph, the students as writer can adapt the concept into their writing. It helps them in arranging their descriptive paragraph well. The more students know about descriptive paragraph, the concepts, the more they will have good ability in writing descriptive paragraph.

#### **A.4. Strategy**

##### **A.4.1. Definition of Strategy**

Strategy is all these it is perspective, position, plan and pattern. Strategy is the bridge between policy or high-order goals on the one hand and tactics or concrete actions on the other. Strategy and tactics together straddle the gap between ends and means. In short, strategy is a term that refers to a complex web of thoughts, ideas, insights, experiences, goals, expertise, memories, perceptions, and expectations that provides general guidance for specific actions in pursuit of particular ends. Strategy is at once the course we chart, the journey we image and, at the same time, it is the course we steer, the trip we actually make. Even when we embarking on a voyage of discovery, with no particular destination in mind, the voyage has a perposes, an outcome, and an end to be kept in view.<sup>20</sup>

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<sup>19</sup> Mukarto . (2007), *English on Sky for Junior High School students Year VIII*. Penerbit Erlangga : Jakarta . p. 19

<sup>20</sup> Fred Nickols.*Strategy*, (2012), *Defenition and Meaning* . Distance Consulting.LLC..p.6

Douglas states in his book that strategy is method of approaching a problem or task, model of operation for achieving particular end, planned design for controlling and manipulating certain information . they are contextualized “ battle plans” that might very form moment to moment, or day to day or year to year. Each of us has alternative to solve the problem and choose one solution to finding the problem.<sup>21</sup>

According to the explanation above, the writer can conclude the strategy means an accurate plan about activity to get a particular purpose, or tactics how to get that purpose. There are some many strategies that can be used in teaching –learning process. But we must use the strategy that appropriate with our material . by applying the suitable strategy the students will be easier to understand what the teacher conveys.

It suitable with Allah says in An-Nahl verse 125 in Holy Qur'an.

رَبِّكَ بِاللَّيْلِ لِكُلِّ نَفْسٍ سَوِيَّةٍ وَ عِظَةِ الْحَسَنَةِ وَ جَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ لِيَ لَبُؤًا أَعْلَمُ  
بِمَن ضَلَّ عَنْ سَبِيلِهِ وَ هُوَ أَعْلَمُ بِالْمُهْتَدِينَ

*The meaning : “Call into the way of the Lord with wisdom and fair exhortation, and reason with them in the better way. Lo! thy Lord is Best Aware of him who strayed from His way, and He is Best Aware of those who go right.”*

In this verse above Allah tells His apostles that provides learning is done with good teaching, which received gently by the human heart but memorable in their hearts. Learning is boredom when the students always cause anxiety and fear in the human soul. To avoid boredom in learning , Rasulullah inserts funny strategy, so the boredom cannot happen.

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<sup>21</sup> H.Douglas Brown. (2000), *Principle of Language Learning and Teaching* . (Sanfransico: Longman) p.113

## **A.5. The PLEASE ( Pick-List-Evaluate-Activate-Supply-End) Strategy**

### **A.5.1. Definition of PLEASE Strategy**

According to Graham, PLEASE strategy is a plan and write a paragraph containing a topic sentence, supporting sentences/details and a concluding sentence/statement.<sup>22</sup>in addition, Akincilir (2010:53) tells that PLEASE strategy is effective for improving the students' ability in writing paragraph<sup>23</sup>. This strategy consists of six words, they are:

#### **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.

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<sup>22</sup> Stave Graham, Karen R. Harris. ( 2005), *Writing Better : Effective Strategies for Teaching Students with Learning Difficulties* .Paul. H. Brookes Publishing : Maryland..p.4

<sup>23</sup> Mona lisa and Refnaldi (2013), *Journal of English Language Teaching*, Vol.1 No. 2, Serie E

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

1. 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.

#### **A.5.2. 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 writer s

figure out what to write about. Many things qualify as prewriting activities.”<sup>24</sup> 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 .
- c. It is suitable for all of genres/kinds of paragraph.<sup>25</sup>
- 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.

### **A.5.3. 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

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<sup>24</sup> Steve Peha. (2003), *The Writing Teacher’s Guide*. Teaching That Makes Sense, inc.,p.3

<sup>25</sup> Steve Graham, Op.Cit.p.4

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.<sup>26</sup>

## **B. Related Study**

According to Syafi'I, related study is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself.<sup>27</sup> In this project paper, the writer only chooses several relevant researches related to writer's research.

1. The research was conducted by Siti Munawaroh which entitled" The Effect of Using Preparing-Organizing-Writing-Editing-Rewriting (POWER) Strategy toward ability in writing

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<sup>26</sup> Flo Brokop and Bill Persall. (2009), *Writing Strategies for Learners who are Deaf*.Edmonton.NorQuest College..p.21

<sup>27</sup> Syafi'i, (2001), *From Paragraphs to Research Report : A Writing of English for Academic Purposes*, Pekanbaru : LBSI, P. 122

descriptive paragraph of the first year students at MTs Al-Istiqomah . 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 paragraph before and after by using POWER strategy of the first year of MTs Al-Istiqomah .

2. The research was conducted by NI Made Dwi Indah Yani which entitled “ the Effect of PLEASE Startegy Upon Students' Writing Ability at the Eighth Grade of SMP Negeri 1 Tabanan in Academic Year 2010/2011. This research was designed by using posttest only control group designed. There were two groups of sample in this research , which were selected by cluster random sampling. The result of this study showed the experimental group performed better in writing rather than in control group. It was proven by the result of their posttest. The descriptive statistic analysis showed that the mean score of experimental (74,87) was higher than control group was (67,90). It means that the experimental group is homogenous than those in control group. The standard deviation of experimental group was (9,21) and the control group was (9,89). It means that the experimental group is homogenous than those in control group. the inferential analysis show that  $t_{obs}$  was (2,962). It was higher than the value of  $t_{cv}$  at 1.96 ( $P= 0,05$ ) with  $df$  64. It could be seen that the significance value of two value of .003 (less than. 05). It can be concluded that the null hypothesis ( $H_0$ ) used in the study was rejected. It means that there was significance difference in writing ability of grade VIII students of SMP Negeri 1 Tabanan between those whose who were taught by using “PLEASE” strategy and those who were taught by using conventional writing technique.<sup>28</sup>

### **C. Conceptual Framework**

Writing is one of four skills, besides listening, reading, and speaking . writing is the most popular and prevalent method of creating connections among people. As a means of building links between individuals and within communities, writing service as the flexible foundation for almost

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<sup>28</sup>Ni Made Dwi Yani. 2011. Unpublished.

every type of communication media, print, video, audio, speech and interactive web media all begin in writing.

A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. A paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly.

Descriptive paragraph is one of the kinds of writing. The word descriptive paragraph can be defined as describing something. A writer in descriptive paragraph uses details to tell how a subject looks, sounds, smells, tastes, or feels. Moreover, the essay should make the reader respond to what he or she is reading. In addition, Karim in Syafi'i et al stated that "descriptive paragraph is a verbal of a person, place, or object." Thus, a description paragraph is the one that describes a person, place, or object.

Strategy is all these it is perspective, position, plan and pattern. Strategy is the bridge between policy or high-order goals on the one hand and tactics or concrete actions on the other. Strategy and tactics together straddle the gap between ends and means. In short, strategy is a term that refers to a complex web of thoughts, ideas, insights, experiences, goals, expertise, memories, perceptions, and expectations that provides general guidance for specific actions in pursuit of particular ends.

