

**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**



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PEKANBARU**

1435 H/2013 M

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Thesis

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for Getting Undergraduate Degree of English Education
(S.Pd.)



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The Writer

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SURI HANDAYANA

ABSTRACT

SuriHandayana, (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

Based on the school based curriculum (KTSP), writing is one of the English skills in mastering English that must be taught and learned in Junior High School. MTs Al-Huda Pekanbaru is one of the schools that use it as a guide in teaching learning process. After doing observation at MTs Al-Huda Islamic Junior High School Pekanbaru, the writer found some of the students of the second year still had low ability in their writing. The problems were: the students are not able to express their ideas in descriptive paragraph well, the students were not able to write descriptive paragraph that contains identification and description, the students were not able to use correct grammatical order in descriptive paragraph, the students were not able to describe a particular person, place or thing, although they have studied about descriptive paragraph, the students did not have enough vocabulary to develop their ideas while writing descriptive paragraph.

The objectives of this research were to find out whether or not the students' ability on writing descriptive paragraph taught by using PLEASE strategy higher than the students' ability on writing descriptive paragraph taught without using PLEASE strategy at the second year of Al-Huda Islamic Junior High School Pekanbaru, and there was any significant effect of using PLEASE strategy toward students' writing ability on descriptive paragraph at the second year of Al-Huda Islamic Junior High School Pekanbaru.

The type of this research was quasy-experimental research. In collecting data, the writer used writing test. Test was used to find out the students ability on writing descriptive paragraph. Which test consisted of two tests: pre-test and post-test. To analyzed data, the writer used T-test formula in SPSS 19 Version. Then, the students' score was compared with T-table considered with *degree of freedom* (*df.*)

Based on the research findings, the score of t_o was higher than t_{table} . It can be concluded that H_o was rejected and H_a was accepted. It means that there was a significant difference between conditions of using PLEASE strategy toward students' writing ability on descriptive paragraph at the second year of MTs Al-Huda Pekanbaru.

ABSTRAK

Suri Handayana, (2013) : Pengaruh dari Penggunaan Strategi Pick-List Evaluate-Activate-Supply-End (PLEASE) terhadap Kemampuan Menulis Siswa dalam Paragraf Deskriptif pada Kelas Dua Madrasah Tsanawiyah Al-Huda Pekanbaru

Berdasarkan KTSP, menulis adalah salah satu kemampuan dalam menguasai bahasa Inggris yang harus diajarkan dan dipelajari pada tingkat SMP/MTs. Madrasah Tsanawiyah Al-Huda Pekanbaru merupakan salah satu sekolah yang menggunakan kurikulum tersebut dalam proses belajar mengajar. Setelah melakukan observasi di Madrasah Tsanawiyah Al-Huda, penulis menemukan sebagian siswa pada kelas dua masih memiliki kelemahan dalam menulis. Permasalahan tersebut diantaranya: siswa tidak mampu mengekspresikan ide dalam paragraf deskriptif secara benar, siswa masih tidak mampu menulis paragraf deskriptif yang berisi identifikasi dan deskripsi, siswa masih tidak mampu menggunakan tata bahasa dengan benar dalam paragraf deskriptif, siswa tidak mampu untuk mendeskripsikan sebuah kekhususan seseorang, tempat, benda, walaupun mereka sudah belajar tentang deskriptif paragraph, siswa tidak mempunyai kosakata yang cukup untuk mengembangkan ide mereka ketika menulis paragraf deskriptif, siswa tidak mampu memilih kosakata dengan tepat dalam menulis paragraf deskriptif, siswa tidak mampu menulis ide-ide mereka tanpa penyimpangan dalam menulis paragraf deskriptif.

Tujuan penelitian ini adalah untuk mengetahui apakah kemampuan menulis siswa dalam paragraf deskriptif yang diajarkan menggunakan strategi PLEASE lebih tinggi daripada kemampuan menulis siswa dalam paragraf deskriptif yang diajarkan tanpa menggunakan strategi PLEASE pada kelas dua Madrasah Tsanawiyah Al-Huda Pekanbaru dan untuk mengetahui apakah ada pengaruh yang signifikan dari penggunaan strategi PLEASE terhadap kemampuan menulis siswa dalam paragraf deskriptif pada kelas dua Madrasah Tsanawiyah Al-Huda Pekanbaru.

Tipe penelitian ini adalah penelitian *Quasi-Experiment*. Penulis menggunakan *pre-post test design* dan mengambil dua kelas sebagai sampel; satu kelas eksperimen dan satu kelas control. Setiap kelas terdiri dari 30 siswa. Tes digunakan untuk mengetahui kemampuan menulis siswa dalam paragraph deskriptif. Teknik analisa data menggunakan rumus Independent Sample T-test dengan menggunakan SPSS versi 19.

Berdasarkan hasil temuan penelitian, nilai t_o lebih besar daripada t_{tabel} , sehingga bisa disimpulkan bahwa H_o ditolak dan H_a diterima. Dapat diartikan ada perbedaan yang signifikan antara kondisi penggunaan strategi PLEASE

terhadap kemampuan menulis di dalam paragraf deskriptif pada kelas dua Madrasah Tsanawiyah Al-Huda Pekanbaru.

ملخص

هندايان () : تأثير استخدام إستراتيجيات اقطة قائمة تقييم تنشيط للعرض النهائية الى
لقدرة الطلاب على كتابة الفقرات الوصفية في الصف اثنين
الثانوية الهدى بيكانبارو

التعليم المناهج، والكتابة هي واحدة من المهارات في اللغة الانجليزية التي يجب أن
الثانوية. الثانوية الهدى بيكانبارو هي واحدة من المدارس الذين
الثانوية هدى، وجد الباحثون معظم
يستخدمون المنهج في العملية التعليم والتعلم.
الطلاب في فئتين لا تزال لديها نقاط الضعف في الكتابة. تشمل هذه القضايا: الطلاب ليسوا قادرين على التعبير عن
الأفكار ضمن فقرة وصفية بشكل صحيح، والطلاب لا تزال غير قادرة على كتابة فقرة وصفية الذي يحتوي على تحديد
ووصف والطلاب لا تزال غير قادرة على استخدام قواعد اللغة بشكل صحيح في الفقرات الوصفية، والطلاب ليسوا
قادرين على أصف بخصوصية الشخص، الأماكن، والأشياء، وعلى الرغم من أنها قد تعلمت حول الفقرة وصفية،
الطلاب ليس لديهم المفردات بما فيه الكفاية لتطوير أفكارهم عند كتابة الفقرات الوصفية، والطلاب ليسوا قادرين
على اختر المفردات المناسبة في كتابة الفقرات الوصفية، والطلاب غير قادرين على كتابة أفكارهم دون انحراف في
كتابة الفقرات الوصفية.

وكان الغرض من هذه الدراسة هو تحديد ما إذا كانت قدرة الطلاب على كتابة الفقرات الوصفية تدرسيها
باستخدام استراتيجيات طة قائمة تقييم تنشيط للعرض النهائية أعلى من قدرة الطلاب على كتابة الفقرات الوصفية
دون استخدام الاستراتيجيات. قائمة تقييم تنشيط للعرض النهائية
بيكانبارو تحديد ما إذا كان هناك تأثير كبير لاستخدام الاستراتيجيات
الطلاب على كتابة الفقرات الوصفية في الصف اثنين الثانوية الهدى بيكانبارو.

النوع من البحوث هو شبه التجربة. واستخدم واضعو تصميم اختبار قبلي وبعدي واتخاذ فئتين في العينة:
واحد الطبقة التجريبية وفئة عنصر تحكم. يتم استخدام اختبار لتحديد قدرة الطلاب على
كتابة الفقرات الوصفية. تحليل البيانات باستخدام عينة المستقلة صيغة تياختبار باستخدام SPSS 19.

استنادا إلى نتائج البحوث، وقيمة أكبر من تي الجدول، لذلك يمكن أن نخلص إلى أن تم رفض هو وها
. يعني أن هناك تأثير كبير لاستخدام الاستراتيجيات. قائمة تقييم تنشيط للعرض النهائية على قدرة الطلاب
على كتابة الفقرات الوصفية على فئتين من الهدى الإسلامية مدرسة إعدادية بيكانبارو في الصف اثنين
الثانوية الهدى بيكانبارو.

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CHAPTER I

INTRODUCTION

A. The Background

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 that are suitable for the rule of language available the language itself. Writing needs to follow the rule because writing also has rules. By mastering the components of writing itself, someone can write everything about what she or he wants to write, such as diary, papers, reports, homework, project papers and exercises. This statement is also stated by Harmer “writing has rules too in which we need to recognise and follow them”.¹ As one skill of the language, writing has important roles as if the house commodity that is consumed by everyone, especially for literate society. Writing has an important role as the Hughey’s statement: “writing is also a means of reinforcing other language skills”.² 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 functions. Reading, vocabulary, and grammar

¹Jeremy Harmer. *The Practice of English Language Teaching*. Cambridge: Longman, 2003, p. 247.

