

The Effect of Please Strategy of Students' Skill in Writing Descriptive Text at SMA Dar Alfalah Tanjung Balai

Mashitoh Habib

Pendidikan Bahasa Inggris, Universitas Asahan, Indonesia

Email: mashitohhabib@gmail.com

Abstract-This research aimed to find out whether PLEASE Strategy can effectively affect the students' skill in writing descriptive text. The population of this research was the grade X students of SMA Dar Alfalah Tanjungbalai 2020/2021 Academic Year. Quantitative research was used in this research. The technique of collecting data in this research were pre-test, treatment and post-test. The instrument of collecting data was writing test. The result showed that the mean of the pre-test was 61,9 for control group and 66,5 for experimental group. And then the mean of post-test was 70,75 for control group and 80,9 for experimental group. The implementation of PLEASE Strategy is effective way to improve students' writing. The data was analyzed by using t-test formula. The result of the analysis showed that t-score is higher than t-table ($2.46 > 2.042$) at the level of significance 0.05 with the degree of freedom 38. It means that the H_a is accepted and H_o is rejected.

Keywords: Effect, PLEASE Strategy, Descriptive Text

1. INTRODUCTION

Language is very important for human life, because by language we can get good communication and interaction with others. Language is one an instrument to convey information; it is used to express ideas, feeling, purposes, thought and opinions in written or oral way. On Oxford Advance Learner's Dictionary of Current English, Hornby (1995:325) stated that "Language is the system of communication in speaking and writing that is used by people of particular country." English is an international language which has very significant role in communication among people in almost the whole world. Many people learn English in order to be able to communicate and socialize with the world community. Minister of education and culture decree no.372/2003 stated that English become the first foreign language and the compulsory subject that should be thought in Indonesian school up to university level. English is applied in almost all aspects of life like technology, education, business, and so on.

In English subject, students learn four skills. They are reading, listening, speaking, and writing. Those skills are important to learn. People get the language from reading and listening. Then, people produce language by speaking and writing. Writing is a skill which we express ideas, feeling, thoughts that are arranged in words sentences and paragraph by using eyes, brain and hand. It means that writing is used to express someone's feeling and ideas. To accomplish that, the brain will be used to produce idea, hand to write and eyes for looking at the result of writing. Writing is one of the four language skills taught in English learning process besides listening, speaking and reading. Many people never realize the difficulty of the writing process. The writer needs to produce words, sentences, paragraphs and extended composition all at the same time, words must be spelled, punctuation in sentences, and paragraph unified. We need accuracy to make paragraph because the information that we deliver to reader can easily to understand. Since English is still the foreign language in Indonesia, it is not easy for students to change the structure and to combine the words into sentences. Indonesian learners are often confused to write something in English because there are some differences between the English and Indonesian language systems. Besides, the Indonesian learners of English are influenced by Indonesian structure.

Descriptive text is the clear description of people, places, objects and events using appropriate details. An effective description will contain sufficient and varied elaboration of details to communicate a sense of the subject being described. There are many factors that can influence the low of students' skill in writing descriptive text, such as internally and externally. Internally consists of motivation, interest, personality, element language, etc. While externally consist of teachers' skill, school facilities, and learning media including learning strategy.

Writing descriptive paragraphs are 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. Moreover, it can be a helpful tool to complete descriptive paragraph related to what object or subject which is described. Some of students think that writing is the most difficult skill in English. The students are difficult to find the ideas when they write. Writing is one of skills to be mastered by the students. Learning to write involves being able to communicate and convey ideas. Students use it to communicate to each other, as means of ideas and emotional expression, because when they write their ideas and emotion creatively, they are communicating on paper in their way and purposes. The students also must master vocabulary, grammar, and the others. Those problems are also found at SMA Dar Alfalah Tanjungbalai, many students especially for students at grade X still can not develop their ideas to write, they are also lack of vocabulary and grammar. Because of those, they can not write correctly.

Based on the pre-test result done by the students of X IPA 1 of SMA Dar Alfalah Tanjungbalai, the students got difficulty in arranging their ideas in writing descriptive text, so they didn't reach the criteria of minimum passing grade criteria (KKM) of English subject.

In this case, the teacher should have a new strategy in teaching and learning process especially in descriptive text material so that the students can be more creative and easier to develop their ideas in writing.

In this Covid – 19 situation, many schools study by using network but SMA Dar Alfalah doesn't. This school students study directly at school 3 days a week regularly. Actually the ways is not quite effective for students' achievement but to obey government rules it is better than studying via Whatsapp, Google Classroom etc.

Having good and suitable strategy in teaching and learning process is very helpful. Good strategy will be one of solutions to solve the problems that appeared in SMA Dar Alfalah Tanjungbalai. Therefore, to solve the problem, the PLEASE (Pick, List, Evaluate, Activate, Supply, End) Strategy can be an alternative of solution.

