

**SKRIPSI**

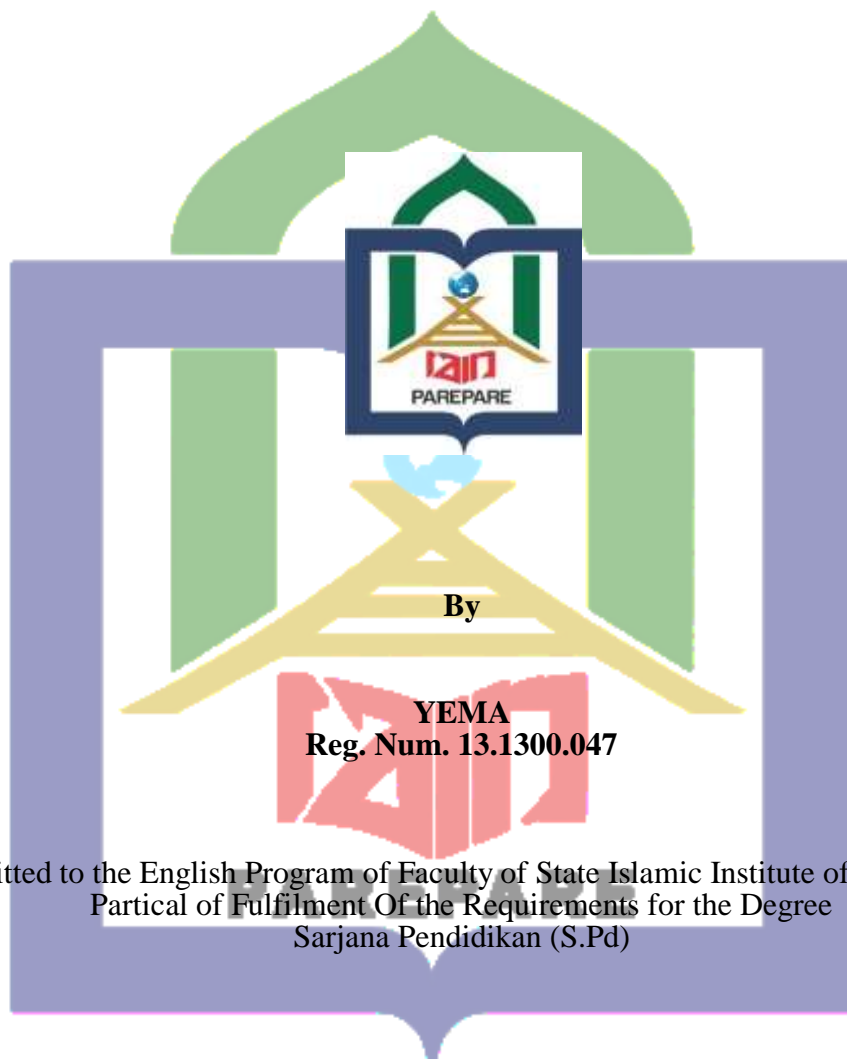
**THE IMPLEMENTATION OF PLEASE (PICK, LIST, EVALUATE,  
ACTIVE, SUPPLY AND END) STRATEGY TO IMPROVE  
STUDENTS WRITING SKILL IN DESCRIPTIVE  
PARAGRAPH AT THE SECOND GRADE  
OF SMAN 8 PINRANG**



**2019**

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PARAGRAPH AT THE SECOND GRADE  
OF SMAN 8 PINRANG**



**By**

**YEMA  
Reg. Num. 13.1300.047**

Submitted to the English Program of Faculty of State Islamic Institute of Parepare in  
Partical of Fulfilment Of the Requirements for the Degree  
Sarjana Pendidikan (S.Pd)

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2019**

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**Skripsi**

**As Partial Fulfillment of the Requirements for the Degree of  
Sarjana Pendidikan (S.Pd)**

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**2019**

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# SKRIPSI

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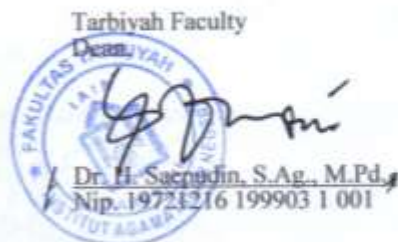
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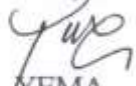


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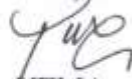
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States this skripsi is her own writing and if it can be proved that it copied, duplicated or complied by any other people, this skripsi and degree that has been gotten would be postponed.

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## ABSTRACT

**Yema, 2019.** *The Implementation of PLEASE (Pick, List, Evaluate, Active, Supply, and End) Strategy to improve students' writing skill in descriptive paragraph at the second grade of SMAN 8 PINRANG* (Supervised by Amzah and Magdahalena).

This research was conducted to examine PLEASE (Pick, List, Evaluate, Active, Supply, and End) strategy in improving students' skill in writing a descriptive paragraph at the second grade of SMAN 8 PINRANG.

This research used a pre-experimental design. The population of this skripsi was class XI at SMA Negeri 8 Pinrang that consist of 126. The writer had chosen one class as the sample by using a random sampling technique, the subject of this research is XI IPS 2 as a sample in which each class consists of 35 students.

The result in this research was indicated that there was an improvement of the students' writing descriptive paragraph. It was indicated by the students' mean score of post-test 70.54 was greater than pre-test 40.4. even, for the level significant ( $\alpha$ ) 0,05% and  $Df = 34$ , and the value of t-table is 1.697, while the value of t-test is 60.62. it means that the t-test value is greater than t-table ( $60.62 \geq 1.697$ ). thus, it can be concluded that the students' writing a descriptive paragraph by using of PLEASE (pick, list, evaluate, active, supply, and end) strategy is significantly better after getting the treatment. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted.

**Keywords:** writing descriptive paragraph, and PLEASE (pick, list, evaluate, active, supply, and end) strategy

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## CHAPTER I

### INTRODUCTION

#### 1.1 Background

Writing is the skill that is used to express the feeling, ideas, and opinions in written form. People also use writing to communicate in their daily activity. In this modern era, most people use writing to communicate by using modern technology, for example, e-mail, short text message in hand phone, and chatting on social media. Based on the explanation above, it can be concluded that writing is an important skill in helping people to communicate with each other.

Writing activities are identified by using graphic symbols, which is a combination of letters that are related to the sound of the language spoken. However, more clearly writing activities are not just producing graphic symbols. These symbols need to be arranged in accordance with the right provisions, both in forming words, arranging sentences into paragraphs or composing paragraphs into a text so that the message conveyed by the writer can be understood by the reader.

However, for the students, writing includes aspects of activities that are conceded difficult. This is much complained by students. The reasons are various, according to them it is very difficult to express an idea, opinion or thought and feeling into an English-language writing because it is not only vocabulary and grammar that is needed but how to produce a series of regular words according to the arrangement in the compilation pattern right.

In teaching writing, the teacher should teach by using an appropriate strategy. One of the strategies that the teacher can use in teaching writing is

PLEASE strategy. Akincilar tells that PLEASE strategy is effective for improving the students' ability in writing the paragraph. PLEASE is an acronym from six strategies for each letter, those are P for pick, pick a topic, purpose, and audience. L for list, list the ideas about the topic. E for evaluate, evaluate the list of ideas and plan the best way to organize the ideas. A for active, active the paragraph with a topic sentence. S for supply, supply the supporting sentences. E for end, end writing and evaluate your work.<sup>1</sup>

PLEASE strategy also effective for improving the students' ability in writing a text and an essay. The teacher can teach the students how to use PLEASE strategy in helping the students to write a text. The teacher can adapt this strategy and use it in writing a text because basically, this strategy is the same as the writing process. This strategy guides the students how they start writing and generate their idea.

In applying this strategy to write a text there are some steps that should be followed, such as activate the text with an introduction and supply the supporting detail. So the full step in using PLEASE strategy in writing a text is picked a topic, purpose, and audience, list the ideas about the topic, evaluate the list of ideas and plan the best way to organize the ideas, activate the text with an introduction, supply the supporting detail, and your writing and evaluate your work.

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<sup>1</sup>Akincilar, Vildan, *The Effect of "PLEASE" Strategy Training Through The Self-Regulated Strategy Development (SRSD)* (Model on Fifth Grade Efl Students' Descriptive Writing: Strategy Training on Planning, 2010), p. 53.



## 1.2 Problem Statement

Based on the background of the study above, the researcher formulates the research questions as follow:

- 1.2.1 Is the PLEASE strategy able to improve students' writing descriptive paragraph at the second grade of SMAN 8 PINRANG?
- 1.2.2 How does the PLEASE strategy improve students' writing descriptive paragraph?

## 1.3 The Objective of the Research

In relation to the problem statement mentioned previously, the objective of the research is as follow:

- 1.3.1 To find out whether or not PLEASE is able to improve the students' writing descriptive paragraph.
- 1.3.2 To know how does the PLEASE strategy improve the students' writing descriptive paragraph.

## 1.4 Significance of Research

Based on the objectives of the research above, this research was expected to be useful for students, teachers and the writer.

- 1.4.1 For the teachers

The research will motivate the teacher to do mini-learning in the class as a guiding for students in writing.

- 1.4.2. For the students

To guide the students to correct the mistakes in writing by using PLEASE (pick, list, evaluate, supply, and, end) strategy in order to involve themselves in writing process with enthusiasm. Besides, the Strategy is also expected to make the students easier in organizing their ideas and opinion.

#### 1.4.3 For the writer

The research is able to improve the knowledge and experience in teaching with a good strategy for checking the students' writing.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Some Pertinent Idea

##### 2.1.1 The Concept of Writing

##### 2.1.1.1 Definition of Writing

When we write, we use graphic symbols: that is, letters or combinations of letters which relate to the sounds we make when we speak. On one level, then writing can be said to be taught of forming these symbols: making marks on a flat surface of some kind. But writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged to form sentences, although again we can be said to be writing if we are merely making lists of words, as in inventories of items such as shopping lists.

As a rule, however, we do not write just one sentence or even a number of unrelated sentences. We produce a sequence of sentences arranged in a particular order and linked together in certain ways.<sup>2</sup>

Harmers states that we judge people as literate, in the other words, if they can read and write in certain situations and for certain purposes, some of which are more prestigious than others.<sup>3</sup>

Another linguist, Hyland explains that writing is a way to share personal meanings. The people construct their own views on the topic. They will share their views on a topic to each other then. A person's views may be different from other

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<sup>2</sup>Byrne Donn, *Teaching Writing Skills*, New Edition (Longman: Group UK Limited, 1988), p. 1.