PLEASE strategy is a plan and write a paragraph containing a topic sentence, supporting sentences/details and a concluding sentence/statement. In addition, Welch, M and Link D.P. stated that the PLEASE strategy is one of the writing strategies. It helps students to improve their writing ability. 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 into help the students' writing, especially in writing descriptive paragraph.

#### **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 paragraph

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

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The research will be conducted by using experimental design which find the effect of independent variable on the dependent variable. There are two groups of students namely control group and experimental group.

This research is conducted randomly group, post-test design. In this design, the subject is assigned to the experimental group and control groups by random method and both of them are given post-test. The treatment is introduced only to experimental subject after measuring the two groups. The experimental group is treated by using PLEASE Strategy while the control group is treated without PLEASE Strategy. The post-test is given after the treatment. The average difference post-test is found for each group and these average differences scores are compared in order to certain whether the experimental treatment produced a greater change than the control group.

The experimental design in this study is :

**Table 1. Design of the Research**

Group	Pre-test	Treatment	Post-test	Class
Experimental Group	✓	PLEASE strategy	✓	VII-5
Control Group	✓	Conventional method	✓	VII-10

## B. Location of The Research

The research will be conducted at SMP NEGERI 1 BILAH HULU . The location of research is on Pendidikan Street, N VI kec.Bilah Hulu. Kab.Labuhanbatu.

## C. Population and Sample

### C.1. Population

Population are the objects will be researched.<sup>29</sup> The population of this research is the first years students' of SMP N 1 Bilah Hulu. There are ten classes of the first years in that school. The total number of the first year students at SMP N 1 BILAH HULU is 327 students.

**Table 2. Total Number of the Population**

NO	CLASS	AMOUNT
1	VII-1	32
2	VII-2	39
3	VII-3	32
4	VII-4	32
5	VII-5	31
6	VII-6	32
7	VII-7	32
8	VII-8	32
9	VII-9	32
10	VII-10	31
TOTAL		325

*Source : Data was taken from SMP N 1 BILAH HULU*

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<sup>29</sup> Syahrums and salim,(2011), *Metodologi Penelitian Kualitatif*, (Bandung: cita pustaka media, p.113)

## C.2. Sample

Based on the total population above, the population is large enough to be all taken as sample of the research. Any location within which we find an intact group of similar characteristic (population members) is a cluster.<sup>30</sup> Cluster sampling is most useful when the population is very large. It is also a feasible method to select the sample and provide the writer where the educational writer frequently cannot select and assign individual participants. Based on the limitation of the research, I took only two classes after doing clustering sample randomly. According to Gay, cluster sampling randomly selects group, not individuals. All the members of selected groups have similar characteristics.<sup>31</sup> It means that the students have been taught by the same materials based on the same syllabus. Therefore, I took two classes to represent the population having similar characteristics.

The similar characteristics intended for both of class are : the students are taught by the same teacher of English, the students have the same level, and the students have the same material about learning of writing.

So I selected two classes of students to be taken as samples, that consist of 71 students, they are VII-1 as the control class and VII-2 as the experimental class. The following table presented how sample is:

**Table 3. The Number of Sample at the First year Students of SMP N 1 BILAH HULU**

NO	CLASS	AMOUNT
1	VII-5 (Experimental Group)	31
2	VII-10 (Control Group)	31
TOTAL		62

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<sup>30</sup> L.R. Gay and Peter Airasian, (2000), *Educational Research Competencies for Analysis and Application: Sixth Edition*, New Jersey : Prentice-Hall,inc, p.129

<sup>31</sup> Ibid, p.129

#### D. Instrument of Collecting Data

For collecting data, a writing test was used as the instrument. The test is administered to the students in both experimental and control group. they are pre-test and post-test. The design of the test is in essay form. The students are instructed to write a descriptive paragraph based on the topic given by writer. The test is given to both groups; experimental and control group. the students' achievement in learning descriptive paragraph is analyzed by the collecting data in the test.

#### E. Scoring the Data

In scoring the written test, the cumulative score ranging from 0-100. To know the students achievement in writing ability, there are some criteria that is considered. According to Brown there are five scoring components scale name: content, organization, vocabulary, language use and mechanics.<sup>32</sup>

Those specific criteria are described in detail in the following stages:

**Table 4. Score of the Test**

Score	Content	Organization	Vocabulary	Language Use	Mechanics
18-20	Very good to excellent: knowledgeable, substantive through development of	Very good to excellent : fluent expression, idea clearly stated, well	Very good to excellent: sophisticated range, effective word and usage, word form	Very good to excellent: demonstrate mastery of conversations	Very good to excellent : demonstrate mastery of conversations-

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<sup>32</sup>Arthur Hughes, (2003), *Testing for Language Teachers (Second Edition)*, Cambridge: Cambridge University Press, p. 104.

	topic sentence  relevant to assigned  topic.	organized, logical  sequencing and  cohesive.	mastery, appropriate  register.	few errors  spelling,  punctuation,  capitalization,  writing  sentence	few errors  spelling,  punctuation,  capitalization,  writing  sentence.
14-17	Average to good :  some knowledge  able to subject  adequate range,  limited  development of  topic, sentence  mostly relevant to  topic but lack detail	Average to good :  somewhat  choppy, loosely  organized but  main ideas stand  out.	Average to good :  adequate range,  occasional errors of  meaning not  obscured.	Average to  good : effective  but simple  construction  several errors of  agreement,  tense, number,  word  order/function  word, articles,  pronouns and  preposition.	Good to very  good :  occasional  errors of  spelling  punctuation,  capitalization,  writing  sentences but  meaning not  obscured.
10-13	Poor to fair :  limited knowledge  of subject, little  substance  inadequate  development topic.	Poor to fair : non-  fluent ideas  confused or  disconnected, lack  logical  sequencing and  development.	Poor to fair : limited  range, frequent errors  of word idiom,  choice, usage but  meaning confused  and obscured.	Poor to fair :  major problem  in simple  complex  construction,  frequent errors  of negation  agreement,  number, etc.	Poor to fair :  frequent errors  of punctuation,  capitalization,  writing  sentences,  poor hand  writing.

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.
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## F. Instrument of Research

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

### b. 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.

### c. 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 for Analyzing Data

In this research the data will be obtained from the experimental and control class. To significantly whether there was effect of PLEASE Strategy on the students' achievement in writing descriptive paragraph, the writer should do requirement test at the first by using normality and homogeneity test.

### 1. Normality Test

Normality test use to determine if a data set is well-modelled 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 :

$$z_i = \frac{x - \bar{x}}{s}$$

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 :

$$F = \frac{\text{The biggest variants}}{\text{the smallest variants}}$$

Here in after compare with the table F.

Its criterion if  $F_{count} < F_{table}$ , 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 hyphothesis

$H_o$  : null hyphothesis

$\mu_x$  : the mean score of the students' teach by using PLEASE strategy

$\mu_y$  : the mean score of students' teach by using conventional method.

## **CHAPTER IV**

### **RESEARCH FINDING AND ANALYSIS**

#### **A. Research Finding**

The results of hypothesis data of this research showed that there was significant effect between the students' achievement in writing descriptive paragraph by using PLEASE strategy and the students' achievement in writing descriptive paragraph without using PLEASE strategy. PLEASE strategy was good strategy on the students' achievement in writing descriptive paragraph. It can be seen from the result of the students' score who were taught by using PLEASE strategy. PLEASE strategy had strength in teaching writing descriptive paragraph. This strategy helped the students to plan what they were going to write from the pre writing activity, helped to generate their idea while writing and how to revised their writing. Moreover, PLEASE strategy helped the students to write independently because it could influence the students to find their own topic and ideas about what they would write. However, this strategy also had weakness such as; the first, the students were difficulties to write with good grammatical because in this strategy did not teach good grammatical. The second, they would quickly get bored because this strategy was monotonous.