²Jane B. Hughey. et.al. *Teaching ESL Composition: Principles and Techniques*. Massachusetts: Newbury House Publishers, Inc., 1983, p. 6.

skills are employed in the act of writing.³ Furthermore, writing is the last one of the goal of learning English that provides opportunities for students to explore their opinion, to discuss their ideas, and to share their experience through written communication. For students, writing is to build their ideas into a 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 examples focused on particular subject. It focuses on describing things that can be seen or heard. Moreover, the word of descriptive is words 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.⁴ Furthermore, a good description is a word picture; the reader can imagine the object, place, or person in his or her mind.⁵ It 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.⁶ Moreover, it can be a helpful tool to complete description paragraph related to what object or subject which is described.

³*Ibid.*, p.6.

⁴Schuster and Simon. *Essay Writing Step-by-Step*. London : Kaplan Publishing, 2003, p.122.

⁵Alice Oshima and Ann Hogue. *Introduction to Academic Writing*. Longman : Pears of Longman, 2007, p.61.

⁶Syafi'i, M. S et al., *The Effective Paragraph Development*, Pekanbaru: LSBI. 2007, p. 47.

In order to accomplish students' needs toward writing, School Based Curriculum (KTSP) provides writing as one of the skills that should be taught and learned in educational level. Al-Huda Islamic Junior High School Pekanbaru is one of the Islamic Junior High School that uses School Based Curriculum (KTSP) as its guidance in teaching and learning process. At this school, English is taught twice a week with time allocation about 80 minutes in one meeting.

English has been taught since the first year. Based on syllabus of Al-Huda Islamic Junior High School Pekanbaru 2012-2013, the basic competence of writing for the second grade is "students will be able to express the meaning in functional text and essay in the form of text, such as ; descriptive and procedure of text in the contexts of daily activities."⁷ However, in fact, their ability in writing descriptive paragraph was still far from the expectation of curriculum.

Based on the writer's preliminary research before, the teacher said that some of the students got difficulties in starting and developing their ideas in descriptive paragraph. They could not explore their ideas to describe about something that they should describe it into a paragraph.

When teaching descriptive paragraph the teacher used the conventional strategy such Three-Phase Technique in teaching and learning process. The steps of techniques were: At the first activity, teacher explained what descriptive paragraph is, its function and generic structure were explained in an example on the students' textbook, and then asked them to write a descriptive paragraph. She

⁷Tim Penyusun *Syllabus of MTs Al-Huda 2012-2013*. Pekanbaru: Unpublished 2012. p.15.

had taught it clearly, but when she asked them to write a descriptive paragraph, there were any 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 used the capital letters on the wrong place and lack of choices of the words. Some of words were also incorrect spelling. These facts automatically caused them fail to achieve the passing score or cumulative minimal standard (KKM). The passing score of English subject in MTs Al-Huda is 70. Because of that, the writer conclude that the students at the second year of MTs Al-Huda Pekanbaru did not achieve the KKM target stated by the school, especially in developing descriptive paragraph. The students were not able to develop their ideas on descriptive paragraph, although they had many ideas.

Based on the writer's preliminary research before at the second year of MTs Al-Huda Pekanbaru, the writer found some of problems. The problems not only come from the students, but the teacher also. It can be seen as following symptoms:

1. The students

- a. A certain number of the students were not able to express their ideas in descriptive paragraph well.
- b. A certain number of the students were not able to write descriptive paragraph that contains identification and description.
- c. A certain number of the students were not able to use correct grammatical order in descriptive paragraph.

- d. A certain number of the students were 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 were not able to choose vocabulary appropriately in writing descriptive paragraph.
- g. A certain number of the students were not able write their ideas without digressions in writing descriptive paragraph.

2. The teacher

- a. The teacher used conventional technique or strategy in teaching English.
- b. The teacher blocked media or facilities in teaching English.

Based on the symptoms above, the English teacher needed suitable strategy or technique to help the students as solution for their problems. One of the possible solutions to overcome the difficulties is by using PLEASE strategy or Pick-List-Evaluate-Activate-Supply-End. The strategy provides a structure to help students generate and organize ideas and write sentences 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.⁸

⁸Welch, M. *The PLEASE Strategy: A Metacognitive Learning Strategy for Improving the Paragraph Writing of Students with Mild Learning Disabilities*. *Learning Disability Quarterly*, 1992, p.15(2), 119–128. (Retrieved on: 26th May 2012), <http://how-to-deal-with-learning-disabilities-in-basic-writing-skills.htm>.

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

“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.”

B. The Definition of the Terms

In order to avoid misunderstanding and misinterpretation about this title, it is necessary for the writer to explain some terms used in this research as follows:

1) Effect

Effect is a change produced by an action or a cause, a result, an outcome.⁹

In this research, the term of effect refers to the effect of using PLEASE strategy toward students’ writing ability on descriptive paragraph at the Second Year of Al-Huda Islamic Junior High School Pekanbaru.

2) Pick-List-Evaluate-Activate-Supply-End (PLEASE) Strategy

PLEASE strategy is a strategy that stands for pick, list, evaluate, activate, supply, and end.¹⁰ It means that stage above is the process of writing from start

⁹Hornby. *Oxford Advanced Learner’s Dictionary*. Oxford: Oxford University Press, 2000, p.422.

¹⁰Welch, M., Loc.Cit.,p. 15.

until finish to help students in exploring their writing. The strategy provides a structure to help students generate and organize ideas and write sentences and paragraphs.

In this research, PLEASE strategy refers to a strategy that was used by writer to know its effect toward students' writing ability on descriptive paragraph at the second year of Al-Huda Islamic Junior High School Pekanbaru.

3) Writing Ability

Writing ability is a specific ability which helps writers to put their thought into words in meaningful form to interact with the message.¹¹ It means that writing is an activity we do to express our ideas writtenly and it can be in different type and different purpose. It has multiple components to do this activity, they are the topic, choice of words, organization, purpose, audience, clarity, sequence, cohesion, and transcription. In this research, this term means the ability of students to write descriptive paragraph.

4) Descriptive Paragraph

"The paragraph appeals to the sense, so it tells how something looks, feels, smells, tastes, and/or sounds. A description usually follows a pattern of organization that we call spatial order. Spatial order is the arrangement of things in space."¹² 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 tells about something; describe thing, someone and the other.

¹¹SIL International. "What are Writing Skills?" Version 4.1999
<http://www.sil.porg/lingualinks/literacy/referencematerials/glossaryofliteracyterms/whatarewriting skills.htm>. (Retrieved on 14th May 2011), p.1.

¹² Alice Oshima and Ann Hogue. Loc. Cit p.61.

C. The Problems

1. The Identification of the Problem

Based on the symptoms that have been described in background of the problem above, for further explanation, thus the problems of this research are identified as follows:

a. The students

- 1) A certain number of the students were not able to express their ideas in descriptive paragraph well.
- 2) A certain number of the students were not able to write descriptive paragraph that contains identification and description.
- 3) A certain number of the students were not able to use correct grammatical order in descriptive paragraph.
- 4) A certain number of the students were not able to describe a particular person, place or thing, although they have studied about descriptive paragraph.
- 5) A certain number of the students do not have enough vocabulary to develop their ideas while writing descriptive paragraph.

b. The teacher

- 1) The teacher used conventional technique or strategy in teaching English.
- 2) The teacher blocked media or facilities in teaching English.

2. The Limitation of the Problem

Based on the identification of the problems stated above, it is clear that there are many problems. Therefore, the writer limits the problem on teaching technique by the teacher. The writer use a strategy called PLEASE strategy and to find out the significant different between conditions of using PLEASE strategy toward students' writing ability on descriptive paragraph at the second year students of Al-Huda Islamic Junior High School Pekanbaru.

3. The Formulation of the Problem

Based on the problems limited above, thus, the writer formulates the formulation of the problems in the following research questions as follows:

- a. Is the students' writing ability on descriptive paragraph taught by using PLEASE strategy higher than the students' writing ability on descriptive paragraph taught without using PLEASE strategy at the second year of Al-Huda Islamic Junior High School Pekanbaru?
- b. Is there any significant difference between conditions of using PLEASE strategy toward students' writing ability on descriptive paragraph at the second year of Al-Huda Islamic Junior High School Pekanbaru?

D. The Objective and the Significance of the Research

1) The Objective of the Research

This research has some objectives, as follows:

- a. To find out the information about whether or not the students' writing ability on descriptive paragraph taught by using PLEASE strategy higher

than the students' ability on writing descriptive paragraph taught without using PLEASE strategy at the second year of Al-Huda Islamic Junior High School Pekanbaru.