<sup>3</sup>J, Harmer, *The Practice of English Language Teaching 4<sup>th</sup> Ed* (England: Pearson Education Limited, 2007), p. 323.

people's views. It depends on their belief. Therefore, when constructing their views (ideas), the people have to make it understandable and acceptable.<sup>4</sup>

Brown illustrates that writing is like swimming. When people want to be able to swim, they must have like an instructor to show them basic ways or tricks to swim, although the instructor is only their parents or their friends (not professional instructors). After they get the basic ways to swim, they will develop based on their own style.<sup>5</sup>

Jack C. Richard states that writing is used either as evidence of successful learning or as a means of learning. Writing is process of thinking; it means that writing is an active to express ideas, issues, events, feeling or thinking to the others through written form. "yet good writing skills are essential to academic success and a requirement for many occupation and profession." Thus, writing is very important for successful learning and people need it to know the fact. It means that writing needs a process by making draft many times.<sup>6</sup>

From the definition above, it can be inferred that writing can generates ideas and explore someone feelings and though. Even though, writing is complex and not as simple getting word down. It also needs a process by making draft many times. Therefore writing is very important for successful learning.

#### 2.1.1.2 The Importance of Writing

Some people never think about the difficulty of the writing process. They just minimize the importance of the writing process because they believe it goes unread.

<sup>4</sup>K Hyland, *Second Language Writing* (New York: Cambridge University Press, 2004), p. 09.

<sup>5</sup>Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2<sup>nd</sup> Ed (Longman: San Francisco, 2001), p. 334.

<sup>6</sup>Richard, *The Language Teaching Matrix* (Cambridge: Cambridge University Press, 1997), p. 100.

In fact, relative to all other academic activities, writing requires more basic skills than perhaps any other. For example, when the students write a task when they study, they will find some difficulties to write some ideas in their mind. It is shown that how important the basic of writing and knowledge produce their ideas in writing.

To improve writing skill, it is very important to know the importance of demonstrating progress, which are:

1. The writing programmed should continue to provide opportunities for reinforcing language learned orally.
2. The writing program should be designed to include a greater range of the resources of the written language.
3. The amount of control over what the learners write should be reduced.
4. The range of communication tasks should be extended.<sup>7</sup>

#### 2.1.1.3 Process of Writing

##### 1. Prewriting

Pre-writing is any activity that helps writers figure out what to write about. Furthermore, Graham and Perin state that pre- writing will engages students in activities designed to help them generate or organize ideas for their composition.<sup>8</sup> Pre-writing became a very important thing to be considered as the first step of an article, because if the beginning is not good, readers will never get to the middle or the end.

<sup>7</sup>Byrne Donn, *Teaching Writing Skills, New Edition* (Longman: Longman Group UK Limited, 1988), p. 48.

<sup>8</sup>Graham, S., & Perin, D, *Writing Next* (New York: Carnegie Corporation, 2007), p. 4.

## 2. Drafting

Drafting is where formal writing begins. Using pre-writing materials as inspiration, the writer writes and writes some more. The goal is to get everything down on paper as quickly and as easily as possible.

## 3. Revising

A completed writing should be read back to check on the possibility of the author's mistakes. Revision process can be carried out by the authors themselves or often performed by others in the form of peer-reviewing, small class discussion, and whole-class discussion.

## 4. Editing

Editing is such a complex and demanding task which has the purpose to make a finishing and fix writing after passing review stage and had some correction.

## 5. Final Version

If writers have to revise their draft then they make a change they considered to be necessary, they produce the final version.<sup>9</sup>

### 2.1.1.4 Components of Writing

According to J. B Heaton, there are five significant components in writing namely content, organization, vocabulary, language use, and mechanics as follow:

#### 1. Content

There are four things that can be measured in relating to the content. The composition should be contained one center purpose, should have unity, coherence, continuity, and should be adequately developed.

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<sup>9</sup>Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Limited, 2001), p. 4.

## 2. Organization

This component has a purpose that the process in writing coherence, the order of important, general of specific, specific to general, chronological order and spatial order of pattern.

## 3. Vocabulary

A good writing always needs the effective use of the word that content of specific and technical writing. Vocabulary is one of the components of writing to express ideas.

## 4. Language use

Language use in writing involves good language and grammar. The writer has to know to arrange the grammar so that there is clarity in their writing. In addition, grammar can help students improve the use of formal language.

## 5. Mechanics

There is two part of mechanic in writing they are capitalization and punctuation. Both of them are very important as the way to clarify the meaning in English writing.<sup>10</sup>

### 2.1.1.5 How to Teach Writing

Writing is starting from the very beginning of the study, the researcher tried to attract the students' attention to the importance of the following aspects of effective writing.

Teach writing has been written for teachers of English who are interested in writing as a process and in the variety of types of writing, and who would like to use their understanding of these ideas in the activities they offer their students. Starts by

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<sup>10</sup>Himawari, *The Analysis of Diction Error in Writing Assignment at The Sixth Semester of English Program Tarbiyah Departement STAIN Parepare* (Parepare: Unpublished Skripsi English Department, 2016), p. 10.

looking at the process that a competent speaker of English goes through after they decide to write a piece of text, and at how our understanding of this has implications for the way we should approach the teaching of writing.<sup>11</sup>

## 2.1.2 The Concepts of PLEASE

### 2.1.2.1 The Definition of PLEASE

According to Jensen:

“PLEASE strategy is metacognitive for written expression, to assist students planning and writing compositions by modifying a highly structured step by step procedure. This is intended to enable students to generic and organize ideas in simple paragraph form. PLEASE is means” (Pick, List, Evaluate, Active, Supply, End).<sup>12</sup>

On the other hand, Welch:

“PLEASE strategy is a metacognitive learning strategy for improving the paragraph writing of students with mild learning disabilities. He adds that PLEASE strategy is metacognitive learning strategy that can be used to teach students with learning disabilities how to write a paragraph. It is also aimed at increasing prewriting, composition, and paragraph revision skills.”

Furthermore, according to Scanlon:

“PLEASE was developed by addressing that students with disabilities frequently made. This strategy learns to write all of the paragraph using the planning, composing and revising of the process approach. Each step is meant to elicit a specific action associated with writing. The steps are: Pick the topic, List your ideas

<sup>11</sup>Jeremy Harmer, *How to Teach Writing* (England: Design and Patents Act, 1988), p. 5.

<sup>12</sup>Jensen Peter, *Practices for Teaching Students with Disabilities* (NY: Guildford, 1990), p.



about the topic, Evaluate your list, Active the paragraph with a topic sentence, Supply supporting sentences, End with concluding sentence and Evaluate your work.<sup>13</sup>

Moreover, According to Meltzer:

“PLEASE strategy is the procedure in writing the paragraph, they are: Pick a topic, List your ideas, Evaluate your list, Active the paragraph, Supply with supporting sentences and evaluate your work.”<sup>14</sup>

#### 2.1.2.2 Procedure of PLEASE

Brownell also explains the procedures of PLEASE strategy as follow:

##### 1. Pick the topic

Students pick a topic for their paragraph and decide on the type of paragraph they want to write.

##### 2. List the idea about the topic

Students generate and list ideas about the topic that related to the topic

##### 3. Evaluate your list

Students look over their list to ensure that it contains all facts or ideas are relevant to the topic and add or delete some information if necessary.

##### 4. Active the paragraph with a topic sentence

Students active their paragraph by writing a topic sentence

##### 5. Supply the supporting sentences

After that students supply or construct sentences to support the topic sentences using the list of relevant facts and ideas.

<sup>13</sup>Joseph, Boyle & Scanlon, David, *Method and Strategies for Teaching Students with Mild Disabilities* (Canada: Cengage Learning, Inc, 2010), p. 264.

<sup>14</sup>Meltzer & Erick, *Active Lesson for Active Brain* (USA: Cambridge University Press, 2010), p. 104.

## 6. End with concluding the sentence

The last is students write a concluding sentence and edit individual sentences in their paragraph.<sup>15</sup>

### 2.1.2.3 Advantages of PLEASE

According to Welch the advantages of PLEASE strategy is effective in developing students' both paragraph writing knowledge and writing skills. This strategy will develop the students writing skill and also writing paragraph because this strategy will guide the students on how to make a good paragraph.<sup>16</sup> On the other hand, Chanda explains the advantages of PLEASE is used to improve the students' ability to write the paragraph. Understanding of writing the expression that diagnosed with learning disabilities. So this strategy can help the students to write a good paragraph easily.<sup>17</sup>

### 2.1.3 The Concepts of Paragraph

#### 2.1.3.1 Definition of 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>18</sup>

<sup>15</sup>Mary, Brownell, *Inclusive Instruction Evidence-Based Practices for Teaching Students with Disabilities* (New York: The Guilford Press, 2012), p. 120.

<sup>16</sup>Welch, *Writing Strategy for students* (London: Shell Press, 1992), p. 192.

<sup>17</sup>Chanda Walker, *Teaching Strategy in the Classroom* (Huntington: Moon Press, 2008), p. 343.

<sup>18</sup>Alice, Oshima and Hogue Ann, *Introduction to Academic Writing* (Longman: Pears of Longman, 2007), p. 16.

According to Saharan, paragraph is a piece of written text which contains several sentences.<sup>19</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.

<sup>19</sup>Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008), p. 5.

According to Syafi'I,<sup>20</sup> there are four characteristics of a good paragraph:

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

#### 2.1.4 The Concepts of Descriptive Paragraph

##### 2.1.4.1 Definition of 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>21</sup> It means

<sup>20</sup>Syafi'I, *From Paragraphs to Research Report a Writing of English for Academic Puroses* (Pekanbaru: LBSI), p. 112.

<sup>21</sup>Alice Oshima And Hogue.Loc, *Introduction to Academic Writing* (Longman: Pears of Longman), p. 61.

that writing descriptive paragraph is an activity that the students' do expressing their 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>22</sup>

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 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. 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.
- 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 tense
2. Use of action verb
3. Use of specific participant.<sup>23</sup>

<sup>22</sup>Alice Savage And Particia Mayer, *Effective Academic Writing 2* (Oxford: Oxford University Press, 2005), p. 33.

<sup>23</sup>Mukarto, *English on Sky for High School Students Year VIII* (Penerbit Erlangga: Jakarta, 2007), P. 19.