#### **B. Data Description**

This study was conducted by applying an experimental research. There were two groups in this research, namely experimental and control group. This research applied a reading text which the total scores 100. The pre test was given before the treatment and the post test was given after the treatment. The write gave the treatment to students' in the experimental group by using PLEASE strategy while control group without using PLEASE strategy.

After conducting the research, the research got the data of students' scores in pre test and post test from both experimental and control group.

**Table 5. The Score of Pre Test and Post Test of Experimental Group.**

No	Students' initial	Scores	
		pre test	post test
1	ADH	45	70
2	AA	51	86
3	APA	45	70
4	AIF	51	70
5	ARD	56	78
6	BAS	60	86
7	BA	56	86
8	BAO	60	85
9	CN	60	90
10	DRA	60	89
11	DMR	68	89
12	FA	51	78
13	GAS	59	85
14	IA	70	92
15	MAZW	70	90
16	NWZ	60	86
17	NPS	68	89
18	RP	51	86
19	RTA	59	89
20	RP	59	85
21	RAM	45	78
22	SPR	51	89
23	SNS	51	86
24	SL	56	89
25	VT	45	85
26	WS	51	85

27	WW	45	86
28	YAW	45	70
29	YAW	51	89
30	YA	45	70
31	NP	51	86
	TOTAL	1695	2592
	MEAN	54.67741935	83.61290323

Based on the table above, the students' achievement in reading text in experimental group showed the lowest score pre test was 45, and the highest score of pre test was 70 and the mean of pre test was 54,67. On the other hand the lowest score of post test was 70, and the highest score of post test was 92 and the mean of post test was 83, 61.

**Table 6. The score of Pre Test and Post Test of Control Group**

No	students' initial	Score	
		pre test	post test
1	AD	40	50
2	APP	45	55
3	AF	62	71
4	AS	50	55
5	AP	45	55
6	AK	60	70
7	AMS	50	70
8	CAS	52	60
9	DAL	60	70
10	DF	60	70
11	DAS	40	55
12	EZ	45	50
13	ES	40	50

14	FWL	45	55
15	GH	60	71
16	GR	50	65
17	HAP	45	53
18	HS	40	50
19	JL	40	55
20	LF	50	65
21	NN	45	60
22	NRP	52	70
23	NS	54	65
24	NMP	40	53
25	NAR	45	50
26	PA	50	65
27	PNF	45	55
28	PSN	62	70
29	RF	40	50
30	RTC	45	55
31	RP	60	70
	TOTAL	1517	1858
	MEAN	48.93548387	59.93548387

From the table above, the students' score in reading text in control group showed the lowest score of pre test was 40, and the highest score of pre test was 62 and the mean of pre test 48,93. On the other hand the lowest score of post test was 50, and the highest score of post test was 71 and the mean of post test 59,93.

Based on the explanation above, it shows that the students' score in experimental group was higher than students' score in control group, where in pre test (54,67) and the score in post test

(83,61.). The total score of the mean score in experimental and control group showed that there was significant effect in improvement of students' score between pre test and post test.

### C. Analysis Requirement Testing

#### C.1 Normality Testing

Normality testing used to determine if a data set is well-modeled by normal distribution and to compare how likely it is for a random variable underlying the data set to be normally distributed.

##### 1.1. Normality Testing of Experimental Group

**Table 7. Frequency Distribution of Pre Test in Experimental Group**

No	Xi	Fi	FiXi	Xi <sup>2</sup>	FiXi <sup>2</sup>
1	45	7	315	2025	14175
2	51	9	459	2601	23409
3	56	3	168	3136	9408
4	59	3	177	3481	10443
5	60	5	300	3600	18000
6	68	2	136	4624	9248
7	70	2	140	4900	9800
TOTAL		31	1695	24367	94483

Based on the data above, the result of FiXi<sup>2</sup> is 94483 and FiXi is 1695.

Then the following is the calculation of mean, variant and standard deviation.

##### a. Mean

$$\bar{x} = \frac{\sum f_i X_i}{\sum f_i}$$

**Where:**  $\bar{x}$  = Mean of Variable x

$\sum FiXi$  = Total number of score

$\sum Fi$  = Number of sample

So,

$$\bar{x} = \frac{\sum fiXi}{\sum fi}$$

$$= \frac{1695}{31}$$

$$= 54,67$$

#### **b. Variant**

Where :

$S^2$  = variant

N = Number of sample

So'

$$S^2 = \frac{N \sum FiXi^2 - (\sum FiXi)^2}{N(N-1)}$$

$$= \frac{31 \times 94483 - (1695)^2}{31(31-1)}$$

$$= \frac{2928973 - 2873025}{930}$$

$$= \frac{55948}{930}$$

$$= 60,15$$

#### **c. Standard Deviation**

$$S = \sqrt{S^2}$$

$$= \sqrt{60,15}$$

$$= 7,755$$

After getting the calculation of mean, variant and standard deviation, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality reading text can be seen in the following table:

**Table 8. Normality Testing of Pre Test in Experimental Group**

No	Score (Zi)	F	Fkum	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	45	7	7	-1.24	0.1075	0.2258	-0.1183
2	45	7	7	-1.24	0.1075	0.2258	-0.1183
3	45	7	7	-1.24	0.1075	0.2258	-0.1183
4	45	7	7	-1.24	0.1075	0.2258	-0.1183
5	45	7	7	-1.24	0.1075	0.2258	-0.1183
6	45	7	7	-1.24	0.1075	0.2258	-0.1183
7	45	7	7	-1.24	0.1075	0.2258	-0.1183
8	51	9	16	-0.47	0.3192	0.5161	-0.1969
9	51	9	16	-0.47	0.3192	0.5161	-0.1969
10	51	9	16	-0.47	0.3192	0.5161	-0.1969
11	51	9	16	-0.47	0.3192	0.5161	-0.1969
12	51	9	16	-0.47	0.3192	0.5161	-0.1969
13	51	9	16	-0.47	0.3192	0.5161	-0.1969
14	51	9	16	-0.47	0.3192	0.5161	-0.1969
15	51	9	16	-0.47	0.3192	0.5161	-0.1969
16	51	9	16	-0.47	0.3192	0.5161	-0.1969
17	56	3	19	0.17	0.5675	0.6129	-0.0454
18	56	3	19	0.17	0.5675	0.6129	-0.0454
19	56	3	19	0.17	0.5675	0.6129	-0.0454
20	59	3	22	0.55	0.7088	0.7096	-0.0008
21	59	3	22	0.55	0.7088	0.7096	-0.0008
22	59	3	22	0.55	0.7088	0.7096	-0.0008

23	60	5	27	0.68	0.7517	0.8709	-0.1192
24	60	5	27	0.68	0.7517	0.8709	-0.1192
25	60	5	27	0.68	0.7517	0.8709	-0.1192
26	60	5	27	0.68	0.7517	0.8709	-0.1192
27	60	5	27	0.68	0.7517	0.8709	-0.1192
28	68	2	29	1.72	0.9573	0.9354	0,0219
29	68	2	29	1.72	0.9573	0.9354	0,0219
30	70	2	31	1.97	0.9756	1	-0.0244
31	70	2	31	1.97	0.9756	1	-0.0244
Total	1695	Lo = 0,0219					
Mean	54.67742	Lt = 0,1591					