- b. To find out the information about the difference between conditions of using PLEASE strategy toward students' writing ability on descriptive paragraph at the second year of Al-Huda Islamic Junior High School Pekanbaru.

2. The Significance of the Research

- a. To find out the significant difference between conditions of using PLEASE strategy toward students' writing ability on descriptive paragraph at the second year of Al-Huda Islamic Junior High School Pekanbaru.
- b. To conduct and enlarge the writer's insight and knowledge dealings with the research.
- c. To complete the writer's task in fulfilling the writer's requirements for undergraduate degree in English Education Department of Education and Teacher Training Faculty of UIN Sultan Syarif Kasim Riau.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. Ability in Writing Descriptive Paragraph

Writing ability is specific ability which helps writers to put their ideas into words in meaningful form to interact with the message.¹ Writing skills help the students gain independence, comprehensibility, fluency and creativity in writing. If students have mastered these skills, they will be able to write, so that they can read what they have written, but other speakers of that language can read and understand it.

Here are some kinds of writing skills:

1. Comprehensibility skills for writing include understanding that writing is communicating messages or information.
2. Fluency skills for writing include:
 - a. Recognizing the linear sequence of sounds
 - b. Mastering writing motions and letter shapes
 - c. Recognizing the chunking of words
 - d. Recognizing the need for space between words
 - e. Writing Quickly

¹MelgisDilkawatyPutri. *Teaching Writing: A Handbook of Teaching Productive Skills*. Education Matters Most Publishing: Pekanbaru. 2012. p. 80.

3. Creativity skills for writing include the ability to write freely anything the student wants to write.

According to Pinto², it is a skill which obliges the learners to be even more aware of the potential of language because it can exist on its own, and because it may contribute to logical organization.

According to Brown³, there are two kinds of skills of writing:

a. Microskills

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed to suit the purpose.
- 3) Produce and acceptable core of words and use appropriate word order patterns.
- 4) Use acceptable grammatical systems (e.g., tense, agreement, and pluralization), patterns and rules.
- 5) Express and particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.

b. Macroskills

- 1) Use the rhetorical forms and convention of written discourse.
- 2) Appropriately accomplish the communicative functions of written text according to form and purpose.

²Maria Da Graça L. C. Pinto. "Looking at Reading and Writing Through Language". *Effective Learning and Teaching of Writing: A handbook of Writing in Education*. Second Edition. Vol 14. Gert Rijlaarsdam, et al. (Boston: Kluwer Academic Publishers, 2005), pp. 45

³H. Douglas Brown. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. California: Longman, 2007, p.398.

- 3) Convey links and connections between events and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 4) Distinguish between literal and implied meanings when writing.
- 5) Correctly convey culturally specific references in the context or the written text.
- 6) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

The mastery of those skills determine the type of writing that the students are able to write. Generally, the microskills are suitable for imitative and intensive writing. Meanwhile the macroskills are essential for the successful mastery of responsive and extensive writing. In conclusion, what the students need in writing essay is the microskills of writing. This ability cannot be acquired easily; it takes long and complete process. According to Rijlaarsdam and Bergh⁴, there are two principles in maximizing the acquirement of writing ability. First, practices makes perfect. The aim of learning is fluency obtained after the basic skills and strategies are acquired. Practicing helps the learners to be fluency by integrating the components into the execution of the task. Second, similarity of task, it means when the students learn to write a descriptive paragraph, they must write

⁴GertRijlaarsdam and Huub Van Den Bergh. "Effective Learning and Teaching of Writing: Student involvement in the teaching of writing". *Effective Learning and Teaching of Writing: A handbook of Writing in Education*. Second Edition. Vol 14. GertRijlaarsdam, et al. (Boston: Kluwer Academic Publishers, 2005), p. 3-5.

adescriptive paragraph. It should be similar. Before the students write a descriptive paragraph, they should the components of a good paragraph itself.

A Paragraph is a unit of information in writing that unified by a central idea. A paragraph considered good only if the reader completely understands 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

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

2. Supporting Sentence

It 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

It is like the topic sentence because both are general statement. The concluding sentence reminds the reader of the topic sentence. In fact, concluding sentence can be written like topic sentence but in different words.

According to Syafi'i⁵, there are four characteristics of a good paragraph:

a. Unity

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

a. Coherence

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

b. Capitalization and Punctuation

1) 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.

2) Punctuation

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

c. 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.

⁵Syafi'i, M. S, et al., Op.Cit, p.1.

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.⁶In addition, Karim in Syafi'i et al stated that "descriptive paragraph is a verbal of a person, place, or object."⁷ Thus, a description 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. Its means that you can do it by observing and recording 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

Descriptions are vivid detail of 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.

⁶ Alice Savage and Patricia Mayer, *Effective Academic writing 2*, Oxford: Oxford University Press, 2005, p. 33.

⁷Ibid, p. 50.

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:

1. Use of simple present tense
2. Use of action verbs
3. Use of specific participant⁸

By knowing both of the concepts in writing descriptive paragraph, the students as writers 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.

2. The Factors Influencing Ability in Writing a Text

There are some factors influencing ability in writing a text, as follows:

a. Fear factors of writing

According to Burckardt⁹, there are kinds of factors that make someone afraid to writing:

- a. Have poor graphomotor skills
- b. Poor expressive skills

⁸Mukarto et al., *English on Sky for Junior High School Students Year VIII*. Penerbit Erlangga: Jakarta. 2007, p. 19.

⁹Foley Gezane Burckardt. 2007. *Why People become afraid to write?*, pp. 1 (Retrieved on February 3, 2013) [Http://www.whypeoplebecomeafraidtowrite?.pdf](http://www.whypeoplebecomeafraidtowrite?.pdf)

- c. Cannot seem to organize their thought
- d. They are afraid to spell word correctly
- e. Have trouble with syntax
- f. Trouble retrieving vocabulary word

Those factors can be accumulated to be a big barrier for people's ability to write even more in writing essay text that is known as writer's block. Based on the idea above, it is clear that the fear factors of writing give influence toward ability in writing especially in writing essay text.

b. Reading

According to Krashen and Hirai, et al. stated that¹⁰, the importance of wide reading is improving writing. Natural exposure to language through reading enhances our ability to communicate our ideas into words in meaningful form. Considering the statement above, reading becomes one of the media for the writers to gain information that they will deliver it to the essay. So that, the more they read, the more experience they obtained to write essay.

c. Writing Environment

Another factor that can influence the ability in writing essay text is writing environment. When the students are in literacy environment in which people are accustomed to write and writing to become daily activities such as classroom

¹⁰Debra L. Cook Hirai, et al. *Academic Language/Literacy Strategies for Adolescents A "How To" Manual for Educators*. (New York: Routledge, 2010), p. 100-102.

settings, courses, workshops, etc, the students will be often to write. The habitual of students to write becomes useful for improving students' ability in writing.

d. Teaching Technique

Typically writing is taught based on a prescribed textbook in primary schools. Most teachers simply stick to the textbook and adopt a very traditional method. A typical composition lesson goes as follows: the teacher teaches the class a sample of writing in the unit, which usually consists of several sentences describing a person or an object. Then, with the help of some guiding questions, the teacher asks the class to do parallel writing, which means to write a similar text by changing simply the names, pronouns, numbers or some details of the original text. Finally, the students copy the answers to the quiding questions in their exercise books, and submit their composition.¹¹

According to Rijlaarsdam dan Bergh¹², there are many lessons and teachers develop wonderful teaching strategies and teaching scenario's, and some of these teachers show their insights but in general writing lessons are uninspired and not stimulating. Because of that, students are not interested in writing. Moreover, their ability cannot be improved as what the teachers and others desired.

Based on the ideas above, the ability of students in writing can be improved if the teacher can inspiration the students in teaching writing. In other words, the

¹¹Anita Poon. 2007. *Typical Composition lesson in Hongkong*. Vol 307. (Retrieved on February 3, 2013) [Http://www.Don'tlearnEnglishintheChineseWay.pdf](http://www.Don'tlearnEnglishintheChineseWay.pdf)

¹²Rijlaarsdam,Op. Cit, p. 2-3.

technique used by the teacher takes important role to developing students' ability in writing especially in writing text.

3. The Pick-List-Evaluate-Activate-Supply-End (PLEASE) Strategy

a. The 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.¹³ In addition, Welch, M and Link D.P. stated¹⁴ that Pick-List-Evaluate-Activate-Supply-End (PLEASE) strategy is one of the writing strategies. It helps students to improve their writing ability This strategy consists of six words, they are:

1. Pick:
 - a) Pick a topic
 - b) Pick your audience
 - c) Pick the appropriate textual format given the topic, purpose and audience.
2. List
 - a) List ideas about the topic
 - b) This is to be used for sentence generation
3. Evaluate
 - a) Evaluate your list of ideas

¹³ Steve Graham, Karen R. Harris. *Writing Better: Effective Strategies for Teaching Students with Learning Difficulties*. Paul. H. Brookes Publishing: Maryland. 2005.p. 4.