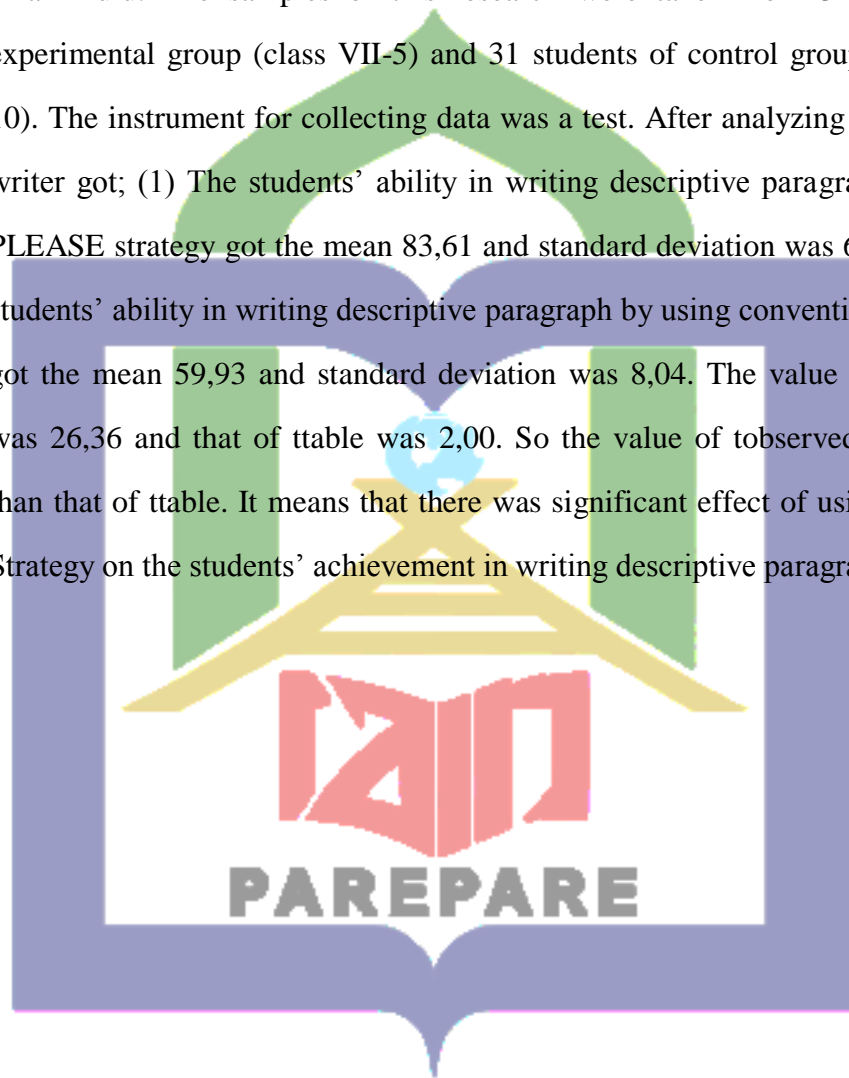
## 2.2 Previous Research Finding

2.2.1 Tri Agustina stated that The Effectiveness of Using PLEASE and POWER Strategies to Teach Students' Writing Skills on Explanation Text (A Quasi Experimental Research of the Eleventh Grade Students of SMA N 2 Boyolali in the Academic Year of 2017/2018). The aims of this research were (1) to find out the different effectiveness of students' writing skills taught by PLEASE strategy and those taught by POWER strategy, and (2) to find out the significant effectiveness of students' writing skill taught by PLEASE strategy and those taught POWER strategy. This was a quantitative research with quasi PLEASE method. The data collection method was written test. The collected data was analyzed statistically by using SPSS 16.0.

The findings of this research were (1) there was no different effectiveness between experimental and comparison groups before PLEASE and POWER strategies were applied because  $MA \geq MB$  ( $72.11 \geq 71.23$ ). In addition, there was also no different effectiveness between experimental and comparison groups after PLEASE and POWER strategies were applied because  $MA \geq MB$  ( $74.61 \geq 74.11$ ). (2) there was no significant effectiveness between experimental and comparison groups before PLEASE and POWER strategies were applied because  $0 < t < t_t$  ( $0.721 < 2.026$ ). Similarly, there was no significant effectiveness between experimental and comparison groups because after PLEASE and POWER strategies were applied  $0 < t < t_t$  ( $0.365 < 2.026$ ).

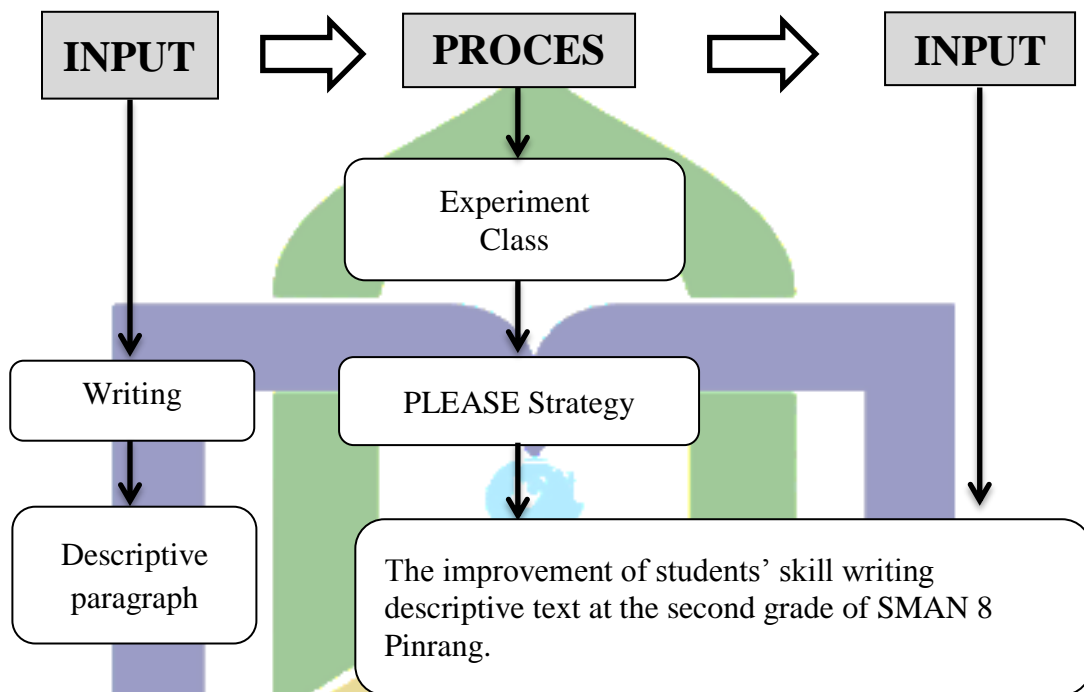
2.2.2 Syarifah noh nasution stated that The effect of using please strategy on the students' Achievement in writing descriptive paragraph at the seventh grade of SMP Negeri 1 Bilah Hulu. This research was intended to find out the empirical evidence of the students' achievement in writing ability by using

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 Negeri 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 observed was 26,36 and that of ttable was 2,00. So the value of observed was higher than that of ttable. It means that there was significant effect of using PLEASE Strategy on the students' achievement in writing descriptive paragraph.



### 2.3 Conceptual framework

The theoretical framework underlying this research is giving in the following diagram:



In the diagram above, there are three elements as follows:

1. Input : this part refers to the students' writing ability that will be promoted by teaching descriptive paragraph and give the material about descriptive paragraph, where the students' of class XI IPS 2 at SMA Negeri 8 Pinrang as the subject of this research.
2. Process is referring to the students' of class XI IPS 2 Pinrang will be learning about writing through PLEASE (pick, list, evaluate, active, supply, and end) strategy of experimental class.
3. Output is referring to result of process. The improvement of students' writing descriptive paragraph ability of class XI IPS 2 at SMA Negeri 8 Pinrang.



## 2.4 Hypothesis

Hypothesis is a principle or reposition that is assumed for the sake of argument or that is taken for granted to proceed to the poor of point in question.<sup>24</sup>

The writer formula the hypothesis as follow:

- 1.4.1 Null hypothesis  $H_0$  = the PLEASE strategy is not able to improve students' writing skill.
- 1.4.2 Alternative hypothesis  $H_1$  = the PLEASE strategy is able to improve students' writing skill.

## 2.5 Variable and Operational Definition

### 2.5.1 Variable

There are two variables involved in this research namely independent variable and dependent variable.

- 1. The independent variable is PLEASE strategy.
- 2. The dependent variable is the students' writing skill.

### 2.5.2 Operational definition

- 1. Writing skill is an overview of content that provides by students' with specific details or shortening a passage or a write-up without changing its meaning but by using different words and sentences.
- 2. Descriptive paragraph is one of the kinds of writing. The concept of writing Descriptive paragraph are as identification, description and conclusion.
- 3. PLEASE is a short report of narrative as a testing work of students' that formally summarizes the results.

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<sup>24</sup><http://www.thefreedictionary.com/hypothesis> (January 20<sup>th</sup> 2018).

## CHAPTER III

### RESEARCH METHOD

#### 3.1 The Research Design

The method that will be used in this research is pre-experimental method with one group pre-test and post-test design. This design involved one group pre-test (O1), exposed to treatment (X) and post-test (O2).

The schematic representation of design as follows:

$$E = O_1 \quad x \quad O_2$$

Where:

O<sub>1</sub> : Pretest

E : Experimental research

X : treatment

O<sub>2</sub> : Posttest<sup>25</sup>

#### 3.2 Location and Duration

The location of this research was conducted at SMAN 8 Pinrang. The duration of the research is sixth meetings namely once in the pretest, fourth in treatment and once in the posttest. This research needs one month to see the preference in the learning process.

#### 3.3 Population and Sample

##### 3.3.1 Population

The population of this research was the students of SMAN 8 Lembang academic year 2017/2018, there are three classes in SMAN 8 Lembang. The total number of them can be seen in the following table. *Sumber: SMAN 8 lembang*

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<sup>25</sup>Sugiono, *metode penelitian pendidikan kuantitatif, kualitatif, dan R&D* (Bandung: Alfabeta, 2010), p. 110-111.

Table 3.1 The total students of SMAN 8 Pinrang

CLASS	NUMBER OF STUDENTS
XI IPS 1	32
XI IPS 2	35
XI IPS 3	34
<b>Total</b>	<b>101</b>

(source: administration of SMAN 8 Pinrang)

### 3.3.2 Sample

The researcher applied random sampling technique. The writer took one class from (XI IPS). The sample is taken class XI IPS 2 and the total number of the samples is 35 students.

## 3.4 Instrument and Technique of Collecting Data

### 3.4.1 The instrument of the Research

The instrument of the research was the writing test and observation which applied in pre-test and post-test. The pre-test was used to find out the students' before writing before given the treatment. While, post-test was used to measure the students' writing after being given treatment, to know the effectiveness of PLEASE strategy in improving students' writing mastery.

### 3.4.2 The Technique of Collecting data

In this research, data is all information that is directly gathered from the research subject.<sup>26</sup> The technique of collecting data in this research explained as follows:

<sup>26</sup>Suharsini Arikunto, *prosedur Penelitian* (Jakarta: PT. Rineka Cipta, 1997), p. 117.

#### 3.4.2.1 Pre-test

Before continuing giving treatment, the writer gave the students pre-test as an activity in the first meeting. It purposed to know the students' ability in writing descriptive text before treatment. The following are the procedure of pre-test:

- a. the writer gave greetings to the students. The writer explained what the students are going to do.
- b. The writer distributed the instrument sheets of pre-test to the students. Afterward, the writer explained the sheets of the pre-test.
- c. The writer gave time 5 minutes to the students to learn the instrument of the pre-test.
- d. The students answered the question in the instrument sheets.
- e. The writer collected the instrument sheets of pre-test from students.