**a. Finding Z score**

$$\text{Formula: } Zi\ 1 = \frac{xi - \bar{x}}{s}$$

$$Zi\ 1 = \frac{45-54,67}{7,75} = -1,24$$

$$Zi\ 2 = \frac{51-54,67}{7,75} = -0,47$$

$$Zi\ 3 = \frac{56-54,67}{7,75} = 0,17$$

$$Zi\ 4 = \frac{59-54,67}{7,75} = 0,55$$

$$Zi\ 5 = \frac{60-54,67}{7,75} = 0,68$$

$$Zi\ 6 = \frac{68-54,67}{7,75} = 1,72$$

$$Zi\ 7 = \frac{70-54,67}{7,75} = 1,97$$

**B. Finding S(Zi)**

$$S(Z_i) = \frac{F_{kum}}{N}$$

$$S(Z_i) = \frac{7}{31} = 0,2258$$

$$S(Z_i) = \frac{16}{31} = 0,5161$$

$$S(Z_i) = \frac{19}{31} = 0,6129$$

$$S(Z_i) = \frac{22}{31} = 0,7096$$

$$S(Z_i) = \frac{27}{31} = 0,8709$$

$$S(Z_i) = \frac{29}{31} = 0,9354$$

$$S(Z_i) = \frac{31}{31} = 1$$

From the table above, it can be seen that Liliefors observation or  $Lo = -0,0219$  with  $n = 31$  and at real level  $\alpha = 0,05$  from the list of critical value of Liliefors table  $Lt = 1.161$ . It is known that the coefficient of  $Lo (0,0219) < Lt (1,161)$ . So it can concluded that the data distribution of the students' ability in writing paragraph text normal.

**Table 9. Frequency Distribution of Post Test in Experimental Group**

No	Xi	Fi	FiXi	Xi <sup>2</sup>	FiXi <sup>2</sup>
1	70	5	350	4900	24500
2	78	3	234	6084	18252
3	85	5	425	7225	36125
4	86	8	688	7396	59168
5	89	7	623	7921	55447
6	90	2	180	8100	16200
7	92	1	92	8464	8464
TOTAL		31	2592	50090	218156

from the data above, the result of  $\sum f_i X_i^2$  is 218156 and  $\sum f_i X_i$  2592. Then the following is the calculation of mean, variant and standard deviation.

**a. Mean**

$$\bar{x} = \frac{\sum f_i X_i}{\sum f_i}$$

Where:

$$\bar{x} = \frac{\sum f_i X_i}{\sum f_i}$$

**Where:**  $\bar{x}$  = Mean of Variable x

$\sum f_i X_i$  = Total number of score

$\sum f_i$  = Number of sample

So,

$$\bar{x} = \frac{\sum f_i X_i}{\sum f_i}$$

$$= \frac{2592}{31}$$

$$= 83,61$$

**b. Variant**

Where :

$$S^2 = \text{variant}$$

N = Number of sample

So'

$$S^2 = \frac{N \sum f_i X_i^2 - (\sum f_i X_i)^2}{N(N-1)}$$

$$= \frac{31 \times 218156 - (2592)^2}{31(31-1)}$$

$$= \frac{6762836 - 6718464}{930}$$

$$= \frac{44372}{930}$$

$$= 47,71$$

### c. Standard Deviation

$$S = \sqrt{S^2}$$

$$= \sqrt{47,71} = 6,90$$

After getting the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. It means that the test was given to the students' is observed by Liliefors test. The calculation of normality reading text can be seen in the following table:

**Table 10. Normality Testing of Post Test in Exprimental Group**

No	Score (Zi)	F	Fkum	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	70	5	5	-1.97	0.0244	0.1612	-0.1368
2	70	5	5	-1.97	0.0244	0.1612	-0.1368
3	70	5	5	-1.97	0.0244	0.1612	-0.1368
4	70	5	5	-1.97	0.0244	0.1612	-0.1368
5	70	5	5	-1.97	0.0244	0.1612	-0.1368
6	78	3	8	-0.81	0.209	0.258	-0.049
7	78	3	8	-0.81	0.209	0.258	-0.049
8	78	3	8	-0.81	0.209	0.258	-0.049
9	85	5	13	0.2	0.4207	0.4193	0.0014
10	85	5	13	0.2	0.4207	0.4193	0.0014
11	85	5	13	0.2	0.4207	0.4193	0.0014
12	85	5	13	0.2	0.4207	0.4193	0.0014

13	85	5	13	0.2	0.4207	0.4193	0.0014
14	86	8	21	0.34	0.6331	0.6774	-0.0443
15	86	8	21	0.34	0.6331	0.6774	-0.0443
16	86	8	21	0.34	0.6331	0.6774	-0.0443
17	86	8	21	0.34	0.6331	0.6774	-0.0443
18	86	8	21	0.34	0.6331	0.6774	-0.0443
19	86	8	21	0.34	0.6331	0.6774	-0.0443
20	86	8	21	0.34	0.6331	0.6774	-0.0443
21	86	8	21	0.34	0.6331	0.6774	-0.0443
22	89	7	28	0.78	0.7823	0.9032	-0.1209
23	89	7	28	0.78	0.7823	0.9032	-0.1209
24	89	7	28	0.78	0.7823	0.9032	-0.1209
25	89	7	28	0.78	0.7823	0.9032	-0.1209
26	89	7	28	0.78	0.7823	0.9032	-0.1209
27	89	7	28	0.78	0.7823	0.9032	-0.1209
28	89	7	28	0.78	0.7823	0.9032	-0.1209
29	90	2	30	0.92	0.8212	0.9677	-0.1465
30	90	2	30	0.92	0.8212	0.9677	-0.1465
31	92	1	31	1.21	0.8869	1	-0.1131
Mean	83.6129	lo= -0,1465					
Stdev	6.907375	lt= 0,16					

**a. Finding Z Score**

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

$$Z_i 1 = \frac{70-83,61}{6,90} = -1,97$$

$$Z_i 2 = \frac{78-83,61}{6,90} = 0.81$$

$$Z_i 3 = \frac{85-83,61}{6,90} = 0,20$$

$$Z_i 4 = \frac{86-83,61}{6,90} = 0,34$$

$$Z_i 5 = \frac{89-83,61}{6,90} = 0,78$$

$$Z_i 6 = \frac{90-83,61}{6,90} = 0,92$$

$$Z_i 7 = \frac{92-83,61}{6,90} = 1,21$$

**b. Finding S(Zi)**

$$S(Z_i) = \frac{F_{kum}}{N}$$

$$S(Z_i) = \frac{5}{31} = 0,1612$$

$$S(Z_i) = \frac{8}{31} = 0,258$$

$$S(Z_i) = \frac{13}{31} = 0,4193$$

$$S(Z_i) = \frac{21}{31} = 0,6774$$

$$S(Z_i) = \frac{28}{31} = 0,9032$$

$$S(Z_i) = \frac{30}{31} = 0,9677$$

$$S(Z_i) = \frac{31}{31} = 1$$

From the table above, it can be seen that Liliefors observationor  $Lo = -0,1465$  with  $n = 31$  and at real level  $\alpha = 0,05$  from the list of critical value of Liliefors table  $Lt = 0,16$ . It is known that the coefficient of  $Lo (-0,1465) < Lt (0,16)$ . So it can be concluded that the data distribution of the students' ability in writing text normal.