¹⁴Welch, M & Jensen, J.B, Loc.Cit37-47.

- b) Determine if it is complete
- c) Plan the best way of organizing or sequencing the ideas that will be used to generate supporting sentences

4. Activate

- a) Activate with a topic sentence to introduce the paragraph
- b) Students are introduced how to write short and simple declarative topic sentences that will “activate” the written idea for the reader.

5. Supply

- a) Supply supporting sentences
- b) Use the list generated for supporting sentences ideas
- c) Gradually enhance by generating clarifying or “expansion” sentences

6. End

End with a concluding sentence to summarize the paragraph and hold the ideas together.

Based on the experts statement above, the writer concludes that, this strategy is useful because it provides cues to help the students disabilities remember and apply activities involved in the process of planning and writing. Furthermore, this strategy has six steps to help the students’ writing, especially in writing descriptive paragraph.

b. 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 qualify as prewriting activities”.¹⁵ This strategy is very useful for describing the sequence of event of descriptive paragraph.

The advantages of using PLEASE strategy are:

- a) To help the students generate, organize, and to write sentences and paragraphs.
- 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.¹⁶

From this statement, it is clear that this strategy is good for writing descriptive paragraph. Then, it is useful for all of students, and specifically for students in the middle grades and those with disabilities.

4. Using PLEASE Strategy toward Students' Writing Ability on Descriptive Paragraph

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 Persallsay in implementing of this strategy, the teacher should do some steps. There are six-

¹⁵Steve Peha, *The Writing Teacher's Guide*. Teaching That Makes Sense, Inc., 2003, p.3.

¹⁶Steve Graham, Op. Cit p.4.

steps of this strategy to help students write a paragraph. Each step follows a letter in the word PLEASE:

- 1) *Pick*: Teacher provides students with instruction about how to pick their topic, their audience, and the appropriate format.
- 2) *List*: Teacher shows students techniques to list information about the topic.
- 3) *Evaluate*: Teacher instructs students in ways to evaluate if their list is complete. Then they plan the best way to organize the ideas.
- 4) *Activate*: Teacher shows students how to activate the paragraph with a topic sentence. Teacher provides instruction to students about writing a topic sentence.
- 5) *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 or expansion sentences.
- 6) *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.¹⁷

B. The Relevant Research

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our

¹⁷Flo Brokop and Bill Persall. *Writing Strategies for Learners who are Deaf*. Edmonton. NorQuest College. 2009. p.21.

research itself.¹⁸ In this project paper, the writer only chooses several relevant researches related to writer's research.

- 1) The research was conducted by Ni Made Dwi Indah Yani which entitled The Effect of "PLEASE" Strategy 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 that 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 (67.90). 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 tailed independent sample t-test (equal variance assumed) showed that the value of .003 (less than .05). It can be concluded that the null hypothesis (H_0) used in this study was rejected. It means that there was significance difference in writing ability of grade VIII students of SMP Negeri 1 Tabanan between those who were taught by using "PLEASE". strategy and those who were taught by using conventional writing technique.¹⁹

¹⁸Syafi'i, *From Paragraphs to a Research Report: A Writing of English for Academic Purposes*, Pekanbaru: LBSI, 2001, p. 122.

¹⁹Ni Made Dwi Yani. 2011. Unpublished.

2) The research was conducted by Siti Munawaroh which entitled *The Effect of Using Preparing-Organizing-Writing-Editing-Rewriting (POWER) Strategy toward 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.²⁰

C. The Operational Concept

Operational concept is used to clarify the variables used in this research in order to avoid misunderstanding and misinterpreting. As mentioned by Syafii that all related theoretical frameworks can be operated in the operational concept.²¹ This is an experimental research which focuses on the effect of using PLEASE strategy toward students' writing ability on descriptive paragraph at the second year of Al-Huda Junior High School Pekanbaru. In this research, there are two variables used (variable X and variable Y). Variable X (PLEASE Strategy) as independent. It is the group of control and experiment that refers to the assumption of statistical analysis of using independent sample T-test. On the other

²⁰Siti Munawaroh. 2013. Unpublished.

²¹ M. Syafii, S, M, et.al. Op Cit., p. 122.

hand, variable Y (writing descriptive paragraph ability) is dependent. Therefore, the operational concept can be seen in the following indicators.

1. Variable X: Teaching treatment by using PLEASE strategy

a. Experimental Class;

- 1) The teacher reminds the students about the meaning of descriptive paragraph.
- 2) The teacher gives example material or topic to the students.
- 3) The teacher introduces about steps of writing by using PLEASE Strategy.
- 4) After introducing the strategy to the students, the teacher gives other topics to the students and let them PLEASE with other object which is almost the same.
- 5) The students are required to select or pick a topic and list more information of it.
- 6) The students revise or evaluate information what they have listed.
- 7) The students start write a descriptive paragraph.
- 8) The students use editing sheet to revise their writing with a partner.
- 9) The students write final draft and check sentences, capitals, punctuation, spelling, grammar and the teacher gives correction of it.
- 10) The teacher asks the students' difficulties during the lesson.
- 11) The teacher submits students' assignment.

b. Control Class;

Control class is one of the classes in experimental research. It is used to look at the different results from the experimental class in applying a strategy. This class was served by three-phase-technique; it is of course different from experimental class. The materials that given to the students is similar to the experimental class. The result obtained in both experimental and control classes area consideration for writer to look at the successful or unsuccessful technique or strategy applied to the students.

2. Variable Y:Students ability in writing descriptive paragraph.

The indicator of students' writing ability in descriptive paragraph can be seen as follows:

- a. The students are able to describe their ideas in writing based on the content, vocabulary, and mechanics that contains spelling and punctuation,
- b. The students are able to describe their ideas in writing based on the organization that contains identification and description,
- c. The students are able to describe their ideas in writing based on the language features that contains specific participant, simple present tense, and adjective.

D. The Assumption and the Hypothesis

1. The Assumption

- a. Descriptive paragraph has been learned by the second year students at the first semester. It is assumed that the first semester of the second year students of Al-Huda Islamic Junior High School Pekanbaru are able to write the descriptive paragraph well.
- b. The better Pick-List-Evaluate-Activate-Supply-End (PLEASE) strategy is applied, it is assumed that the easier students are able to master writing descriptive paragraph.

2. Hypothesis

It is necessary for the writer to formulate the hypothesis of the study as follows:

a. Alternative Hypothesis (Ha)

There is a significant difference between conditions of using PLEASE strategy toward students' writing ability on descriptive paragraph at the second year of Al-Huda Junior High School Pekanbaru.

b. Null Hypothesis (Ho)

There is no significant difference between conditions of using PLEASE strategy toward students' writing ability on descriptive paragraph at the second year of Al-Huda Junior High School Pekanbaru.

CHAPTER III

RESEARCH METHOD

A. The Research Design

The type of research was an experimental research that consisted of two variables. Cohen, et al. state “an experiment involves making a change in the value of one variable – called the independent variable – and observing the effect of that change on another variable – called the dependent variable.”¹ In the research, the independent variable (X) that referred to the use of PLEASE strategy, and (Y) referred to the students’ writing ability on descriptive paragraph as dependent variable.

According to Cresswel, the quasy experimental approach introduces considerably more threats to intent validity and it also has the advantage in utilizing existing groups in educational setting because it introduces many threats that you can address in the design of the experiment.² Nonequivalent control group design is one of the most widespread experimental designs in educational research involves an experimental group and a control group both given a pretest and posttest, but in which the control group and the experimental group do not have pre-experimental sampling equivalence.³

¹Louis Cohen, Lawarence Manion and Keith Marrison. *Research Methods in Education Sixth Edition*.Canada: Routledge. 2007, p.272.

² John W.Cresswel,*Educational Resarch: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Boston: Pearson Education. 2008, p. 314.

³Donald T. Campbell and Julian Stanley, *Experimental and Quasy Experimental Design for Research*, USA: Rand McNally and Company, 1963. p.47

Furthermore, this research used two classes as sample and using pretest and posttest design approach in the quasi-experimental design. The first class function as experimental class (X) treated by using PLEASE strategy, and the second is control class (Y) which is treated without using PLEASE strategy. In the experimental class, the students were administrated by giving pre-test at the beginning of the teaching learning in order to know students writing ability on descriptive paragraph. Then there was a treatment. During treatment, the writer corporated with observer, and post-test at the end of the teaching learning processes in order to know the effect of using PLEASE strategy toward students writing ability on descriptive paragraph at the second year of MTs Al-Huda Pekanbaru. So, the design of this research can be illustrated as follows:⁴

Table III.1

The Research Design

Class	Pre-test	Treatment	Post-test
Experimental	O1	X	O2
Control	O3	-	O4

Note:

E : Experimental Class

C : Control Class

O1 : Pre-Test to experiment

O2 : Post-test to experiment

O3 : Pre-test to Control

⁴Ibid, p. 47.