#### 3.4.2.2 Treatment

After giving a pre-test, the writer gave treatment to the students and it was done for four meetings. In these meetings, the writer used PLEASE (pick, list, evaluate, active, supply and end) strategy in teaching writing a descriptive text. The procedure of the treatment by using PLEASE (pick, list, evaluate, active, supply and end) strategy in teaching as follows:

1. the first meeting
  - a. the writer opened the lesson.
  - b. The writer gave motivation to the students about the important to English learn.
  - c. The writer introduced material of writing a descriptive text about definition, structure and the criteria of a good writing paragraph.
  - d. The writer introduced PLEASE (pick, list, evaluate, active, supply and end) that used in teaching.

- e. The writer gave some minutes for students to understand the material.
  - f. The writer gave some example of descriptive text.
  - g. The writer asked one of the students comes in front of the class to read the text and identify the structure of the text.
  - h. The writer gave a picture to each student and asked them to describe the picture. After that, the writer collected their task, corrected and explained it about the criteria of good writing. In this meeting, the writer had been more focused on the lexical resource but still connected to other criteria of good writing.
  - i. The writer concluded the material.
  - j. The writer closed the meeting.
2. the second meeting
- a. the writer opened the lesson.
  - b. The writer gave motivation to the students about the important to English learn.
  - c. The writer asked the students about the material in the last meeting.
  - d. The writer divided the students into 5 or 6 small groups.
  - e. The writer gave each group a topic and then told each group to describe the topic that are appropriate steps in a strategy PLEASE (pick, list, evaluate, active, supply and end).
  - f. The writer asked one representation for each group to read out the result of their discussion.
  - g. The writer gave a reward to the group with the highest score.
  - h. The writer explained the students' common mistake in their task about coherence and cohesion as one of the criteria of good writing.
  - i. The writer concluded the material.

- j. The writer closed the meeting.
- 3. The third meeting
  - a. the writer opened the lesson.
  - b. The writer gave motivation to the students about the important to English learn.
  - c. The writer asked the students about the material in the last meeting.
  - d. The writer ordered to the students looked for one couple and give each couple a picture.
  - e. After giving the picture the students were asked to describe each picture according to the strategy PLEASE (pick, list, evaluate, active, supply and end).
  - f. The writer asked one representation for each group to read out the result of their discussion.
  - g. The writer gave a reward to the group with the highest score.
  - h. The writer explained the students' common mistake in their task about coherence and cohesion as one of the criteria of good writing.
  - i. The writer concluded the material.
  - j. The writer closed the meeting.
- 4. The fourth meeting
  - a. the writer opened the lesson.
  - b. The writer gave motivation to the students about the important to learn English.
  - c. The writer asked the students about the material in the last meeting.
  - d. The writer gave each student a picture.
  - e. After giving the picture the students were asked to describe each picture according to the strategy PLEASE (pick, list, evaluate, active, supply and end).
  - f. The wrier asked for representation for the class to read out the result of their task.

- g. The writer explained the students' common mistake in their task about coherence and cohesion as one of the criteria of good writing.
- h. The writer concluded the material.
- i. The writer closed the meeting.

#### 3.4.2.3 Post-test

After giving a treatment, the writer gave post-test to the students and the step was the same with the step in the pre-test. Post-test was concluded to find out the students achievement in learning writing a descriptive text. It was used to check the result of treatment.

### 3.5 Technique of Data Analysis

The data was collected through the test that has been analyzed by using quantitative analysis. The following are the steps which undertaken in quantitative analyze.

#### 3.5.1 Classifying the students' score into the following criteria.

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>27</sup>

Table 3.2: the classification of students' score

Aspect	Criteria		Score
Content	Excellent to very good	knowledgeable - substantive - etc.	30-27
	Good to average	some knowledge of subject - adequate	26 – 22

<sup>27</sup>Arthur Hughes, *Testing for Language Teachers, Second Edition* (Cambridge: Cambridge University Press, 2003), p. 104.

		range – etc.	
	Fair to poor	limited knowledge of subject – little substance – etc.	21 – 17
	Very poor	does not show knowledge of subject – non substantive – etc.	16-13
Organization	Excellent to very good	fluent expression – ideas clearly stated – etc.	20 – 18
	Good to average	somewhat choppy – loosely organized but main ideas stand out – etc.	17 – 14
	Fair to poor	non fluent – ideas confused or disconnected – etc.	13 – 10
	Very poor	does not communicate – no organization – etc.	9 – 7
Vocabulary	Excellent to very good	sophisticated range – effective word/idiom choice and usage – etc.	20 – 18
	Good to average	adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.	17 – 14
	Fair to poor	limited range – frequent errors of word/idiom form, choice, usage – etc.	13 – 10
	Very poor	essentially translation – little knowledge of English vocabulary.	9 – 7
Language use	Excellent to very good	effective complex constructions – etc.	25 – 22
	Good to average	effective but simple construction – etc.	21 – 19
	Fair to poor	major problems in simple/complex constructions – etc.	17 – 11
	Very poor	virtually no mastery of sentence construction rules – etc.	10 – 5
Mechanics	Excellent to very good	demonstrates mastery of convention – etc.	5
	Good to average	occasional errors of spelling, punctuation – etc.	4
	Fair to poor	frequent errors of spelling, punctuation, capitalization – etc.	3
	Very poor	no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.	2



H. Total scores = 100; minimal score = 34; maximal score = 100

### 3.5.2 The classification of students' score into five levels:

Table 3.3: classification students' score

No.	Classification	Score
1.	Very Good	80 – 100
2.	Good	66– 79
3.	Fair	56-65
4.	Poor	40 – 55
5.	Very poor	≤ 39

Based on the Suharsimi Arikunto's said that the students who got 80-100 scores, they are in very good position, the students who got 66 - 79 scores, they are in good position, the students who got 56 – 65 scores, they are in fair position, while the students who got 40 – 55 they are in poor position and the students are in very poor position if the got ≤ 39 scores.<sup>28</sup>

### 3.5.3 Finding out the mean score by using the following formula:

$$x = \frac{\sum x}{N}$$

In which:

X = Mean score

∑ = Total Score

N = The total number of students<sup>29</sup>

<sup>28</sup>Suharsimin Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2009), p. 254.

<sup>29</sup>Suharsimin Arikunto, *Dasar-dasar Evaluasi Pendidikan*, Edisi Revisi, p.298.

3.5.4 the writer determined the standard deviation of the students score in pre-test and post-test, the writer used the formula:

$$SD = \sqrt{\frac{SS}{N}} \quad \text{Where} \quad SS = \sum x^2 - \frac{(\sum x)^2}{N}$$

Where:

SD = Standard deviation

SS = the square root of the sum of square

$\sum x^2$  = the sum of square

N = the total number of subject.<sup>30</sup>

3.5.5 Calculating the rate percentage of the students' score by using the following formula:

$$x = \frac{F}{N} \times 100 \%$$

Where:

P = percentage

F = frequency

N = total of the number of samples.<sup>31</sup>

3.5.6 Finding out the difference of the mean score between pre-test and post-test by calculating the T-test value using the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

<sup>30</sup>L. R. Gay, *Education Research; Competencies For Analyss And Applications Second Edition* (Colombus Ohio: Person Merrill Preantice, 1981), p. 298.

<sup>31</sup>Anas Sudijon, *Pengantar Statistic Pendidikan* (Jakarta: Raja Perdana, 2006), p. 43.

Where:

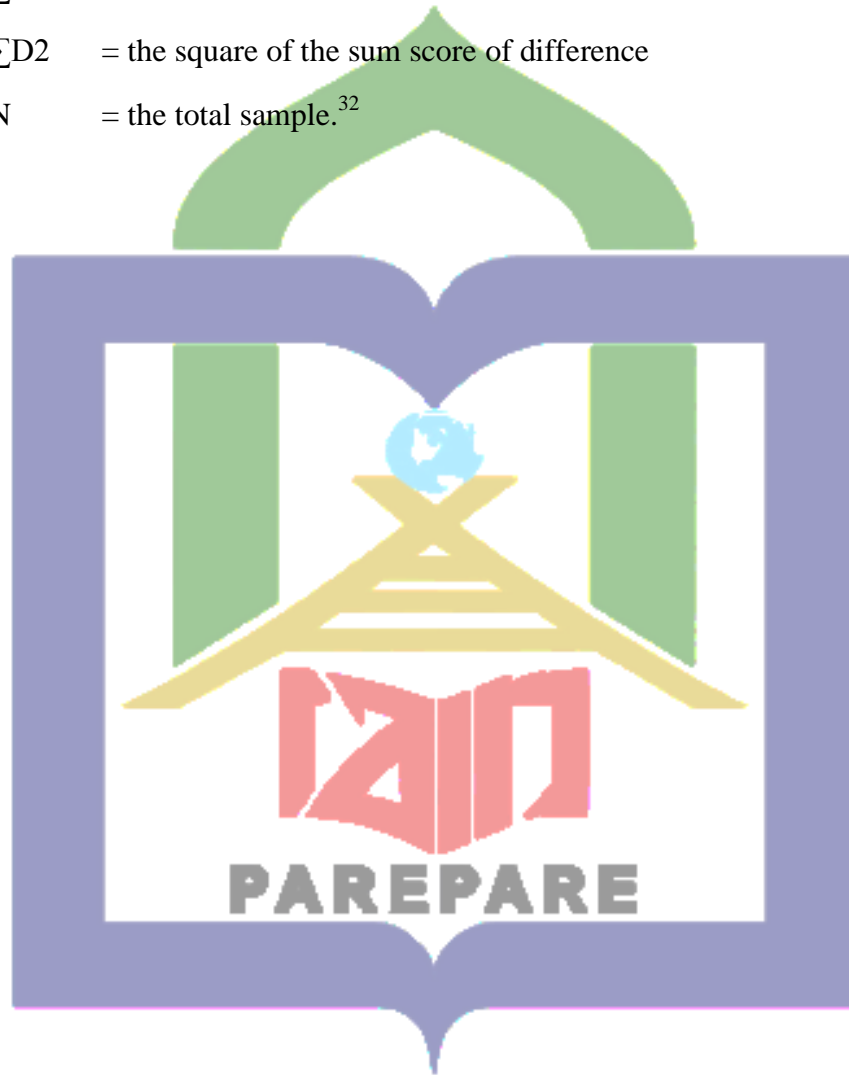
T = test of significance

D = the mean score of difference (X1-X2)

$\sum D$  = the sum of the total score

$\sum D^2$  = the square of the sum score of difference

N = the total sample.<sup>32</sup>




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<sup>32</sup> L. R. Gay, *Education Research; Competencies for Analyss and Applications Second Edition*, p. 331.

## CHAPTER IV

### FINDING AND DISCUSSION

#### 4.1 Findings

In data analysis, the writer shows the students result in pre-test and post-test. It is intended to know the general description of the students' achievement in writing descriptive text before and after giving treatment. In other words, the writer wants to find out whether the students' skill in writing descriptive text is low or high. In this case, the writer classified the students score.

4.1.1 students' writing descriptive paragraph in used PLEASE (pick, list, evaluate, active, supply, and end) strategy.

This section described the result of data analysis using PLEASE (pick, list, evaluate, active, supply, and end) strategy on students' writing a descriptive paragraph at the second grade of SMAN 8 PINRANG.