## 1.2.Normality Testing of Control Group

**Table 11, Frequency Distribution of Pre Test in Control Group**

NO	Xi	Fi	FiXi	Xi <sup>2</sup>	FiXi <sup>2</sup>
1	40	7	280	1600	11200
2	45	9	405	2025	18225
3	50	5	250	2500	12500
4	52	2	104	2704	5408
5	54	1	54	2916	2916
6	60	5	300	3600	18000
7	62	2	124	3844	7688
TOTAL		31	1517	19189	75937

from the data above, the result  $\sum FiXi^2$  is 75937 and  $\sum FiXi$  is 1517. Then the following is the calculation of mean, variant and standard deviation.

### a. Mean

$$\bar{x} = \frac{\sum fi Xi}{\sum fi}$$

Where:

$$\bar{x} = \frac{\sum fi Xi}{\sum fi}$$

**Where:**  $\bar{x}$  = Mean of Variable x

$\sum FiXi$  = Total number of score

$\sum Fi$  = Number of sample

So,

$$\bar{x} = \frac{\sum fi Xi}{\sum fi}$$

$$= \frac{1517}{31}$$

$$= 48,93$$

**b. Variant**

Where :

$$S^2 = \text{variant}$$

$$N = \text{Number of sample}$$

So'

$$S^2 = \frac{N \sum FiXi^2 - (\sum FiXi)^2}{N(N-1)}$$

$$= \frac{31 \times 75937 - (1517)^2}{31(31-1)}$$

$$= \frac{2354047 - 2301289}{31(30)}$$

$$= \frac{52758}{930}$$

$$= 56,72$$

**c. Standard Deviation**

$$S = \sqrt{S^2}$$

$$= \sqrt{56,72} = 7,533.$$

After getting the calculation of mean, variant and standard deviation, then the next step is to find out the normality of the test. It means that the test was given to the students' is observed by Liliefots test. The calculation of normality reading text paragraph can be seen in the following table:

**Table 12. Normality Testing of Pre Test in Control Group**

No	Score (Zi)	F	Fkum	Zi	F(Zi)	S(Zi)	F(Zi)- S(Zi)
1	40	7	7	-1.18	0.119	0.2258	-0.1068
2	40	7	7	-1.18	0.119	0.2258	-0.1068
3	40	7	7	-1.18	0.119	0.2258	-0.1068
4	40	7	7	-1.18	0.119	0.2258	-0.1068
5	40	7	7	-1.18	0.119	0.2258	-0.1068
6	40	7	7	-1.18	0.119	0.2258	-0.1068
7	40	7	7	-1.18	0.119	0.2258	-0.1068
8	45	9	16	-0.52	0.3015	0.5161	-0.2146
9	45	9	16	-0.52	0.3015	0.5161	-0.2146
10	45	9	16	-0.52	0.3015	0.5161	-0.2146
11	45	9	16	-0.52	0.3015	0.5161	-0.2146
12	45	9	16	-0.52	0.3015	0.5161	-0.2146
13	45	9	16	-0.52	0.3015	0.5161	-0.2146
14	45	9	16	-0.52	0.3015	0.5161	-0.2146
15	45	9	16	-0.52	0.3015	0.5161	-0.2146
16	45	9	16	-0.52	0.3015	0.5161	-0.2146
17	50	5	21	0.14	0.5557	0.6774	-0.1217
18	50	5	21	0.14	0.5557	0.6774	-0.1217
19	50	5	21	0.14	0.5557	0.6774	-0.1217
20	50	5	21	0.14	0.5557	0.6774	-0.1217
21	50	5	21	0.14	0.5557	0.6774	-0.1217
22	52	2	23	0.4	0.6554	0.7419	-0.0865
23	52	2	23	0.4	0.6554	0.7419	-0.0865
24	54	1	24	0.67	0.7486	0.7741	-0.0255
25	60	5	29	1.47	0.9292	0.9354	-0.0062
26	60	5	29	1.47	0.9292	0.9354	-0.0062

27	60	5	29	1.47	0.9292	0.9354	-0.0062
28	60	5	29	1.47	0.9292	0.9354	-0.0062
29	60	5	29	1.47	0.9292	0.9354	-0.0062
30	62	2	31	1.73	0.9582	1	-0.0418
31	62	2	31	1.73	0.9582	1	-0.0418
	Lo= -0,2146						
	lt= 0,16						

#### a. Finding Z Score

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

$$Z_i 1 = \frac{40 - 48,93}{7,53} = -1,18$$

$$Z_i 2 = \frac{45 - 48,93}{7,53} = -0,52$$

$$Z_i 3 = \frac{50 - 48,93}{7,53} = -0,14$$

$$Z_i 4 = \frac{52 - 48,93}{7,53} = 0,40$$

$$Z_i 5 = \frac{54 - 48,93}{7,53} = 0,67$$

$$Z_i 6 = \frac{60 - 48,93}{7,53} = 1,47$$

$$Z_i 7 = \frac{62 - 48,93}{7,53} = 1,73$$

#### b. Finding S(Zi)

$$S(Z_i) = \frac{F_{kum}}{N}$$

$$S(Z_i) = \frac{7}{31} = 0,2258$$

$$S(Z_i) = \frac{16}{31} = 0,5161$$

$$S(Z_i) = \frac{21}{31} = 0,6774$$

$$S(Z_i) = \frac{23}{31} = 0,7419$$

$$S(Z_i) = \frac{24}{31} = 0,7741$$

$$S(Z_i) = \frac{29}{31} = 0,9354$$

$$S(Z_i) = \frac{31}{31} = 1$$

From the table above, it can be seen that Liliefors observation or  $L_o = -0,2146$  with

$n = 31$  and at real level  $\alpha = 0,05$  from the list of critical value of Liliefors table  $L_t = 0,16$ . It is known that the coefficient of  $L_o (-0,2146) < L_t (0,16)$ . So it can be concluded that the data distribution of the students' ability in reading text normal.

**Table 13. Frequency Distribution of Post Test in Control Group**

No	$X_i$	$F_i$	$F_i X_i$	$X_i^2$	$F_i X_i^2$
1	50	6	300	2500	15000
2	53	2	106	2809	5618
3	55	8	440	3025	24200
4	60	2	120	3600	7200
5	65	4	260	4225	16900
6	70	7	490	4900	34300
7	71	2	142	5041	10082
TOTAL		31	1858	26100	113300

Based on the data above, the result of  $F_i X_i^2$  is 113300 and  $F_i X_i$  is 1858. Then the following is the calculation of mean, variant and standard deviation.