O4 : Post-test to Control

X : Receive treatment, that is using PLEASE strategy

- : No treatment

B. The Time and the Location of the Research

This research was conducted from 13 March to 09 April 2013. The location of this research was on Al-Huda Islamic Junior High School Pekanbaru at H.R Soebrantas KM.12 No. 55 Panam Pekanbaru.

C. The Subject and the Object of the Research

1. The Subject of the Research

The subject of this research was the second year students at Al-Huda Islamic Junior High School Pekanbaru in academic year 2012-2013,

2. The Object of the Research

The object of this research was to find out the difference between conditions of using PLEASE strategy toward students' writing ability on descriptive paragraph.

D. The Population and the Sample of the Research

1. The Population of the Research

The population in this research was the second year students of Al-Huda Islamic Junior High School Pekanbaru, in academic year of 2012/2013. There

were five classes. The total number of the second year students at Al-Huda Islamic Junior High School Pekanbaru was 183 students.

2. The Sample of the Research

Table III.2

**The Total of Population at the Second Year of Al-Huda
Islamic Junior High School Pekanbaru**

No.	Class	Male	Female	Total
1.	VIII A	20	10	30
2.	VIII B	11	19	30
3.	VIII C	27	14	41
4.	VIII D	24	17	41
5.	VIII E	21	20	41
Total		103	80	183

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 characteristics (population members) is a cluster.⁵ 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, the writer 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.⁶ It means that the students have been taught by the same materials based on the same syllabus. Therefore, the writer took two classes to represent the population having similar characteristics.

⁵L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application: Sixth Edition*, New Jersey: Prentice-Hall, Inc, 2000, p.129

⁶Ibid, p.129.

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

So, the writer selected two classes of students to be taken as samples, that consisted of 60 students, they were VIII A as the control class and VIII B as the experimental class. The following table presented how sample was:

Table III.3
The Number of Sample at the Second Year Students of Al-Huda Islamic Junior High School Pekanbaru

No	Class	Students		Number of Students
		Male	Female	
1.	VIII B (Experimental Class)	11	19	30
2.	VIII A (Control Class)	20	10	30
Total				60

Based on the table above, it is clear that the experimental class consisted of 30 students and the control class also consisted of 30 students. The experimental class consisted of 11 male students and 19 female students. Then, there were 20 male students and 10 female students in control class. So, the number of both experimental class and control class were 60 students. Hartono says that if the sample consists of 30 or more, it is called the big sample.⁷

E. The Technique of Data Collection

The kind of instrument used to collect the data in this research was test. To collect data from the sample, the writer used only written test. The students had been tested to find out the students ability on descriptive paragraph. The test was

⁷Hartono. *Statistik untuk Penelitian*. (Yogyakarta: Pustaka Pelajar, 2008), p. 207

given before and after the treatment. Both pre-test and post-test either from experimental class or control classes were assessed by two raters.

The students' ability on writing descriptive paragraph was measured by using writing assessment used by the English teacher of Al-Huda Islamic Junior High School Pekanbaru. The assessment form can be seen as follows:

Table III.4

**Writing Descriptive Paragraph Form Score
Assessment Aspect of Writing Descriptive Paragraph**

No.	Aspect Assessed	Score			
		1	2	3	4
1	Content				
2	Organization a. Identification b. Description				
3	Vocabulary				
4	Language Features a. Specific Participant b. Simple Present Tense c. Adjective				
5	Spelling & Punctuation				
Total					
Maximum Score		20			

Explanation of Score:

- 1 = Incompetent
- 2 = Competent Enough
- 3 = Competent
- 4 = Very Competent

Final Score = $\frac{\text{Total Score}}{\text{Maximum Score}} \times 80$

Maximum Score

According to Arikunto, there were 5 components to categorized students' writing ability. Each component has 20 as the highest score and the total of the

components are 100. In this research, the writer took 80 as the highest score. Then the score was interpreted into the following category:⁸

1. 80 – 100 = A (Very good)
2. 66 – 79 = B (Good)
3. 56 – 65 = C (Enough)
4. 40 – 55 = D (Less)
5. 30 – 39 = E (Bad)

F. The Technique of Data Analysis

In order to analyze students' writing ability on descriptive paragraph, the writer used gain scores analysis in order to see the improvement obtained from both control and experimental groups. The improvement (gain) from pretest to posttest can be computed for each participant by subtracting each person's pretest score from his or her posttest score by considering the following formula⁹:

$$\text{Gain} = \text{posttest} - \text{pretest}$$

When a gain score is computed in this manner, a positive gain score indicates that the posttest score is greater than the pretest score, a negative gain score indicates that the posttest score is less than the pretest score.

In order to see the global gain from both experimental and control group, the data are also analyzed by Hake's formula¹⁰, as follows:

$$< g > = \frac{< S_{post} > - < S_{pre} >}{100\% - < S_{pre} >}$$

⁸SuharsimiArikunto. *Dasar-DasarEvaluasiPendidikan :EdisiRevisi*. (Jakarta: BumiAksara, 2009), p. 245

⁹Lee A Becker. "Analysis of Pretest and Posttest Scores with Gain Scores and Repeated Measureshttp" (Retrieved on April 10, 2012), p. 1, <http://web.uccs.edu/lbecker/Psy590/gainscore.htm>

¹⁰Richard R. Hake. 1999. "Analyzing Change/Gain Scores". (Retrieved on April 10, 2012), p.1, <http://AnalyzingChange-Gain.pdf>

By considering the following criteria:

- a. “High-g” courses as those with $\langle g \rangle > 0.7$;
- b. “Medium-g” courses as those with $0.7 > \langle g \rangle > 0.3$;
- c. “Low-g” courses as those with $\langle g \rangle < 0.3$.

In addition, to find out whether there is a significant difference between conditions of students' writing ability on descriptive paragraph who are taught by PLEASE strategy and those who are not taught at the second year of Al-Huda Islamic Junior High School Pekanbaru. The data was analyzed statistically. In analyzing the data, the writer used score of post-test from experimental and control classes. The writer analyzed the data by using *independent sample T-test* formula through using SPSS 19 Version.

The $t_{\text{observation}}$ value is consulted with the value of t_{table} at the degree of freedom (df) by using formula:

$$df = (N_1 + N_2) - nr$$

where:

df = the degree of freedom

N_1 = number of students from experimental class

N_2 = number of students from control class

nr = number of variable

Statically the hypotheses are:

H_0 is accepted if $t_0 < t_{\text{table}}$ or there is no significant difference between conditions of using PLEASE strategy toward students' writing ability on

descriptive paragraph at the second year of Al-Huda Islamic Junior High SchoolPekanbaru.

H_a is accepted if $t_o > t\text{-table}$ or there is a significant difference between conditions of using PLEASE strategy toward students' writing ability on descriptive paragraph at the second year of Al-Huda Islamic Junior High SchoolPekanbaru.

G. The Reliability and the Validity of the Test

In order to measure the validity of writing ability test, the writer used content validity. Content validity is partly a matter of determining if the content that the instruments contains is an adequate sample of the domain of content it is supposed to represent.¹¹ Thus, the test was given based on the material studied by the students. The material of the test was taken from the textbook used by the second year students of MTs Al-Huda Pekanbaru.

Reliability is the degree to which a test consistently measure whatever it is measuring.¹² The testing of students' writing ability had to have reliability in order to get the same scores obtained when the tests done were more than once. There are five types of reliability: stability, equivalence, equivalence and stability, internal consistency, and rater agreement. In this research, the writer used the rater agreement type of reliability concerned with inter-rater reliability as the scores were given by two raters.

¹¹ Jack R. Fraenkel& Norman E. Wallen, *op, cit.*, p. 153

¹²L.R. Gay and Peter Airisian, Educational Research Competencies for Analysis and Application.New Jersey: Pearson Education,2000. p.169

The writer used the categories of reliability can be seen from the following table:

III.5
The Categories of Reliability

No	Reliability	Level of Reliability
1	0.0 – 0.20	Low
2	0.21 – 0.40	Sufficient
3	0.41 – 0.70	High
4	0.71 – 1.0	Very high

(Taken from Tinambunan in Meltiawati in Zelly)¹³

The scores given by rater 1 were correlated to scores given by rater 2. The higher correlation, the higher inter-rater reliability. As explained by Henning that if rating of students' result of the test is rated by two or more judges or raters, the correlation between raters should be inter-correlated. Then, the inter-correlation of the raters is used in finding the reliability of the test.¹⁴

To determine the correlation between scores given by rater 1 correlated to scores given by rater 2, the writer used *Pearson Product Moment* formula through SPSS 19 version.

r product moment can be obtained by considering the degree of freedom (df) as follows:

$$df = N - nr$$

Explanation:

N = number of cases

nr = the total variable correlated

¹³ZellyPutriani. "The Correlation between Reported Speech Mastery and Speaking Ability of the Second Year Students of SMKN 1 Pekanbaru". Pekanbaru: Unpublished. 2011. p. 35.