4.1.1.1 the learning result on the pre-test

Table 4.1 The Students' Score in the Pre-test

No.	Content	Organization	Vocabulary	Language use	Mechanics	Classification	
						total score $X_1$	$X_1^2$
1.	16	9	9	8	3	45	2025
2.	16	9	9	8	3	45	2025
3.	15	8	8	8	3	42	1764
4.	15	8	7	6	2	38	1444
5.	15	8	7	6	2	38	1444
6.	17	9	9	9	3	47	2209
7.	13	7	7	6	2	35	1225
8.	13	7	7	7	2	36	1296

9.	15	7	7	7	2	38	1444
10.	14	7	7	6	2	36	1296
11.	13	7	7	5	2	34	1156
12.	17	8	8	7	3	43	1849
13.	16	8	8	7	3	42	1764
14.	19	18	19	17	4	77	5929
15.	16	7	7	6	2	38	1444
16.	16	7	7	7	3	40	1600
17.	15	7	7	6	3	38	1444
18.	15	7	8	6	3	39	1521
19.	15	7	7	7	3	39	1521
20.	13	7	7	5	2	34	1156
21.	13	8	8	6	3	38	1444
22.	14	8	8	6	3	39	1521
23.	15	8	8	6	3	40	1600
24.	14	7	7	6	2	36	1296
25.	14	7	7	5	2	35	1225
26.	13	7	7	5	2	34	1156
27.	16	8	8	7	3	42	1764
28.	17	9	9	9	3	47	2209
29.	18	9	9	9	3	48	1304
30.	13	7	7	6	2	35	1225
31.	13	7	7	6	2	35	1225
32.	15	7	8	7	3	40	1600
33.	15	8	7	8	3	41	1681
34.	16	8	7	8	3	42	1764
35.	15	7	7	7	2	38	1444
Total						1414	59014

(source: result of research)

Based on the table above, showing the result of improving students' writing descriptive paragraph score before giving treatment that using PLEASE (pick, list, evaluate, active, supply, and end) strategy there is no students who achieved excellent

score and the highest score achieved by the students only reaches poor score. Total score in pre-test was 1414. It could be seen that most of the students' ability in writing was low. The following are the proses of calculation to find out the mean score and the standard deviation based on the calculation of students' score in the pre-test of the table.

Mean score of the pre-test:

$$x = \frac{\sum x}{N}$$

$$x = \frac{1414}{35}$$

$$x = 40.4$$

The mean score ( $X_1$ ) of pre-test is 40.4

Based on the result of the pre-test, the data showed that the mean score of the pre-test 40.4. from that analyzing it could be seen that most of the 35 students' ability in writing was still low because most of the students' gained poor score.

After that, the writer calculated the standard deviation of the pre-test:

$$SD = \sqrt{\frac{SS}{N}} \text{ Where } SS = \sum x^2 - \frac{(\sum x)^2}{N}$$

<sup>2</sup>Where:

$$SS = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$SS = 590.14 - \frac{(1414)^2}{35}$$

$$SS = 590.14 - \frac{19993.96}{35}$$

$$SS = 590.14 - 5712.56$$

$$SS = 188.84$$

$$SD = \sqrt{\frac{188.84}{35}}$$

$$SD = \sqrt{5.4}$$

$$SD = 7.35$$

So, the result of the standard deviation of the pre-test is 7.35

After determining the mean score ( $X_1$ ) of pre-test was 40.4 and standard deviation of the pre-test was 7.35. it could be seen that the students' writing skill were in low category.

#### 4.1.1.2 the learning result on post-test

Meanwhile, the students' score in post-test would be presented in the following table:

Table 4.2 The Students' Score in Post-test

No.	Content	Organiza tion	Vocabu lary	Language use	Mechanics	Classification	
						total score $X_2$	$X_2^2$
1.	18	18	18	15	4	73	5329
2.	17	18	18	14	4	71	5041
3.	17	17	17	14	4	69	4761
4.	16	18	18	14	3	69	4761
5.	16	18	18	14	3	69	4761
6.	18	18	19	15	3	73	5329
7.	15	16	16	16	3	66	4356
8.	15	15	17	16	3	66	4356
9.	17	18	18	16	2	71	5041
10.	17	16	17	16	2	68	4624
11.	16	17	17	17	3	70	4900

12.	18	18	18	17	3	74	5476
13.	17	18	18	17	4	74	5476
14.	20	20	20	20	5	82	6724
15.	17	17	18	16	3	71	5041
16.	17	17	18	17	3	72	5184
17.	16	16	16	15	4	67	4489
18.	17	17	18	16	4	72	5184
19.	17	18	18	17	4	74	5476
20.	17	16	16	15	3	67	4489
21.	18	18	17	16	3	72	5184
22.	15	18	18	14	3	68	4624
23.	17	18	17	17	3	72	5184
24.	16	17	17	16	2	68	4624
25.	18	18	16	16	3	71	5041
26.	15	15	15	16	4	65	4225
27.	18	18	17	17	4	74	5476
28.	18	19	16	15	4	72	5184
29.	18	18	18	16	3	73	5329
30.	15	16	16	15	3	65	4225
31.	15	16	16	15	4	66	4356
32.	17	17	18	17	4	73	5329
33.	17	18	17	16	3	71	5041
34.	16	18	17	17	4	72	5184
35.	16	18	16	17	2	69	4761
	Total					2469	174565

(source: result of research)

Based on the table above, showing the result of improving students' writing descriptive paragraph score after giving treatment that using PLEASE (pick, list,



evaluate, active, supply, and end) strategy. Total score in post-test 2469 is higher than the score in pre-test. It mean that the students writing ability has improved by implementing PLEASE (pick, list, evaluate, active, supply, and end) strategy. After knowing the students' score in post-test, the writer following table the students' score to find out the mean score:

Mean score of the post-test

$$x = \frac{\sum x}{N}$$

$$x = \frac{2469}{35}$$

$$x = 70.54$$

the mean score ( $X_2$ ) of post-test 70.54

Based on the result of the post-test, the data showed that the mean score of the post-test was 70.54. from that analyzing, it could be seen that almost of the 35 students' writing was excellent and good score.

The students' deviation of post-test:

$$SD = \sqrt{\frac{SS}{N}} \text{ Where } SS = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$SS = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$SS = 174.565 - \frac{(2469)^2}{35}$$

$$SS = 174.565 - \frac{6095.961}{35}$$

$$SS = 174.565 - 174.170.31$$

$$SS = 394.69$$

$$SD = \sqrt{\frac{394.69}{35}}$$

$$SD = \sqrt{11.28}$$

$$SD = 3.36$$

So, the result of the standard deviation of the post-test is 3.36

After determining the mean score ( $X_2$ ) of post-test was 70.54 and standard deviation of the post-test was 3.36, it could be seen that improving students' writing were in a very good category.

4.1.1.3 The result of pre-test and post-test were presented in the following:

Table 4.3 Mean Score and Standard Deviation of the Pre-test and Post-test

Test	Mean score	Standard deviation(SD)
Pre-test	40.4	7.35
Post-test	70.54	3.36

(data source: the mean score and standard deviation of the pre-test and post-test)

The data in table 4.7 indicates the was improvement while doing pre-test up post-test, in the pre-test had score 40.4 and the post-test score improved become 70.54. the standard deviation of pre-test was 7.35 while the standard deviation of the post-test was 3.36.

As the result at this item was the mean score of the post-test was greater than the mean score in the pre-test. It mean that improving students' writing had improvement after doing the learning proses that used in class.

#### 4.1.1.4 the percentage of the frequency in pre-test and post-test.

Table 4.4 The Rate Percentage of the Frequency of the Pre-test and Post-test

No.	Classification	Score	frequency		percentage	
			Pre-test	Post-test	Pre-test	Post-test
1.	Excellent	80-100	-	1	-	3%
2.	Good	66-79	1	32	3%	91%
3.	Fair	56-65	-	2	-	6%
4.	Poor	40-55	14	-	40%	-
5.	Very Poor	<39	20	-	57%	-
Total			35	35	100%	100%

(data source: the rate percentage of the frequency of the pre-test and post-test)

The data of the table above indicates the rate percentage of the pre-test 20 (57%) students got very good classification, 1 (3%) students got good classification, 14 (40%) students got fair classification and 20 (27%) students got poor score. while the rate percentage of the post-test, 1 (3%) students got very good classification, 32 (91%) students got good classification and 2 (6%) students got fair classification. It showed that students were able to improve students writing descriptive text after treatment that using the writing descriptive text to PLEASE (pick, list, active, supply and end) strategy.

#### 4.1.2 The implementation of PLEASE (pick, list, evaluate, active, supply, and end) strategy to improve students' writing descriptive paragraph at the second grade of SMAN 8 PINRANG.

This part discusses the result of data analysis about the implementation of PLEASE (pick, list, evaluate, active, supply, and end) strategy to improve students' writing descriptive paragraph at the second grade of SMAN 8 PINRANG.

#### 4.1.2.1 T-test Value

The following is the table to find out the difference of mean score between pre-test and post-test.

Table 4.5 The Worksheet of the Calculation of the Score on Pre-test and Post-test on the Improving Students' Writing Descriptive Paragraph.

No.	$X_1$	$X_2$	$X_1^2$	$X_2^2$	$D(X_2-X_1)$	$(X_2-X_1)^2$
1.	45	73	2025	5329	28	784
2.	45	71	2025	5041	26	676
3.	42	69	1764	4761	27	729
4.	38	69	1444	4761	31	961
5.	38	69	1444	4761	31	961
6.	47	73	2209	5329	26	676
7.	35	66	1225	4356	31	961
8.	36	66	1296	4356	30	900
9.	38	71	1444	5041	33	1089
10.	36	68	1296	4624	32	1024
11.	34	70	1156	4900	36	1296
12.	43	74	1849	5476	33	1089
13.	42	74	1764	5476	32	1024
14.	77	82	5929	6724	5	25
15.	38	71	1444	5041	33	1089
16.	40	72	1600	5184	32	1024
17.	38	67	1444	4489	29	841
18.	39	72	1521	5184	33	1089
19.	39	74	1521	5476	35	1225

20.	34	67	1156	4489	33	1089
21.	38	72	1444	5184	34	1156
22.	39	68	1521	4624	29	841
23.	40	72	1600	5184	32	1024
24.	36	68	1296	4624	32	1024
25.	35	71	1225	5041	36	1296
26.	34	65	1156	4225	31	961
27.	42	74	1764	5476	32	1024
28.	47	72	2209	5184	25	625
29.	48	73	1304	5329	25	625
30.	35	65	1225	4225	30	900
31.	35	66	1225	4356	31	961
32.	40	73	1600	5329	33	1089
33.	41	71	1681	5041	30	900
34.	42	72	1764	5184	34	1156
35.	38	69	1444	4761	31	961
<b>Total</b>	<b><math>\sum x_1 = 1414</math></b>	<b><math>\sum x_2 = 2469</math></b>	<b><math>\sum x_1^2 = 59014</math></b>	<b><math>\sum x_2^2 = 174565</math></b>	<b>1061</b>	<b>33095</b>

(data source: the of the calculation of score pre-test and post-test on the improving students' writing descriptive text)

In the other to see the students' score, the following is t-test was statistically applied:

To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{1061}{35} = 30.31$$

The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{30.31}{\sqrt{\frac{\sum 33095 - \frac{(\sum 1061)^2}{35}}{35(35-1)}}$$

$$t = \frac{30.31}{\sqrt{\frac{\sum 33095 - \frac{(\sum 1125.72)}{35}}{35(34)}}$$

$$t = \frac{30.31}{\sqrt{\frac{\sum 33095 - 3216.34}{1190}}$$

$$t = \frac{30.31}{\sqrt{\frac{298.78}{1190}}}$$

$$t = \frac{30.31}{\sqrt{0.25}}$$

$$t = \frac{30.31}{0.5}$$

$$t = 60.62$$

so, the value is 60.62.

it was greater than t-table to find out degree of freedom (Df) the researcher used the following formula:

$$Df = N-1$$

$$= 35-1$$

$$= 34$$

After obtaining the degree of freedom, looking at t-table at the degree of freedom 34 in significant degrees of 34 in significant degree of 0,05, the t-table is 1.697. This research used pre-experimental design with pre-test and post-test design. The data below showed that the value of t-test was greater than t-table value. It indicated that there was a significant difference between the result students' pre-test and post-test.