2. METHODS

2.1 Place and Time of the Research

The location of this research was conducted in SMA Dar Alfalah Tanjungbalai. It is located on Jl. Jendral Sudirman, Tanjungbalai Kota I, South Tanjungbalai District, Tanjungbalai. This research was conducted in the second semester of X IPA 1 on March 2021.

2.2 Population

Sugiono (2010:72) states population is a region consisting of generalization, objects or subjects that have certain qualities and characteristics are determined by the researchers to learn and then create conclusion.

The population of this research was all students of grade X which consists of 3 classes in SMA Dar Alfalah Tanjungbalai in 2020/2021 Academic Year.

Table 1. The Population of Grade X in the 2020/2021 Academic Year.

No.	Class	Number of Students
1	X – IPA 1	20
2	X – IPA 2	29
3	X – IPS	20
	Total	69

2.3 Sample

According to Sugiyono (2008:116) stated that “ Sample is a portion of the amount and characteristics possessed by the population”. It meant that this research was used cluster random sampling where the sample was used to determine when the object to be examined or data source was very large.

In addition, Arikunto (2010: 174) states that sample is part of population which wants to observe.

This research used simple random sampling. According to Kerlinger (2006:188), simple random sampling is a method of drawing from a population or universe in a certain way so that each member of the population has an equal chance being selected or taken. Where the technique and sample are used randomly. The sample that will be used as the object of this research are some of the students grade X at SMA Dar Alfalah Tanjungbalai whose numbers have been determined based on the calculation of a formula.

The sample of this research was X-IPA 1 and X-IPS, where students of X-IPA 1 are as the experimental class and students of X-IPS are as the control class.

Table 2. The Sample of Grade X in SMA Dar Alfalah Tanjungbalai in the 2020/2021 Academic Year

Class	Amount of Students	Kinds of Group
X-IPA 1	20 Students	Experimental Group
X-IPS	20 Students	Control Group
Total	40 Students	

2.4 Research Design

According to Aliaga and Gunderson (2002:81), Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics). In addition, Mujis (2004:2) stated quantitative research is essentially about collecting numerical data to explain a particular phenomenon.

This research method used experimental method with quantitative approach. There were two groups of sample namely Experimental Group and Control Group. This research consists of two variables and two groups. This design focuses on treatment and outcome. The data was collected from pretest and post test in order to know PLEASE Strategy is effective in teaching writing. This design of this research is below;

Table 3. Two Groups Pre-test Post-test Design

Group	Pretest	Independent Variable	Post Test
E	Y1	X	Y2
C	Y1	-	Y2

Note:

E : Experimental Group

C : Control Group

Y1 : Pre-test

Y2 : Post-test

X : Treatment

2.5 Validity and Reliability of the Test

The instrument is said to be valid if the instrument is used to measure what intendt to measure (Sukardi : 2003). It could be said writing test conducted by using grammar test measured the writing knowledge. Focus on the level of students' knowledge. The formula to measure validity test (Arikunto : 2011)

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

Where:

R = The correlation between two variables.

N = Total of the Data

X = the mark in the pre-test

Y = The mark in the post-test

XY = Sum of multiplication X and Y

X²= Square of X

Y²= Square of Y

2.6 Reliability of the Test

This research was Richardson (KR-20) formula to analyze the reliability of test instrument from students' grammar mastery. According to Sugiyono (in Sarif 2018:31) The formula that will be used is as follows:

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

Where:

r₁₁ = reliability

r_{xy} = correlation between the two halves

3. RESULTS

4.1 Description of The Data

This research was conducted on 16th March until 31st March 2021. The data were colloected by giving test which were consisted of pre-test and post-test. In this research, the sample was divided into two groups namely experimental and control group. Each group was given same test.

The data of the research was purposed to find out that PLEASE Strategy could give signifcant effect of student's ability in writing descriptive text. The data consist of the result from the implementation of PLEASE Strategy and Conventional Strategy. The research was conducted at grade X of SMA Dar Alfalah Tanjungbalai. The sample were X IPA 1 that consist of 20 students as experimental group and X IPS that consist of 20 students as control group.

4.2 The Data of Experimental Group and Control Group

This table below showed the students' score in pre-test and post-test in experimental group of X IPA 1 and the students' score in pre-test and post-test in experimental group of X IPS.