¹⁴Grant Henning. *A Guide to Language Testing: Development, Evaluation and Research*. Boston: Heinle & Heinle Publisher. 1987. p. 82-83

Statistically the hypotheses are:

$$H_0: r_o < r_t$$

$$H_a: r_o \geq r_t$$

H_0 was accepted if $r_o < r_t$ or there was no significant correlation between score from rater 1 and rater 2.

H_a was accepted if $r_o \geq r_t$ or there was a significant correlation between score from rater 1 and rater 2.

Next, the writer used the *Spearman-Brown Prophecy Formula* to find the final reliability obtained between two raters. The following is the formula:¹⁵

$$r_{tt} = \frac{nr_{AB}}{1 + (n-1)r_{AB}}$$

Where:

r_{tt} = inter-rater reliability

n = the number of raters whose combined estimates from the final mark for the examinees

$r_{A,B}$ = the correlation between raters, or the average correlation among all raters if there are more than two.

The following table describes the correlation between scores given by rater 1 and rater 2 by using *Pearson Product Moment* formula through SPSS 19Version.

¹⁵Ibid., p. 83

Table III.6
Inter-Rater Correlation

Rater	Rater 1	Rater 2
Rater 1	1.000	0.770
Rater 2	0.770	1.000

From the table above, it can be seen that the coefficient of correlation product moment $r_{\text{obtained}} (r_o)$ between scores given by rater 1 and rater 2 is 0.770. Before comparing it to $r_{\text{table}} (r_t)$, the writer obtained the degree of freedom (df)

$$df = N - nr$$

$$df = 60 - 2 = 58$$

After obtained the degree of freedom (df) = 58, the coefficient product moment r_{obtained} was compared to r_{table} , either at level 5% or 1%. At level 5% r_{table} is 0.250; while at level 1% r_{table} is 0.325. Based on r_{table} it can be analyzed that (r_o) is higher than (r_t) either at level 5% or 1%. It is clear that $0.250 < 0.770 > 0.325$. So, the writer concluded that H_o is rejected and H_a is accepted. It means there was a significant correlation between score of rater 1 and score of rater 2. In the other words, the writing test was reliable. Then, r_{obtained} is adjusted by the *Spearman-Brown Prophecy Formula* below:

$$r_{tt} = \frac{nr_{AB}}{1+(n-1)r_{AB}}$$

$$r_{tt} = \frac{(2)(0.770)}{1+(2-1)(0.770)}$$

$$= \frac{1.54}{1+0.770}$$

$$= \frac{1.54}{1.77}$$

$$= 0,87$$

Based on the calculation above, the writer obtained inter-rater reliability was 0,87. So, it is conclude that the reliability of writing test included in very high level.

Besides, the tests used also had the validity. A test is said to be valid if it measures accurately what it is intended to measure.¹⁶ In this research, the writer used content validity. According to Sugiyono, content validity is a kind of test that is used to measure achievement and the effect of treatment or program. To measure achievement, the test must be created based on appropriate material, it is easy to be comprehended or suitable with student level.¹⁷ The test of the research was appropriate to students' knowledge and it was familiar materials to the students' daily life.

¹⁶Arthur Hughes. *Testing for Language Teachers*. Second Ed. United Kingdom: Cambridge University Press. 2003 p. 26

¹⁷Prof. Dr. Sugiyono. *Metode Penelitian Pendidikan : Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta, 2011. p. 176

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Description of the Data

The aim of this research was to obtain the significant effect of using PLEASE strategy toward students' writing ability on descriptive paragraph. The data was from the score of students' pre-test and post-test both the experimental and the control classes. The writer gave pre-test before doing treatment and post-test after doing treatment. The test was related to descriptive paragraph by giving certain topic, evaluated by concerning five components of students' writing ability; content, organization, vocabulary, language features, and spelling and punctuation.

B. The Data Presentation

The data were collected through the following:

- a. The students were asked to write descriptive paragraph.
- b. The students' writing was collected and evaluated by using Indonesian scoring guide. They are content, organization, vocabulary, language feature, spelling and punctuation.
- c. The students' writing results were evaluated by two raters.
- d. The writer calculated the scores from the raters and proceeded it.

1) The Students' Ability in Writing Descriptive Paragraph Taught by Using PLEASE Strategy

a. The description of Students' Pre-test Score

Table IV.1
Description of Frequency of Students' Pre-test Score of
Experimental Class

Score	Frequency	Percentage (%)
44	4	13.3 %
48	5	16.7 %
50	2	6.7 %
52	7	23.3 %
56	6	20.0 %
60	4	13.3 %
62	1	3.3 %
66	1	3.3 %
Total	30	100%

Referring to the table above, it can be seen that there were 4 students who obtained 44 (13.3%), 5 students obtained 48 (16.7%), 2 students obtained 50 (6.7%), 7 students obtained 52 (23.3%), 6 students obtained 56 (20.0%), 4 students obtained 60 (13.3%), 1 student obtained 62 (3.3%), and 1 students obtained 66 (3.3%).

From the table above, it also shows, the total frequency was 30. The highest score was 66, while the lowest score was 44.

b. The Description of Students' Post-test Score

Table IV.2
Description of Frequency of Students' Post-test of
Experimental Class

Score	Frequency	Percentage (%)
56	1	3.3 %
62	5	16.7 %
64	3	10.0 %
66	7	23.3 %
68	3	10.0 %
70	3	10.0 %
72	7	23.3 %
76	1	3.3 %
Total	30	100%

Referring to the table above, it can be seen that there was 1 students who obtained 56 (3.3%), 5 students obtained 62 (16.7%), 3 students obtained 64 (10.0%), 7 students obtained 66 (23.3%), 3 students obtained 68 (10.0%), 3 students obtained 70 (10.0%), 7 students obtained 72 (23.3%), and 1 student obtained 76 (3.3%).

From the table above, it also shows, the total frequency was 30. The highest score was 76, while the lowest score was 56. The highest frequency was 7 at the score 72.

2) The students' Ability in Writing Descriptive Paragraph Taught without Using PLEASE Strategy

a. The Description of Students Pre-test Score

Table IV.3
Description of Frequency of students' Pre-test of
Control Class

Score	Frequency	Percentage (%)
42	2	6.7 %
44	3	10.0 %
46	3	10.0 %
48	7	23.3 %
50	2	6.7 %
52	6	20.0 %
56	3	10.0 %
58	1	3.3 %
60	3	10.0 %
Total	30	100%

Referring to the table above, it can be seen that there were 2 students who obtained 42 (6.7%), 3 students obtained 44 (10.0%), 3 students obtained 46 (10.0%), 7 students obtained 48 (23.3%), 2 students obtained 50 (6.7%), 6 students obtained 52 (20.0%), 3 students obtained 56 (10.0%), 1 student obtained 58 (3.3%), and 3 students obtained 60 (10.0%).

From the table, it also shows, the total frequency was 30. The highest score was 60, while the lowest score was 42. The highest frequency was 7 at the score 48.

b. The Description of Students Post-test Score

Table IV.4
Description of Frequency of Students' Post-test Score of
Control Class

Score	Frequency	Percentage (%)
52	12	40.0 %
54	1	3.3 %
56	3	10.0 %
58	7	23.3 %
60	1	3.3 %
62	6	20.0 %
Total	30	100%

Referring to the table above, it can be seen that there were 12 students who obtained 52 (40.0%), 1 student obtained 54 (3.3%), 2 students obtained 56 (6.7%), 8 students obtained 58 (26.7%), 1 student obtained 60 (3.3%), and 6 students obtained 62 (20.0%).

From the table, it also shows the total frequency was highest score at the score 62, while the lowest score was 52. The highest frequency was 12 at the score 52.