Table 4.6 The Test of Significant

Variable	t-test	t-table value
Pre-test and post-test	60,62	1.697

#### 4.1.2.2 Hypothesis Testing

For the level, ( $\alpha$ ) 0,05 and  $Df = 34$ , and the value of the table is 1.697, while the value of t-test 60,62. it means that the t-test value is greater than t-table ( $60,62 > 1.697$ ). so, it can be concluded the students' writing descriptive paragraph by using PLEASE(pick, list, evaluate, active, supply, and end) strategy is significantly better after getting the treatment. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

## 4.2 Discussion

This part explains the discussion about the result findings that showed in the previous chapter. This section of this research will provide insight about the students' English writing descriptive paragraph before and after treatment through PLEASE (pick, list, evaluate, active, supply, and end) and the improvement of students' writing descriptive paragraph after applying PLEASE (pick, list, evaluate, active, supply, and end). It is based on the statement that exists in chapter I.

#### 4.2.1 Before and After applying PLEASE (pick, list, evaluate, active, supply, and end) strategy.

Before applying PLEASE (pick, list, evaluate, active, supply and end) strategy based on result finding, it found the students' writing a descriptive paragraph was still low. The classification of students' in writing a descriptive paragraph a lot of students' got poor and very poor. It proved that students' writing descriptive paragraph is not good enough, the students' are still lack of writing descriptive paragraph.

It is seen difficult to students' to the writing, however, they should practice their writing in their daily activity. The teacher should make a strong attempt to show students' what they still need to learn without being discouraging. Sometimes, writing cannot be reached optimally. It needs a long time and determination of students' to be mastered.

By the result of it, the way to solve the problems was used one of several strategies to improve students' writing descriptive paragraph. It was the PLEASE (pick, list, evaluate, active, supply, and end) strategy.

Chanda explain the advantages of PLEASE is used to improve the students' ability to write the paragraph.<sup>33</sup> Akincilar also tells that PLEASE strategy is effective for improving the students' ability in writing paragraph.<sup>34</sup>

So, After applying PLEASE (pick, list, evaluate, active, supply, and end) strategy the classification of students' in writing a descriptive paragraph a lot of students' got very good and good. also, to know the success of this activity the writer

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<sup>33</sup>Chanda Walker, *Teaching Strategy in the Classroom* (Huntington: Moon Press, 2008), p. 343.

<sup>34</sup> <http://etd.lib.metu.edu.tr/upload/3/12611947/index.pdf> (accessed on October 23<sup>th</sup> 2019)



described the improvement students' writing descriptive paragraph by the look at the data in post-test and pre-test. Based on the data, when the writer has given the treatment through PLEASE (pick, list, evaluate, active, supply, and end) strategy, the students' writing descriptive paragraph found some improvement in a different classification, because nobody got poor and very poor after treatment. But the point is this treatment is said to succeed. After giving treatment through PLEASE (pick, list, evaluate, active, supply, and end) strategy, the students' writing descriptive paragraph is good and effective for students' in the learning process.

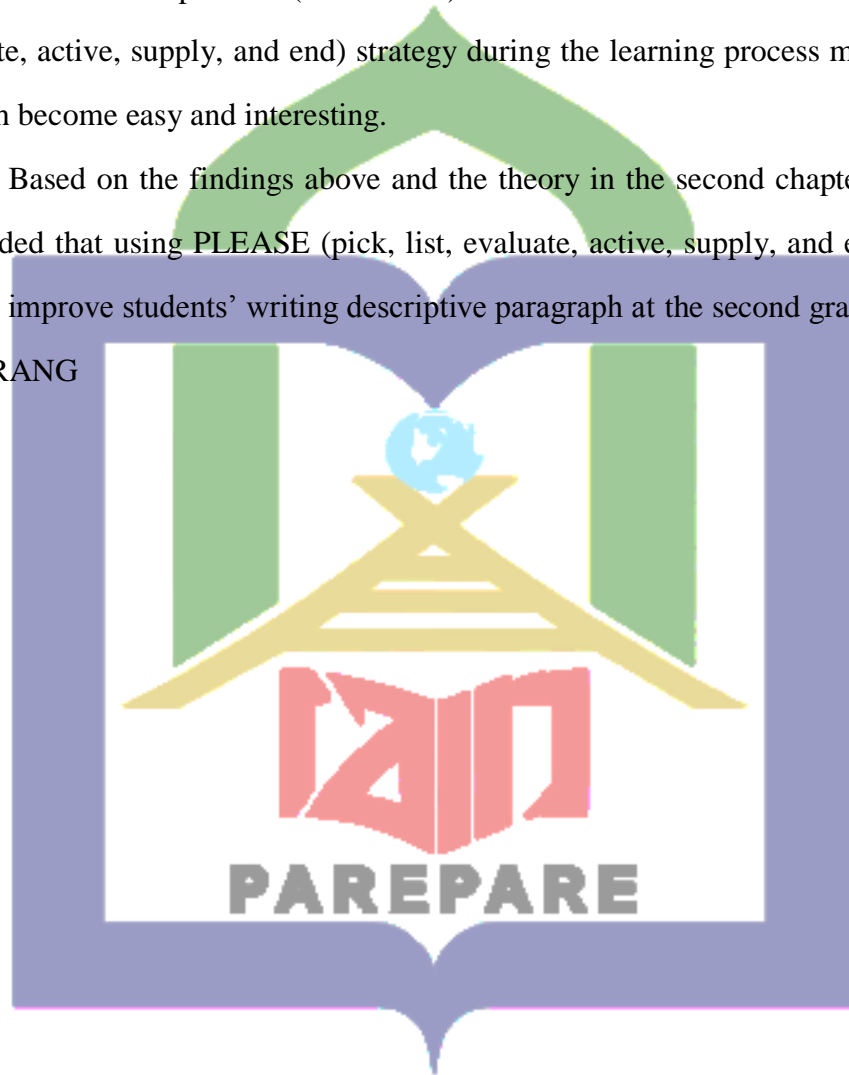
#### 4.2.2 the improvement of students' writing a descriptive paragraph by using PLEASE (pick, list, evaluate, active, supply, and end) strategy.

The PLEASE (pick, list, evaluate, active, supply, and end) strategy in improving the students' writing descriptive paragraph was a success. The writer got the result from this research that through PLEASE (pick, list, evaluate, active, supply, and end) strategy gave influence for the students' in learning. From the finding shows that the mean score of post-test was higher than the mean score of pre-test, it concluded that using PLEASE (pick, list, evaluate, active, supply, and end) strategy improved students' writing descriptive paragraph. To find out the statistical hypothesis received between null hypothesis ( $H_0$ ) and the alternative hypothesis ( $H_1$ ), the writer applied t-test formula at the level of significance with  $\alpha =$  with a degree of freedom is  $Df = N-1$  (35-1= 34).

This research found the t-test value is 60.62 was greater than t-table value 1.697 (60.62>1697). Means that the use of PLEASE (pick, list, evaluate, active, supply, and end) strategy to improve students' writing descriptive paragraph is significantly better after getting the treatment. So, the null hypothesis ( $H_0$ ) is rejected

and the alternative hypothesis ( $H_1$ ) is accepted. After seeing the result, it found there were significant difference students' writing descriptive paragraph in pre-test and post-test. From the different result of the mean score in post-test was greater than the mean score in the pre-test ( $70.54 > 40.4$ ). it was caused use PLEASE (pick, list, evaluate, active, supply, and end) strategy during the learning process made learning English become easy and interesting.

Based on the findings above and the theory in the second chapter, the writer concluded that using PLEASE (pick, list, evaluate, active, supply, and end) strategy able to improve students' writing descriptive paragraph at the second grade of SMAN 8 PINRANG



## CHAPTER V

### CONCLUSION AND SUGGESTION

After presenting the research findings and discussions in the previous chapter, the researcher concludes and offer some suggestion based on the research that was done in the second grade of SMAN 8 PINRANG.

#### 5.1 Conclusion

Based on the discussion in the previous chapter, the writer concluded that the use of PLEASE (pick, list, evaluate, active, supply, and end) strategy could improve students' writing descriptive paragraph. This study is categorized pre-experiment research design, the objective in this study is to find out whether the implementation of PLEASE (pick, list, evaluate, active, supply, and end) strategy was able or not to improve students' writing descriptive paragraph. Therefore, this study is using quantitative research.