**a. Mean**

$$\bar{x} = \frac{\sum f_i X_i}{\sum f_i}$$

Where:

$$\bar{x} = \frac{\sum f_i X_i}{\sum f_i}$$

**Where:**  $\bar{x}$  = Mean of Variable x

$\sum F_i X_i$  = Total number of score

$\sum F_i$  = Number of sample

So,

$$\bar{x} = \frac{\sum f_i X_i}{\sum f_i}$$

$$= \frac{1858}{31}$$

$$= 59,93$$

## b. Variant

Where :

$$S^2 = \text{variant}$$

$$N = \text{Number of sample}$$

So,

$$S^2 = \frac{N \sum F_i X_i^2 - (\sum F_i X_i)^2}{N(N-1)}$$

$$= \frac{31(113300) - (1858)^2}{31(31-1)}$$

$$= \frac{3512300 - 3452164}{930}$$

$$= \frac{60136}{930}$$

$$= 64,66$$

## c. Standard Deviation

$$S = \sqrt{S^2}$$

$$= \sqrt{64,66} = 8,041$$

After getting the calculation of mean, variant and standard deviation then the next step is to find out the normality of the test. It means that the test was given to the students' is observed by Liliefors test. The calculation of normality reading text can be seen in the following table:

**Table 14. Normality Testing of Post Test in Control Group**

No	Score (Zi)	F	Fkum	Zi	F(Zi)	S(Zi)	F(Zi)- S(Zi)
1	50	6	6	-1.23	0.1093	0.1935	-0.0842
2	50	6	6	-1.23	0.1093	0.1935	-0.0842
3	50	6	6	-1.23	0.1093	0.1935	-0.0842
4	50	6	6	-1.23	0.1093	0.1935	-0.0842
5	50	6	6	-1.23	0.1093	0.1935	-0.0842
6	50	6	6	-1.23	0.1093	0.1935	-0.0842
7	53	2	8	-0.86	0.1949	0.258	-0.0631
8	53	2	8	-0.86	0.1949	0.258	-0.0631
9	55	8	16	-0.61	0.2709	0.5161	-0.2452
10	55	8	16	-0.61	0.2709	0.5161	-0.2452
11	55	8	16	-0.61	0.2709	0.5161	-0.2452
12	55	8	16	-0.61	0.2709	0.5161	-0.2452
13	55	8	16	-0.61	0.2709	0.5161	-0.2452
14	55	8	16	-0.61	0.2709	0.5161	-0.2452
15	55	8	16	-0.61	0.2709	0.5161	-0.2452
16	55	8	16	-0.61	0.2709	0.5161	-0.2452
17	60	2	18	0	0.5	0.5806	-0.0806
18	60	2	18	0	0.5	0.5806	-0.0806
19	65	4	22	0.63	0.7357	0.7096	0.0261
20	65	4	22	0.63	0.7357	0.7096	0.0261
21	65	4	22	0.63	0.7357	0.7096	0.0261
22	65	4	22	0.63	0.7357	0.7096	0.0261

23	70	7	29	1.25	0.8944	0.9354	-0.041
24	70	7	29	1.25	0.8944	0.9354	-0.041
25	70	7	29	1.25	0.8944	0.9354	-0.041
26	70	7	29	1.25	0.8944	0.9354	-0.041
27	70	7	29	1.25	0.8944	0.9354	-0.041
28	70	7	29	1.25	0.8944	0.9354	-0.041
29	70	7	29	1.25	0.8944	0.9354	-0.041
30	71	2	31	1.37	0.9147	1	-0.0853
31	71	2	31	1.37	0.9147	1	-0.0853
Mean	59.93548	lo=0,0261					
Stdev	8.041291	lt= 0,16					

#### a. Finding Z Score

$$\text{Formula: } Zi\ 1 = \frac{xi - \bar{x}}{s}$$

$$Zi\ 1 = \frac{50-59,93}{8,041} = -1,23$$

$$Zi\ 2 = \frac{53-59,93}{8,041} = -0,86$$

$$Zi\ 2 = \frac{55-59,93}{8,041} = -0,61$$

$$Zi\ 2 = \frac{60-59,93}{8,041} = 0,00$$

$$Zi\ 2 = \frac{65-59,93}{8,041} = 0,63$$

$$Zi\ 2 = \frac{70-59,93}{8,041} = 1,25$$

$$Zi\ 2 = \frac{71-59,93}{8,041} = 1,37$$

#### Finding S(Zi)

$$S(Zi) = \frac{F\ kum}{N}$$

$$S(Zi) = \frac{6}{31} = 0,1935$$

$$S(Z_i) = \frac{8}{31} = 0,2580$$

$$S(Z_i) = \frac{16}{31} = 0,5161$$

$$S(Z_i) = \frac{18}{31} = 0,5806$$

$$S(Z_i) = \frac{22}{31} = 0,7096$$

$$S(Z_i) = \frac{29}{31} = 0,9354$$

$$S(Z_i) = \frac{31}{31} = 1$$

From the table above, it can be seen that Liliefors observation or  $Lo = 0,0261$  with  $n = 31$  and at real  $\alpha = 0,05$  from the list of critical value of Liliefors table  $Lt = 0,16$ . It is known that the coefficient of  $Lo (0,0261) < Lt (0,16)$ . So it can be concluded that the data distribution of the students' ability in writing text is normal.

## **C.2. Homogeneity Testing**

### **1.2. Homogeneity Testing of Pre Test**

$$F_{\text{obs}} = \frac{S_1^2}{S_2^2}$$

Where:  $S_1^2$  = the biggest variant

$S_2^2$  = the smallest variant

Based on the variants of both samples of pre test found that:

$$S_{\text{ex}}^2 = 60,15 \quad N = 31$$

$$S_{\text{co}}^2 = 56,72 \quad N = 31$$

So :

$$F_{\text{obs}} = \frac{60,15}{56,72} = 1,060$$

Then the coefficient of  $F_{\text{obs}} = 1,060$  is compared with  $F_{\text{table}}$ , where  $F_{\text{table}}$  is determined at real  $\alpha = 0,05$  and the same numerator  $dk = 31-1 = 30$  that was exist dk numerator 30, the denominator  $dk = 31-1$  (  $31-1= 30$ ). Then  $F_{\text{table}}$  can be calculated  $F_{0,05(30;30)} = 1,84$

So  $F_{\text{obs}} < F_{\text{table}}$  or  $(1,060 < 1,84)$  so it can be concluded that the variant is homogenous.

### 1.3.Homogeneity Testing of Post Test

$$F_{\text{obs}} = \frac{S_1^2}{S_2^2}$$

Where:  $S_1^2$  = the biggest variant

$S_2^2$  = the smallest variant

Based on the variants of both samples of pre test found that:

$$S_{\text{ex}}^2 = 56,72 \quad N = 31$$

$$S_{\text{co}}^2 = 64,66 \quad N = 31$$

So :

$$F_{\text{obs}} = \frac{64,66}{56,72} = 1,13$$

Then the coefficient of  $F_{\text{obs}} = 1,13$  is compared with  $F_{\text{table}}$ , where  $F_{\text{table}}$  is determined at real  $\alpha = 0,05$  and the same numerator  $dk = 31-1 = 30$  that was exist dk numerator 30, the denominator  $dk = 31-1$  (  $31-1= 30$ ). Then  $F_{\text{table}}$  can be calculated  $F_{0,05(30;30)} = 1,84$

So  $F_{\text{obs}} < F_{\text{table}}$  or  $( 1,13 < 1,84)$  so it can be concluded that the variant is homogeneous.

### C.3. Hypothesis Testing

**Table 15. Mean of Post Test- Pre Test in Exprimental Group**

NO	SCORE POST TEST	SCORE PRE TEST	DECREASE
1	70	45	25
2	70	45	25
3	70	45	25
4	70	45	25
5	70	45	25
6	78	45	33
7	78	45	33
8	78	51	27
9	85	51	34
10	85	51	34
11	85	51	34
12	85	51	34
13	85	51	34
14	86	51	35
15	86	51	35
16	86	51	35
17	86	56	30
18	86	56	30
19	86	56	30
20	86	59	27
21	86	59	27
22	89	59	30
23	89	60	29
24	89	60	29
25	89	60	29

26	89	60	29
27	89	60	29
28	89	68	21
29	90	68	22
30	90	70	20
31	92	70	22
Total			897
Mean			28.93548387

**Table 16. Mean of Post Test- Pre Test in Control Group**

No	post test	pre test	decrease
1	50	40	10
2	55	45	10
3	71	62	9
4	55	50	5
5	55	45	10
6	70	60	10
7	70	50	20
8	60	52	8
9	70	60	10
10	70	60	10
11	55	40	15
12	50	45	5
13	50	40	10
14	55	45	10
15	71	60	11
16	65	50	15

17	53	45	8
18	50	40	10
19	55	40	15
20	65	50	15
21	60	45	15
22	70	52	18
23	65	54	11
24	53	40	13
25	50	45	5
26	65	50	15
27	55	45	10
28	70	62	8
29	50	40	10
30	55	45	10
31	70	60	10
total			341
mean			11

Before doing hypothesis testing by using t-test, in this case is done by taken post-test score in experimental class and post test score in control class. The post test score is taken because the score that have gotten after teaching learning process.