3. The Significant Effect of Students' Writing Ability on Descriptive Paragraph Taught by Using PLEASE Strategy and without Using PLEASE Strategy

Table IV.5

The Students' Writing Pre-test and Post-test Score both of Experimental Class and Control Class

No.	Name	Students' Score			
		Experimental Class		Control Class	
		Pre-test	Post-test	Pre-test	Post-test
1	S-1	62	72	56	58
2	S-2	56	70	46	52
3	S-3	66	76	58	56
4	S-4	56	62	48	54
5	S-5	60	70	42	60
6	S-6	50	64	52	58
7	S-7	50	72	50	58
8	S-8	60	72	48	52
9	S-9	56	68	52	58
10	S-10	60	68	60	62
11	S-11	56	66	60	62
12	S-12	52	64	44	52
13	S-13	48	62	46	52
14	S-14	44	66	60	62
15	S-15	52	66	48	58
16	S-16	52	72	42	52
17	S-17	48	66	48	52
18	S-18	48	68	52	62
19	S-19	52	56	48	52
20	S-20	56	64	56	58
21	S-21	48	72	52	58
22	S-22	60	70	46	52
23	S-23	56	62	50	52
24	S-24	52	66	52	62
25	S-25	44	72	56	62
26	S-26	52	66	44	52
27	S-27	48	62	44	52
28	S-28	44	72	48	58
29	S-29	44	62	52	56
30	S-30	52	66	48	52
Mean		52.80	67.13	50.27	56.20

However, generally, the statistical description of both data could be seen in the following table description:

Table IV.6
Description Statistics

N	Valid	Preexp	Postexp	Precont	Postcont
	Missing	30	30	30	30
Mean		52,8	67,13	50,27	56,2
Std. Error of Mean		1,057	0,806	0,962	0,726
Median		52	66	49	57
Mode		52	66 ^a	48	52
Std. Deviation		5,792	4,416	5,271	3,978
Variance		33,545	19,499	27,789	15,821
Range		22	20	18	10
Minimum		44	56	42	52
Maximum		66	76	60	62
Sum		1584	2014	1508	1686

Referring of the table above, it can be seen the statistical description of all the data; pre-test experiment, post-test experiment, pre-test control, and post-test control. It showed clearly the differences of mean, standard deviation and the other data both experimental and control classes. While the score of experimental class was higher than control class.

C. The Data Analysis

The data analysis was presented based on the statistical result followed by using PLEASE strategy on the students' writing ability on descriptive paragraph of the second year of Al-Huda Islamic Junior High School Pekanbaru. The data was divided into two, they were pre-test and post-test. To analyze the data, the main score and the standard deviation, the writer used SPSS 19 Version.

1. The Analysis of Students' Writing Ability on Descriptive Paragraph Taught by Using PLEASE Strategy

The data of students' pre-test and post-test in experimental class were obtained from the result of the students' writing descriptive paragraph by using PLEASE strategy. At the pre-test, it can be seen that the total frequency is 30 and the total score is 1584, so, that Mean (M_x) and Standard Deviation () can be obtained by using SPSS as follows:

Table IV.7

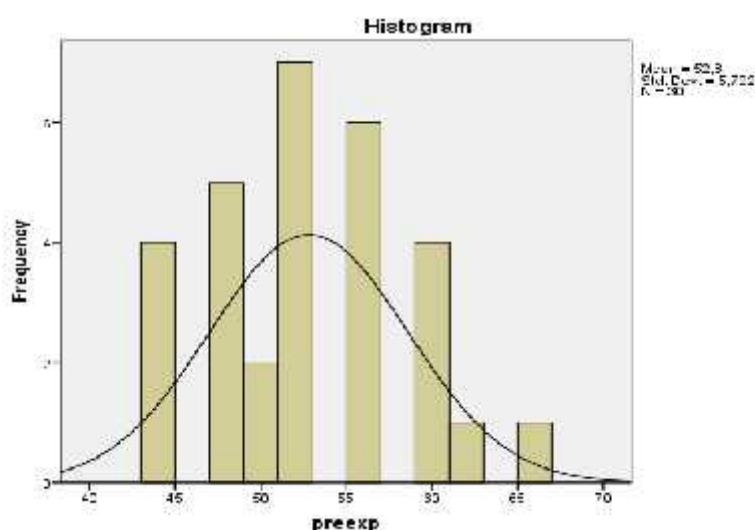
Mean and Standard Deviation of Students' Pre-Experimental Score

Mean	52.80
Standard Deviation	5.792

From the table above, the distance between Mean (M_x) and Standard Deviation () is too far. In other words, the scores obtained are normal.

Histogram IV.1

Pre-Experiment Histogram



From the histogram above, it can be analyzed that the histogram is normal.

While for score of post-test of experiment class, the total frequency is 30 and the total score is 2014, so that Mean (M_x) and Standard Deviation () can be obtained by using SPSS as follows:

Table IV.8

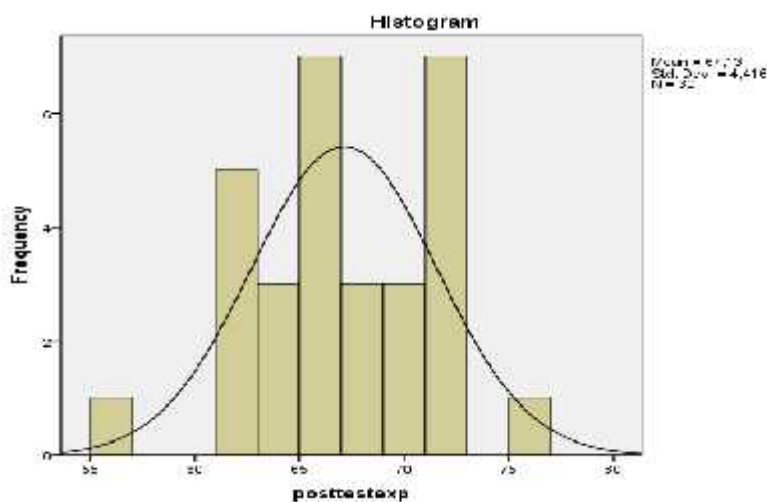
Mean and Standard Deviation of Students' Post-Experimental Score

Mean	67.13
Standard Deviation	4.416

From the table above, the distance between Mean (M_x) and Standard Deviation () is too far. In other words, the scores obtained are normal.

Histogram IV.2

Post-Experiment Histogram



From the histogram above, it can be analyzed that the histogram is normal.

2. The Analysis of Students' Writing Ability on Descriptive Paragraph Taught without Using PLEASE Strategy

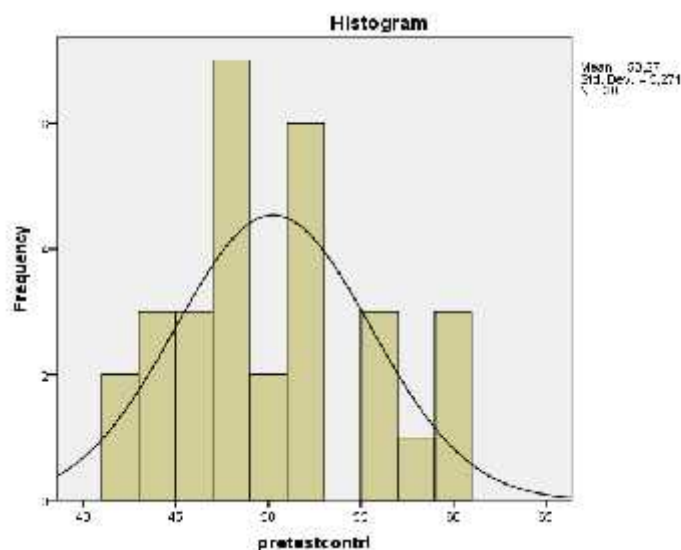
The data of students' pre-test and post-test scores in control class were obtained from the result of the students' writing descriptive paragraph without using PLEASE strategy. At the pre-test score, it can be seen that the total frequency is 30 and the total scores is 1508, so that Mean (M_x) and Standard Deviation () can be obtained by using SPSS as follow:

Table IV.9
Mean and Standard Deviation of Students' Pre-Control Score

Mean	50.27
Standard Deviation	5.271

From the table above, the distance between Mean (M_x) and Standard Deviation () is too far. In other words, the scores obtained are normal.

Histogram IV.3
Pre-Control Histogram



From the histogram above, it can be analyzed that the histogram is normal.

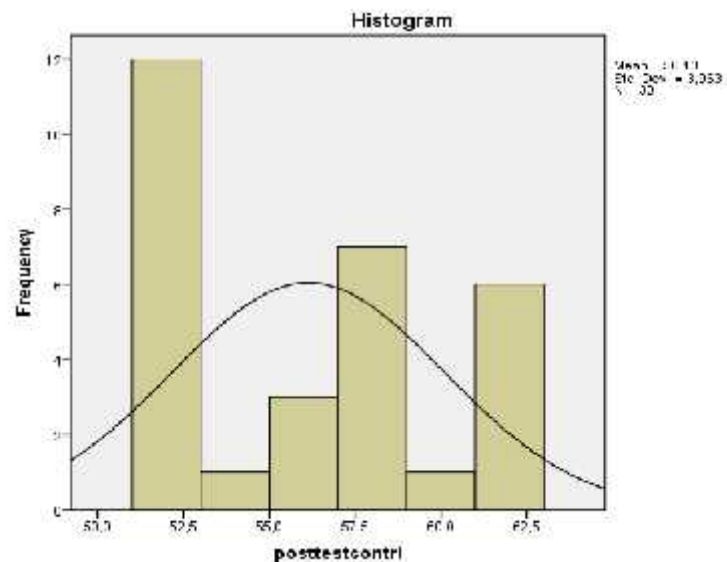
While for score of post-test of control class, the total frequency is 30 and the total scores is 1686, so that Mean (M_x) and Standard Deviation () can be obtained by using SPSS as follows:

Table IV.10
Mean and Standard Deviation of Students' Post-Control Score

Mean	56.20
Standard Deviation	3.978

From the table above, the distance between Mean (M_x) and Standard Deviation () is too far. In other words, the scores obtained are normal.