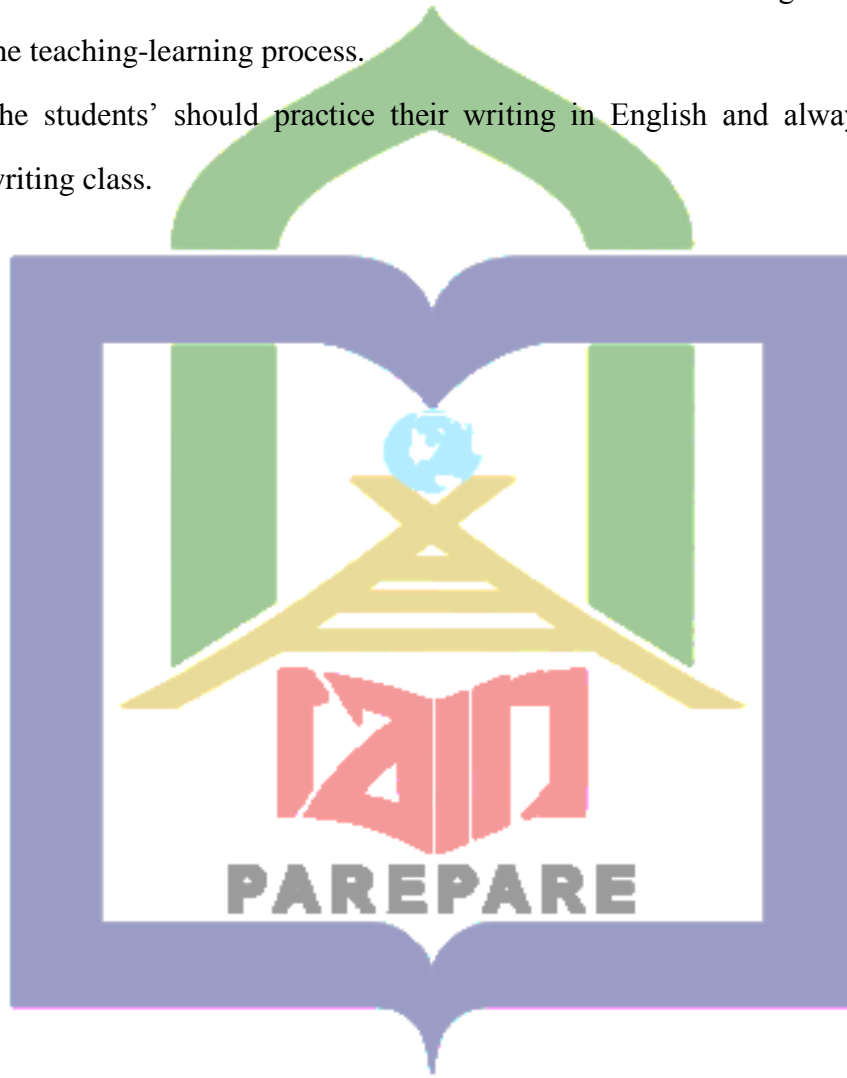
The result of data analysis. The mean score of pre-test (40.4) and standard deviation (7.35). The mean score of post-test (70.54) and standard deviation (3.36). t-test result in which the value of t-test was 60.62. it was greater than t-table was 1.697 at the level significance 0,05 and degree of freedom (*Df*) was 34. It means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted.

#### 5.2 Suggestion

Based on the conclusion, the writer would like to give some suggestion related to this research. The suggestions are as follows:

5.2.1 in teaching writing, the teacher is hoped more creative and has good feedback in teaching her students' to maximize the teaching learning process and does not make the students bored.

- 5.2.2 the teachers can use PLEASE (pick, list, evaluate, active, supply, and end) strategy in teaching writing a descriptive paragraph and to create a variety of teaching-learning English
- 5.2.3 the students' should be more active and not afraid of making mistakes during the teaching-learning process.
- 5.2.4 the students' should practice their writing in English and always enjoy the writing class.



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## APPENDIX 1

## Pre-test

Pre-text


Name : \_\_\_\_\_

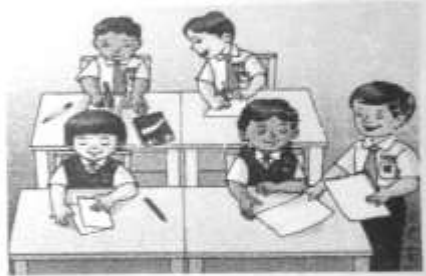
Class : \_\_\_\_\_


Subject : English/descriptive paragraph

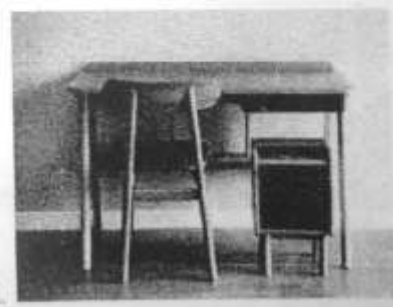
Question!

1. choose one of the following pictures and write down descriptive text at least 300 words !

a. 

c. 

b. 

d. 

answer

Nama : Nurhaliza

Kelas : XI.115.2

1. Choose one of the following pictures and write down descriptive text at least 300 words!

d. This is a study table, and there are tables, chairs and two small drawers, the table is rectangular and has four legs and has a rectangular drawer. Learning tables are used for learning, storing book or pencil case etc.

39

Name: PITMAYANTI

Class: XI. IS II

In within school there's several room class  
bathroom, canteen, order of fort, and in within  
circle school there's student and <sup>case</sup> there and a library  
and there's several flower and tree and always  
has field

35

## Appendix 2

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMAN 8 PINRANG
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: XI IPS 2/ I
Pertemuan	: Ke-2 (Treatment 1)
Alokasi Waktu	: 2 X 45 menit
Tema	: Describing Daily Activity at home
Standar Kompetensi	: Menyimak dan menyampaikan deskripsi tentang kegiatan sehari-hari
Kompetensi Dasar	: Menulis, menyimak dan menyampaikan deskripsi kegiatan sehari-hari secara sederhana dan tepat
Indikator	: Memahami dan Menuliskan tentang “ <i>Describing Daily Activity</i> ” dalam bahasa inggris.
Tujuan Pembelajaran	<ul style="list-style-type: none"> <li>➤ Siswa dapat memahami tentang deskripsi kegiatan sehari-hari</li> <li>➤ Siswa mampu menuliskan deskripsi kegiatan sehari-hari dengan benar</li> </ul>
I. Materi Pembelajaran	: Menggambarkan kegiatan sehari-hari
II. Teknik	: PLEASE (pick, list, evaluate, active, supply, and end)
III. Langkah Pembelajaran	<ul style="list-style-type: none"> <li>a. Kegiatan Awal <ul style="list-style-type: none"> <li>➤ Salam</li> <li>➤ Berdoa</li> </ul> </li> </ul>

- Mengabsen siswa

b. Kegiatan Inti

- Memperkenalkan teknik pengajaran yang akan digunakan (PLEASE)
- Memperkenalkan tema materi yang akan diajarkan
- Menjelaskan tentang pengertian, struktur dan kriteria penulisan yang baik.
- Membagikan beberapa gambar kepada masing-masing siswa, kemudian siswa akan mendeskripsikan gambar tersebut
- Beberapa siswa maju kedepan secara bergantian untuk membacakan hasil tulisannya
- Memberikan penghargaan kepada siswa yang mampu menggambarkan / mendeskripsikan dengan baik
- Guru akan mengoreksi dan menjelaskan tentang kesalahan-kesalahan yang sering dilakukan siswa dalam tulisannya dalam hubungannya dengan *Content, organization, vocabulary, language use, mechanics*

c. Kegiatan penutup

- Membantu siswa menerjemahkan kata yang baru
- Memperbaiki cara pengucapan siswa yang masih kurang tepat
- Guru memberikan kesempatan kepada siswa untuk bertanya
- Menyimpulkan materi pelajaran
- Menutup kelas

d. Sumber/Bahan/Alat

- Buku yang relevan

- Kamus
- Media gambar
- Marker



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMAN 8 PINRANG
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: XI IPS 2/ I
Pertemuan	: Ke-3 (Treatment 2)
Alokasi Waktu	: 2 X 45 menit
Tema	: Describing Activity at School
Standar Kompetensi	: Menyimak dan menyampaikan deskripsi tentang kegiatan di sekolah
Kompetensi Dasar	: Menulis, menyimak dan menyampaikan deskripsi kegiatan di sekolah secara sederhana dan tepat
Indikator	: Memahami dan Menuliskan tentang “ <i>Describing Activity at School</i> ” dalam bahasa inggris.
Tujuan Pembelajaran	<ul style="list-style-type: none"> <li>➤ Siswa dapat memahami tentang deskripsi kegiatan di sekolah</li> <li>➤ Siswa mampu menuliskan deskripsi kegiatan di sekolah dengan benar</li> </ul>
I. Materi Pembelajaran	: Menggambarkan kegiatan di sekolah
II. Teknik	: PLEASE (pick, list, evaluate, active, supply, and end)
III. Skill	: Writing
IV. Langkah Pembelajaran,	
a. Kegiatan Awal	<ul style="list-style-type: none"> <li>➤ Salam</li> <li>➤ Berdoa</li> </ul>

- Mengabsen siswa

b. Kegiatan Inti

- Memperkenalkan teknik pengajaran yang akan digunakan (PLEASE)
- Memperkenalkan tema materi yang akan diajarkan
- Menjelaskan tentang pengertian, struktur dan kriteria penulisan yang baik
- Membagi siswa kedalam beberapa kelompok
- Guru meminta kepada setiap kelompok untuk menunjuk ketua kelompok dan mendiskusikan nama kelompoknya masing-masing
- Membagikan sebuah topic kepada masing-masing kelompok, kemudian siswa akan mendeskripsikan topic tersebut.
- Beberapa siswa maju kedepan sebagai perwakilan masing-masing kelompok secara bergantian untuk membacakan hasil dsikusnya
- Memberikan penghargaan kepada kelompok yang mampu menggambarkan/mendeskripsikan dengan baik
- Guru akan mengoreksi dan menjelaskan tentang kesalahan-kesalahan yang sering dilakukan siswa dalam tulisannya dalam hubungannya dengan *Content, organization, vocabulary, language use, mechanich*

c. Kegiatan penutup

- Membantu siswa menerjemahkan kata yang baru
- Memperbaiki cara pengucapan siswa yang masih kurang tepat
- Guru memberikan kesempatan kepada siswa untuk bertanya
- Menyimpulkan materi pelajaran
- Menutup kelas



d. Sumber/Bahan/Alat

- Buku yang relevan
- Kamus
- Media gambar
- Marker



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMAN 8 PINRANG

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XI IPS 2/ I

Pertemuan : Ke-4 (Treatment 3)

Alokasi Waktu : 2 X 45 menit

Tema : Describing Daily Activity (play)

Standar Kompetensi : Menyimak dan menyampaikan deskripsi tentang kegiatan sehari-hari

Kompetensi Dasar : Menulis, menyimak dan menyampaikan deskripsi kegiatan sehari-hari secara sederhana dan tepat

Indikator : Memahami dan Menuliskan tentang "Describing Daily Activity" dalam bahasa Inggris.