The formula t-test used as follows :

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

The combination of Variant was conducted by using this formula

$$s^2 = \frac{(n_1 - 1) s_1^2 + (n_2 - 1) s_2^2}{n_1 + n_2 - 2}$$

$$s^2 = \frac{(31 - 1) 6,90 + (31 - 1) 8,04}{31 + 31 - 2}$$

$$S^2 = \frac{(30) 6,90 + (30)8,04}{60}$$

$$S^2 = \frac{207 + 241,2}{60}$$

$$S^2 = \frac{448,2}{60}$$

$$S^2 = 7,47$$

The deviation standard is

$$S = \sqrt{7,47}$$

$$S = 2,73$$

So, it can be known that the value of the combining deviation standard from pulled up the roots of variant values 7,47 is 2,73

.

$$\bar{X}_1 = 28,93$$

$$\bar{X}_2 = 11$$

$$n_1 = 31$$

$$n_2 = 31$$

$$S = 2,73$$

It can be counted as follows :

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

$$t_0 = t - \text{test}$$

$\bar{X}_1$  = Different levels of pre test score and post test experimental class

$\bar{X}_2$  = Different levels of pre test score and post test control class

$n_1$  = The sample of experiment group

$n_2$  = The sample of control group

S = combining standard deviation

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

$$t_0 = \frac{28,93 - 11}{2,73 \sqrt{\frac{1}{31} + \frac{1}{31}}}$$

$$t_0 = \frac{17,93}{2,73 \sqrt{\frac{2}{31}}}$$

$$t_0 = \frac{17,93}{2,73 \times 0,252}$$

$$t_0 = \frac{17,93}{0,68}$$

$$T_{\text{obs}} = 26,36$$

The coefficient of  $t_{\text{count}}$  was 26,36 that was compared with  $t_{\text{table}}$ , where the coefficient of  $t_{\text{table}}$  at real level  $\alpha 0,05$  with  $dk = 31 + 31 - 2 = 60$  gained the coefficient of  $t_{(0,05)(60)} = 2,00$ . In fact, the coefficient of  $t_{\text{count}}$  ( $26,36 > t_{\text{table}}$  (2,00)). It shows that  $t_{\text{count}}$  is in zero hypothesis rejection ( $H_0$ ) is accepted. It means that the alternative hypothesis which is proposed by the researcher that there is significant effect of PLEASE strategy to students' Achievement in writing descriptive is accepted.

## CHAPTER V

### CONCLUSIONS AND SUGGESTION

#### A. Conclusion

From the data obtained it is seen that the result of the students' achievement on writing descriptive paragraph by using PLEASE strategy is higher than that by using conventional strategy at the seventh grade of SMP Negeri 1 Bilah Hulu. PLEASE strategy is significant to be used in the effect on the students' achievement in writing ability. The result of  $t_{\text{observed}}$  is 26,36 and  $t_{\text{table}}$  is 2.00 ( $t_{\text{observed}} > t_{\text{table}}$ ,  $26,36 > 2.00$ ). It means that  $H_0$  is rejected and  $H_a$  is accepted. There is a significant effect of using PLEASE strategy on the students' achievement in descriptive paragraph.

#### B. Suggestion

Based on the conclusion above, the writer gives some suggestions as follows:

1. English teachers are suggested to use PLEASE strategy in their teaching learning process in order to improve the students' writing ability.
2. The writers who are interested in doing a research related to this study should try to apply PLEASE strategy on different level of learners through different genre to prove the effectiveness of PLEASE strategy on students' writing ability.
3. Finally, the researcher considers that this study still need validity from the next researcher that has the similar topic with this study.

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## APPENDIX 1

### RENCANA PELAKSANAAN PEMBELAJARAN

**Satuan Pendidikan** : SMP N 1 BILAH HULU

**Mata Pelajaran** : Bahasa Inggris

**Kelas/Semester** : VII/Genap

**Materi Pokok** : Deskripsi Benda, Binatang, Orang

**Alokasi Waktu** : 4 x 40 menit (2 x pertemuan)

#### A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	Menunjukkan rasa syukur kepada Tuhan Yang Maha Esa mempunyai kesempatan mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.  Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran bahasa Inggris
2.	Menunjukkan perilaku santun dan peduli dalam melaksanakan	Menunjukkan perilaku santun saat berkomunikasi interpersonal dengan guru

	komunikasi interpersonal dengan guru dan teman.	dan teman.  Menunjukkan perilaku peduli saat berkomunikasi interpersonal dengan guru dan teman.
3.	Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah laku/tindakan/ fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya.	Menemukan kata-kata sifat yang dapat digunakan untuk mendeskripsikan orang, binatang, dan benda.  Menjelaskan fungsi social pada teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang.  Menguraikan struktur teks pada teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang. Menemukan unsur kebahasaan pada teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang. Menjelaskan fungsi sosial pada teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi binatang. Menguraikan struktur teks pada teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi binatang. Menemukan unsur kebahasaan pada teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi binatang. Menjelaskan fungsi sosial pada teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi benda. Menguraikan struktur teks pada teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi benda. Menemukan unsur kebahasaan pada teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi benda.
4.	4.9 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari orang, binatang, dan benda, dengan unsur kebahasaan yang benar dan sesuai konteks.	Menyusun teks deskriptif lisan dan tulis sederhana berdasarkan gambar dengan menggunakan kata-kata sifat yang tepat.  Menyusun teks deskriptif lisan dan tulis sederhana tentang orang dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar.

		<p>Menyusun teks deskriptif lisan dan tulis sederhana tentang binatang dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan, secara benar.</p> <p>Menyusun teks deskriptif lisan dan tulis sederhana tentang benda dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar.</p>
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## . Tujuan Pembelajaran

### Kompetensi Sikap Spiritual dan Sosial

1.1.1.1 Menunjukkan rasa syukur kepada Tuhan Yang Maha Esa mempunyai kesempatan mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.

1.1.1.2 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran bahasa Inggris

2.1.1.1 Menunjukkan perilaku santun saat berkomunikasi interpersonal dengan guru dan teman.

2.1.1.2 Menunjukkan perilaku peduli saat berkomunikasi interpersonal dengan guru dan teman.

### Pertemuan Pertama

Pada akhir pembelajaran peserta didik dapat:

3.8.1.1	Menemukan kata-kata sifat yang dapat digunakan untuk mendeskripsikan orang, binatang, dan benda
4.9.1.1	Menulis teks deskriptif

### Pertemuan Kedua

Pada akhir pembelajaran peserta didik dapat:

3.8.2.1	Menjelaskan fungsi social pada teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang.
3.8.3.1	<p>Menguraikan struktur teks pada teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang.</p> <p>Menemukan unsur kebahasaan pada teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang.</p>

3.8.4.1	
4.9.2.1	Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, benda, dan binatang dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar.