Histogram IV.4
Post-Control Histogram



From the histogram above, it can be analyzed that the histogram is normal.

3. Gain Score Analysis

The improvement (gain) from pretest to posttest can be computed for each participant by subtracting each person's pretest score from his or her posttest score by considering the following formula¹:

$$\text{Gain} = \text{posttest} - \text{pretest}$$

When a gain score is computed in this manner, a positive gain score indicates that the posttest score is greater than the pretest score, a negative gain score indicates that the posttest score is less than the pretest score.

The improvement (gain) from both experimental and control group can be drawn in the following table:

¹Ibid, p. 1.

Table IV.11

**The Analysis of Students' Writing Pre-test and Post-test Score both of
Experimental Class and Control Class**

No	Name	Students' Score					
		Experimental Class		Gx	Control Class		Gx
		Pre-test	Post-test		Pre-test	Post-test	
1	S-1	62	72	10	56	58	2
2	S-2	56	70	14	46	52	6
3	S-3	66	76	10	58	56	-2
4	S-4	56	62	6	48	54	6
5	S-5	60	70	10	42	60	18
6	S-6	50	64	14	52	58	6
7	S-7	50	72	22	50	58	8
8	S-8	60	72	12	48	52	4
9	S-9	56	68	12	52	58	6
10	S-10	60	68	8	60	62	2
11	S-11	56	66	10	60	62	2
12	S-12	52	64	12	44	52	8
13	S-13	48	62	14	46	52	6
14	S-14	44	66	22	60	62	2
15	S-15	52	66	14	48	58	10
16	S-16	52	72	20	42	52	10
17	S-17	48	66	18	48	52	4
18	S-18	48	68	20	52	62	10
19	S-19	52	56	4	48	52	4
20	S-20	56	64	8	56	58	2
21	S-21	48	72	24	52	58	6
22	S-22	60	70	10	46	52	6
23	S-23	56	62	6	50	52	2
24	S-24	52	66	14	52	62	10
25	S-25	44	72	28	56	62	6
26	S-26	52	66	14	44	52	8
27	S-27	48	62	14	44	52	8
28	S-28	44	72	28	48	58	10
29	S-29	44	62	18	52	56	4
30	S-30	52	66	14	48	52	4
Total		1584	2014	430	1508	1686	178
Mean		52.8	67.13	14.34	50.27	56.2	5.93

Based on the table above, it can be seen that from experimental group, there is no negative gain scores obtained, all of them get positive gain scores. It indicates that the posttest scores are greater than pretest scores. In contrast, from control group, there is 1 negative gain scores obtained. It means that there is 1 posttest scores from control group are lower than pretest scores.

In order to see the global gain from both experimental and control group, the data are also analyzed by Hake's formula², as follows:

$$\langle g \rangle = \frac{\langle S_{post} \rangle - \langle S_{pre} \rangle}{100\% - \langle S_{pre} \rangle}$$

By considering the following criteria:

- a. "High-g" courses as those with $\langle g \rangle > 0.7$;
- b. "Medium-g" courses as those with $0.7 > \langle g \rangle > 0.3$;
- c. "Low-g" courses as those with $\langle g \rangle < 0.3$.

The gain from both experimental and control group globally can be drawn in the following table:

Table IV. 12
Gain Scores Analysis
Experimental and Control Group

Group	Average		Gain	Criteria
	Pretest	Posttest		
Control	50.27	56.2	0.12	Low-g
Experimental	52.8	67.13	0.27	Low-g

²Ibid, p.1.

Based on the table above, it can be analyzed that gain score from control group is 0.12. Thus, it means that the gain is low. Contrary with experimental group, the gain score is 0.27. Thus, it indicates that the gain is low.

4. The Analysis of the Significant Effect of Using PLEASE Strategy toward Students' Writing Ability on Descriptive Paragraph by Using Independent T-test Formula (SPSS 19 Version)

In order to analyze the significant effect of using PLEASE Strategy toward students' writing ability on descriptive paragraph, the writer used the obtained score of pre-test, post-test, and the gain score between both scores in experimental class and control class as follows:

To determine the effect of using PLEASE strategy toward students writing ability on descriptive paragraph at the second year of Al-Huda Islamic Junior High School Pekanbaru, the writer used T-test formula as follows:

Table IV.13
Description Statistics

Post	Group	N	Mean	Std. Deviation	Std. Error Mean
	Experimental	30	67.13	4.416	0.806
	Control	30	56.20	3.978	0.726

Based on the table above, it can be seen that the total students consisted of 30 students. The mean of post-test experimental class was 67.13, while mean post-test control class was 56.20. Standard Deviation from post-test experimental class was 4.416, while standard deviation from post-test control class was 3.978.

Standard error mean from post-test experimental class was 0.806, while standard error mean from post-test control class was 0.726.

Table IV.14 Data Analysis of Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post	Equal variances assumed	,019	,890	10,076	58	,000	10,933	1,085	8,761	13,105
	Equal variances not assumed			10,076	57,378	,000	10,933	1,085	8,761	13,106

From the table above, it can be seen the score of T-test was 10.076 with $df=58$. Because $df=58$ was not found from the t-table, so the writer took $df=60$ to be compared at significance 5% or 1%. At significance 5% t_t was 2.00, while at significance 1% was 2.65. it means t_o (t obtained) is higher than t table either at significance 5% or 1% ($2.00 < 10.076 > 2.65$).

The interpretation of hypothesis can be seen below:

$H_a: t_o > t\text{-table}$

$H_o: t_o < t\text{-table}$

Ha was accepted if $t_o > t\text{-table}$ or there was a significant effect of using PLEASE strategy toward students writing ability on descriptive paragraph at the second year of Al-Huda Islamic Junior High School Pekanbaru.

Ho was accepted if $t_o < t\text{-table}$ or there was no significant effect of using PLEASE strategy toward students writing ability on descriptive paragraph at the second year of Al-Huda Islamic Junior High School Pekanbaru.

Based on the analysis above, it shows that $t_o > t\text{-table}$. It can be concluded that there was a significant effect of using PLEASE strategy toward students writing ability on descriptive paragraph at the second year of Al-Huda Islamic Junior High School Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the data analysis and data presentation explained at the chapter IV, the researcher concludes the answer formulation of the problems:

- a. The students' writing ability on descriptive paragraph taught by using PLEASE strategy was higher than the students' writing ability on descriptive paragraph taught without using PLEASE strategy at the second year of Al-Huda Islamic Junior High School.
- b. The mean of students' writing ability on descriptive paragraph taught by using PLEASE strategy was different from taught without using PLEASE strategy. The score of post-test in experimental class was higher than the score of post-test in control class. The students can write a descriptive paragraph that contain: content, vocabulary, organization, language features and mechanics. So, it can be concluded that H_0 is rejected and H_a is accepted. It means that there was a significant difference between conditions of using PLEASE strategy toward students' writing ability on descriptive paragraph at the second year of Al-Huda Islamic Junior High School Pekanbaru.

B. Suggestions

Based on the research findings, the writer would like to give some suggestion, especially to the teacher, the students and the school. From the

conclusion of the research above, it is found that using PLEASE strategy can give significant effect toward students' writing ability on descriptive paragraph at the second year of Al-Huda Islamic Junior High School Pekanbaru.

Because of that, PLEASE strategy can be one of the choices for the English teacher at Al-Huda Islamic Junior High School Pekanbaru in order to help students' writing ability on descriptive paragraph. Therefore, English teacher should know how to teach writing by using PLEASE strategy. Besides, teacher should also use many ways to encourage students in writing descriptive paragraph like:

1. Teachers should construct creative and, comfortable, and enjoyable learning for students because the location of school is near street and market center.
2. Teachers should support the strategy by using interesting topics that are suitable for the students' level and present the lesson objectively in order to make the students motivated and interested in learning activity.
3. Teachers should support their teaching activities with the interesting media.
4. Teacher makes writing as habitual activities for students in the school.

In addition, for the school, it is improvement in learning process especially in English subject that is useful to increase quality of the school and to defend the accreditation of the school itself.

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