Tujuan Pembelajaran

- Siswa dapat memahami tentang deskripsi kegiatan sehari-hari
- Siswa mampu menuliskan deskripsi kegiatan sehari-hari dengan benar

I. Materi Pembelajaran : Menggambarkan kegiatan sehari-hari

II. Teknik : PLEASE (pick, list, evaluate, active, supply, and end)

III. Skill : Writing

IV. Langkah Pembelajaran

a. Kegiatan Awal

- Salam

- Berdoa
- Mengabsen siswa
- b. Kegiatan Inti
  - Memperkenalkan teknik pengajaran yang akan digunakan (PLEASE)
  - Memperkenalkan tema materi yang akan diajarkan
  - Menjelaskan tentang pengertian, struktur dan kriteria penulisan yang baik.
  - Membagi siswa kedalam kelompok secara berpasang-pasangan.
  - Membagikan sebuah topic kepada masing-masing kelompok, kemudian setiap kelompok akan mendeskripsikan topic tersebut.
  - Beberapa siswa maju kedepan sebagai perwakilan dari masing-masing kelompok secara bergantian untuk membacakan hasil tulisannya
  - Memberikan penghargaan kepada kelompok yang mampu menggambarkan/mendeskripsikan dengan baik
  - Guru akan mengoreksi dan menjelaskan tentang kesalahan-kesalahan yang sering dilakukan siswa dalam tulisannya dalam hubungannya dengan *Content, organization, vocabulary, language use, mechanics*
- c. Kegiatan penutup
  - Membantu siswa menerjemahkan kata yang baru
  - Memperbaiki cara pengucapan siswa yang masih kurang tepat
  - Guru memberikan kesempatan kepada siswa untuk bertanya
  - Menyimpulkan materi pelajaran
  - Menutup kelas
- d. Sumber/Bahan/Alat

- Buku yang relevan
- Kamus
- Media gambar
- Marker



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

- Nama Sekolah : SMAN 8 PINRANG
- Mata Pelajaran : Bahasa Inggris
- Kelas / Semester : XI IPS 2/ I
- Pertemuan : Ke-5 (Treatment 4)
- Alokasi Waktu : 2 X 45 menit
- Tema : Describing Job
- Standar Kompetensi : Menyimak dan menyampaikan deskripsi tentang pekerjaan
- Kompetensi Dasar : Menulis, menyimak dan menyampaikan deskripsi pekerjaan secara sederhana dan tepat
- Indikator : Memahami dan Menuliskan tentang “*Describing Job*” dalam bahasa inggris.
- Tujuan Pembelajaran
- Siswa dapat memahami tentang deskripsi pekerjaan
  - Siswa mampu menuliskan deskripsi pekerjaan dengan benar
- I. Materi Pembelajaran : Menggambarkan pekerjaan
- II. Teknik : PLEASE (pick, list, evaluate, active, supply, and end)
- III. Skill : Writing
- IV. Langkah Pembelajaran
- a. Kegiatan Awal
    - Salam
    - Berdoa
    - Mengabsen siswa

b. Kegiatan Inti

- Memperkenalkan teknik pengajaran yang akan digunakan (PLEASE)
- Memperkenalkan tema materi yang akan diajarkan
- Menjelaskan tentang pengertian, struktur dan kriteria penulisan yang baik.
- Membagikan beberapa gambar kepada masing-masing siswa, kemudian siswa akan mendeskripsikan gambar tersebut.
- Beberapa siswa maju kedepan secara bergantian untuk membacakan hasil tulisannya
- Memberikan penghargaan kepada siswa yang mampu menggambarkan / mendeskripsikan dengan baik
- Guru akan mengoreksi dan menjelaskan tentang kesalahan-kesalahan yang sering dilakukan siswa dalam tulisannya dalam hubungannya dengan *Content, organization, vocabulary, language use, mechanics*

c. Kegiatan penutup

- Membantu siswa menerjemahkan kata yang baru
- Memperbaiki cara pengucapan siswa yang masih kurang tepat
- Guru memberikan kesempatan kepada siswa untuk bertanya
- Menyimpulkan materi pelajaran
- Menutup kelas

d. Sumber/Bahan/Alat

- Buku yang relevan
- Kamus
- Media gambar
- Marker



### Appendix 3

#### The material of treatment 1

write down descriptive paragraph about Daily activity at home!



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the materials of treatment 2

write down descriptive paragraph about activity at school!



the material of treatment 3

write down descriptive paragraph about daily activity (play)!



The materials of treatment 4

Write down descriptive paragraph about profession/job!



## Appendix 4

## Post-test

Name :

Class :

Question!

Choose one of the following pictures and write down descriptive text at least 300 words!

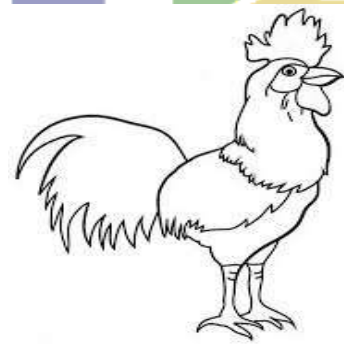
a.



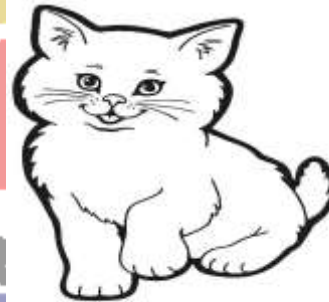
c.



b.



d.



Answer :

# Appendix 5

## T-Table

**TABEL II**  
**NILAI-NILAI DALAM DISTRIBUSI t**

dk	$\alpha$ untuk uji dua pihak (two tail test)					
	0.50	0.20	0.10	0.05	0.02	0.01
	$\alpha$ untuk uji satu pihak (one tail test)					
	0.25	0.10	0.05	0.025	0.01	0.005
1	1.000	3.078	6.314	12.706	31.821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.925
3	0.765	1.638	2.353	3.182	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	3.143	3.707
7	0.711	1.415	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.228	2.764	3.169
11	0.697	1.363	1.796	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.692	1.350	1.771	2.160	2.650	3.012
14	0.691	1.345	1.761	2.145	2.624	2.977
15	0.690	1.341	1.753	2.131	2.602	2.947
16	0.689	1.337	1.746	2.120	2.583	2.921
17	0.688	1.333	1.740	2.110	2.567	2.898
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.687	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.323	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.508	2.819
23	0.685	1.319	1.714	2.069	2.500	2.807
24	0.685	1.318	1.711	2.064	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.779
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	1.980	2.358	2.617
$\infty$	0.674	1.282	1.645	1.960	2.326	2.576

## Appendix 6

## IELTS writing and Descriptions

Aspect	Criteria		Score
Content	Excellent to very good	knowledgeable – substantive – etc.	30-27
	Good to average	some knowledge of subject – adequate range – etc.	26 – 22
	Fair to poor	limited knowledge of subject – little substance – etc.	21 – 17
	Very poor	does not show knowledge of subject – non substantive – etc.	16-13
Organization	Excellent to very good	fluent expression – ideas clearly stated – etc.	20 – 18
	Good to average	somewhat choppy – loosely organized but main ideas stand out – etc.	17 – 14
	Fair to poor	non fluent – ideas confused or disconnected – etc.	13 – 10
	Very poor	does not communicate – no organization – etc.	9 – 7
Vocabulary	Excellent to very good	sophisticated range – effective word/idiom choice and usage – etc.	20 – 18
	Good to average	adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.	17 – 14
	Fair to poor	limited range – frequent errors of word/idiom form, choice, usage – etc.	13 – 10
	Very poor	essentially translation – little knowledge of English vocabulary.	9 – 7
Language use	Excellent to very good	effective complex constructions – etc.	25 – 22
	Good to average	effective but simple construction – etc.	21 – 19
	Fair to poor	major problems in simple/complex constructions – etc.	17 – 11
	Very poor	virtually no mastery of sentence construction rules – etc.	10 – 5

Mechanics	Excellent to very good	demonstrates mastery of convention – etc.	5
	Good to average	occasional errors of spelling, punctuation – etc.	4
	Fair to poor	frequent errors of spelling, punctuation, capitalization – etc.	3
	Very poor	no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.	2





## Appendix 7

### DCUMENTATION

















PEMERINTAH PROVINSI SULAWESI SELATAN  
CABANG DINAS PENDIDIKAN WILAYAH X  
UPT SMA NEGERI 8 PINRANG



Alamat : Jalan Piri Pinrang Padman Km. 37 Tuppri Telp. (0421) 2911111 Kab. Pinrang 91254  
<http://www.sman8pinrang.sch.id> e-mail : sman8pinrang@yahoo.com

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN  
Nomor : 421.3 / 195 - UPT SMA.8 / PIR / DISDIK

Yang bertandatangan di bawah ini, Kepala UPT SMA Negeri 8 Pinrang  
menerangkan bahwa :

Nama	: YEMA
NIM	: 13.1300.047
Pekerjaan/Prog.Studi	: Mahasiswa/Tadris Bahasa Inggris
Alamat	: Desa Pakeng, Kec. Lembang, Kab. Pinrang
Telepon	: 082 292 395 698

Yang tersebut namanya di atas telah melaksanakan Penelitian di SMA Negeri 8  
Pinrang Kab. Pinrang dengan Judul "THE USE OF PLEASE (PICK, LIST,  
EVALUATE, ACTIVE, SUPPLY AND END) TO IMPROVE STUDENTS IN WRITING  
STRATEGY SKILL AT THE SECOND GRADE IF SMAN 8 PINRANG".

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk  
dipergunakan sebagaimana mestinya.

Tuppri, 19 Agustus 2019

Kepala UPT SMA Negeri 8 Pinrang  
  
NETHADMAD ARIS, S.Pd, M.Pd  
Np : 19621212 198703 1 031



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH

Alamat: Jl. Anshorullah No. 8, Sorong, Kota Parepare 91121  
PO Box 909 Parepare 9110, website: www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B. 457 /An.39.5.1/PP.00.505/2019

Lampiran :

M 41 : Permisihan lain Pelaksanaan Penelitian

Yth. BUPATI PINRANG

di

KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: YEMA
Tempat/Tgl. Lahir	: BT. TANRE, 15 Agustus 1993
NIM	: 13.1300.047
Fakultas / Program Studi	: Tarbiyah / Tadris Bahasa Inggris
Semester	: XII (Dua Belas)
Alamat	: DESA PAKENG KEC. LEMBANG KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah KAB. PINRANG dalam rangka penyusunan skripsi yang berjudul :

**"THE USE PLEASE (PICK, LIST, EVALUATE, ACTIVE, SUPPLY AND END) TO IMPROVE STUDENTS IN WRITING STRATEGY SKILL AT THE SECOND GRADE IF SMAN 8 PINRANG"**

Pelaksanaan penelitian ini direncanakan pada bulan Juni sampai selesai.

Demikian permohonan ini disampaikan atas perhatian dan kerama diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

28 Juni 2019

Muhammad Dekan I.



Tembusan :

1. Rektor IAIN Parepare

## CURRICULUM VITAE



Yema was born on August 15<sup>th</sup>, 1994 in Pinrang (Lembang). She is the first child from three siblings. She has two sisters. Her father's name is Samad and her mother's name is Nursia. Her educational background began 2001 in SDN 143 Kalosi, Kec. Lembang, Kab. Pinrang and graduated on 2007. She continued her study at SMPN 1 Lembang, and graduated on 2010. At the same year, she registered in Senior High School SMAN 1 Lembang that is now known with SMAN 8 Pinrang and graduated on 2013. She continued her education at State Islamic College (STAIN) Parepare and took English Program of Tarbiyah and Adab Department as major but now it was changed become State Islamic Institute (IAIN) Parepare. Finally, She graduated her study at State Islamic Institute (IAIN) Parepare and has gotten S1 degree in English Program of Tarbiyah Faculty on 2019. With the title of her skripsi “ *the Implementation of PLEASE(Pick, List, Evaluate, Active, Supply and End) Strategy to Improve Students' Writing Skill in Descriptive Paragraph at the Second Grade of SMAN 8 PINRANG*”.

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