## **Materi Pembelajaran**

### **Teks Deskriptif**

- ☐ Social function : to describe a particular thing, person, or place.
- ☐ Generic Structure : Identification

#### **Description**

#### **Struktur Teks**

(gagasan utama dan informasi rinci)

- a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk di deskripsikan
  - b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan
  - c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.
- ☐ Lexico Gramatical (Unsur kebahasaan):
    - Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s)
    - Kata ganti *it, they, she, we*, dsb; *our, my, your, their*, dst.
    - Kata sifat tentang orang, binatang, benda, dalam kehidupan siswa di rumah, di sekolah, dan di sekitarnya, dengan atau tanpa kata keterangan *quite, very*.
    - Frasa nominal seperti *cute little cat, beautiful red flower*.
    - Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take* dll.
    - Penggunaan nominal singular dan plural secara tepat dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
    - Ucapan, tekanan kata, intonasi
    - Ejaan dan tanda baca

## **E. Metode Pembelajaran**

1. menggunakan PLEASE strategy

## **F. Media dan Sumber Belajar**

### **1. Media**

- a. Gambar binatang, orang, dan benda

b. Teks deskriptif

## **2. Alat/Bahan**

Buku

## **3. Sumber Belajar**

- Kementerian Pendidikan dan Kebudayaan.2014. Bahasa Inggris *When English Rings the bell* SMP/MTs Kelas VII. Jakarta:Kementerian Pendidikan dan Kebudayaan.

## **. Langkah-langkah Kegiatan Pembelajaran**

### **1. Pertemuan pertama**

#### **a. Pendahuluan (8 menit )**

- 1) Guru mempersiapkan peserta didik dalam pembelajaran dengan berdo'a, melihat kerapihan, dan kebersihan kelas
- 2) Guru menyapa siswa menggunakan Bahasa Inggris agar tercipta *English environment*.
- 3) Guru memberi motivasi dan apersepsi
- 4) Guru mengecek kehadiran siswa.

#### **b. Kegiatan inti (60 menit)**

Mengamati:

- 1) Siswa mengamati gambar orang yang disajikan.
- 2) Menyebutkan kata sifat yang terkait dengan gambar.
- 3) Mengungkapkan kalimat dengan menggunakan kata sifat yang telah disebutkan berdasarkan gambar.
- 4) Siswa menyebutkan ciri fisik orang yang terdapat didalam gambar.

Mempertanyakan:

- 5) Dengan bimbingan guru, siswa mengajukan pertanyaan terkait gambar orang yang kedua.
- 6) Siswa mencatat karakter-karakter di dalam gambar.

Mengasosiasi

- 7) Siswa mendeskripsikan orang yang ada di gambar.

Mengomunikasikan

- 8) Siswa mempresentasikan deskripsi yang telah dibuat.

c. **Penutup (12 menit)**

- 1) Guru dan siswa secara bersama-sama membuat kesimpulan tentang materi yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada siswa untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

**2. Pertemuan kedua**

a. **Pendahuluan (8 menit )**

1. Guru menyapa siswa menggunakan Bahasa Inggris agar tercipta *English environment*.
2. Guru mengecek kehadiran siswa.

b. **Kegiatan inti (60 menit)**

Mengamati

1. Guru mulai menggunakan strategy PLEASE dalam pembelajaran
2. Guru membimbing siswa untuk memilih topic yang terbaik sebagai dasar tulisan mereka dan siswa mengamati dan mengikuti instruksi guru
3. guru membimbing siswa untuk mendaftar ide-ide yang akan di tuangkan dalam tulisan yang terkait topic yang mereka pilih
4. Kemudian mengajak siswa mengevaluasi susunan ide-ide yang sudah mereka pilih dan tulis.
5. Membimbing siswa dalam mengembangkan topic yang sudah di pilih menjadi sebuah kalimat yang komplit.
6. Membimbing siswa untuk menyusun kalimat pendukung yang berasal dari ide-ide yang telah d tulis sebelumnya.
7. Membimbing siswa untuk menyelesaikan tulisan bersama menjadi sebuah paragraph.

Mempertanyakan

- 5) Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks descriptive dalam bahasa inggris dan teks descriptive dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dan sebagainya.

Mengeksplora

- 7) Siswa membaca teks descriptive contoh yang di buat bersama-sama dengan menggunakan unsur kebahasaan yang tepat.
- 9) Siswa menuliskan teks descriptive tentang orang, benda dan binatang dengan memperhatikan fungsi social, struktur, dan unsur kebahasaan.

Mengasosiasi

- 10) Secara berpasangan siswa saling menganalisis teks descriptive tentang orang yang tulis dengan focus pada fungsi social, struktur, dan unsur kebahasaan.  
Mengomunikasikan
- 12) Siswa menuliskan tentang teks/paragraf dan mempresentasikan di depan kelas.

### **I. Penilaian Pembelajaran**

#### **1. Sikap Spiritual**

- a. Teknik: Observasi
- b. Bentuk Instrumen: Lembar observasi
- c. Kisi-kisi:

No.	Sikap/Nilai	Butir Instrumen

#### **2. Sikap Sosial**

- a. Teknik: Observasi
- b. Bentuk Instrumen: Lembar observasi
- c. Kisi-kisi:

No.	Sikap/Nilai	Butir Instrumen
	Kejujuran	1-3
	Kedisiplinan	4-6
	Tanggung jawab	7-9

#### **3. Pengetahuan**

- a. Teknik: Tertulis
- b. Bentuk Instrumen: Uraian
- c. Kisi-kisi:

No.	Indikator Soal	Butir Instrumen
1.	Siswa mampu membuat teks deskriptif berdasarkan pemikiran sendiri	Make a descriptive text based on own thingking
2.	Siswa mampu mengidentifikasi struktur teks deskriptif	Identify the descriptive text!

#### Rubrik Penilaian

Element
Content
organization
Vocabulary
Language use
mechanics

#### 4. Keterampilan

- a. Teknik: Praktik
- b. Bentuk Instrumen: Unjuk Kerja
- c. Kisi-kisi:

No.	Indikator Soal	Butir Instrumen

Mengetahui  
Kepala SMP N 1 Bilah Hulu

Bilah Hulu, 2018  
Guru Mapel Bahasa Inggris,

Sri Kandi Nasution, S.Pd

## **APPENDIX 2**

### **Pre-test/Post-test**

Name :

Class :

Subject : English/Descriptive Paragraph

Question !

1. choose one topic and write down one paragrah descriptive!

Answer

APPENDIX 3

THE CRITICAL VALUE LILIEFORS TEST

Ukuran Sampel	Taraf Nyata ( $\alpha$ )				
	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,022	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
n > 30	<u>1,031</u> $\sqrt{n}$	<u>0,886</u> $\sqrt{n}$	<u>0,805</u> $\sqrt{n}$	<u>0,768</u> $\sqrt{n}$	<u>0,736</u> $\sqrt{n}$

Source: Sudjana. *Metoda Statistika*. Bandung: Tarsito, 2002

## APPENDIX 4

### DOKUMENTATION









## **APPENDIX 5**

### **THE LIST OF TOPIC**

1. FAMILY
2. FRIEND
3. ANIMAL
4. SCHOOL
5. FLOWER
6. PEOPLE
7. PLANT
8. TEACHER
9. SEA
10. BICYCLE
11. HOUSE
12. TABLE
13. BOOK