Table 4. The Score of Pre-test and Post-test of Experimental Group

No	Students' Name	Scores of Pre-test (X)	Scores of Post-test (Y)	X ²	Y ²	XY
1	AS	60	80	3600	6400	4800
2	ASS	75	85	5625	7225	6375
3	AZ	65	80	4225	6400	5200
4	AL	65	80	4225	6400	5200
5	AH	70	85	4900	7225	5950
6	DM	60	80	3600	6400	4800
7	DL	65	70	4225	4900	4550
8	DAA	70	80	4900	6400	5600
9	DKS	60	80	3600	6400	4800
10	EA	70	85	4900	7225	5950
11	FS	75	85	5625	7225	6375
12	F	65	80	4225	6400	5200
13	FA	60	80	3600	6400	4800
14	IAH	70	83	4900	6889	5810
15	MF	75	85	5625	6400	6000
16	MS	60	85	3600	7225	5100
17	RH	70	85	4900	7225	5950
18	SK	65	80	4225	6400	5200
19	TE	70	80	4900	6400	5600
20	TS	60	75	3600	5625	4500
Total		ΣX= 1330	ΣY= 1618	ΣX²=89000	ΣY²=131164	ΣXY=107760

Based on the table above, it showed that :

$$M = \frac{\sum X}{N}$$

$$M = \frac{1330}{20} = 66,5$$

$$M = \frac{\sum Y}{N}$$

$$M = \frac{1618}{20} = 80,9$$

From the data above, it showed that students' score in pre-test was lower than post-test. The mean of students' score in pre-test was 66,5. After giving treatment of PLEASE Strategy, it was increased 14,4 % and the score mean was being 80,9 in post-test.

Table 5. The Score of Pre-test and Post-test of Control Group

No	Students' Name	Scores of Pre-test (X)	Scores of Post-test (Y)	X ²	Y ²	XY
	AN	75	75	5625	5625	5625
	AL	60	65	3600	4225	3900
	BU	70	75	4900	5625	5250
	DH	65	70	4225	4900	4550
	GA	75	75	5625	5625	5625

HF	55	70	3025	4900	3850
IR	70	75	4900	5625	5250
MI	55	65	3025	4225	3575
MR	65	70	4225	4900	4550
NS	75	75	5625	5625	5625
PA	70	75	4900	5625	5250
RD	43	75	1849	5625	3225
SA	50	60	2500	3600	3000
SP	70	70	4900	4900	4900
SR	60	70	3600	4900	4200
SH	55	70	3025	4900	3850
S	55	65	3025	4225	3575
TA	60	75	3600	5625	4500
VN	50	65	2500	4625	3250
VW	60	75	3600	5625	4500
Total	$\Sigma X=1238$	$\Sigma Y=1415$	$\Sigma X^2=78274$	$\Sigma Y^2=100925$	$\Sigma XY=88050$

Based on the table above, it showed that :

$$M = \frac{\sum X}{N}$$

$$M = \frac{1238}{20} = 61,9$$

$$M = \frac{\sum Y}{N}$$

$$M = \frac{1415}{20} = 70,75$$

Discussion

Based on table 4 and 5 above, so it was analyzed the differences score between pre-test and post-test in experimental and control group.

Table 6. The Differences Score Between Pre-test and Post-test of Experimental Group

No	Students' Name	Scores of Pre-test (X)	Scores of Post-test (Y)	Y-X
1	AS	60	80	20
2	ASS	75	85	10
3	AZ	65	80	15
4	AL	65	80	15
5	AH	70	85	15
6	DM	60	80	20
7	DL	65	70	5
8	DAA	70	80	10
9	DKS	60	80	20
10	EA	70	85	15
11	FS	75	85	10
12	F	65	80	15
13	FA	60	80	20
14	IAH	70	83	13
15	MF	75	85	5
16	MS	60	85	25

17	RH	70	85	15
18	SK	65	80	15
19	TE	70	80	10
20	TS	60	75	15
Total		$\Sigma X = 1330$	$\Sigma Y = 1618$	$\Sigma Y - X = 288$

Based on the analysis above, it can be seen that the students' score in the post-test is higher than pre-test. It means that the students' ability in writing descriptive text by using PLEASE Strategy is effective. Meanwhile, the mean of differences score between pre-test and post-test experimental group is 288. It means PLEASE Strategy is effective of writing ability of students.

Table 7. The Differences Score Between Pre-test and Post-test of Control Group

No	Students' Name	Scores of Pre-test (X)	Scores of Post-test (Y)	Y-X
1	AN	75	75	0
2	AL	60	65	5
3	BU	70	75	5
4	DH	65	70	5
5	GA	75	75	0
6	HF	55	70	15
7	IR	70	75	5
8	MI	55	65	10
9	MR	65	70	5
10	NS	75	75	0
11	PA	70	75	5
12	RD	43	75	32
13	SA	50	60	10
14	SP	70	70	0
15	SR	60	70	10
16	SH	55	70	15
17	S	55	65	10
18	TA	60	75	15
19	VN	50	65	15
20	VW	60	75	15
Total		$\Sigma X = 1238$	$\Sigma Y = 1415$	$\Sigma Y - X = 177$

Based on the analysis above, it can be seen that the students' score in the post-test is higher than pre-test. But there is no significant effect to the students' score. Meanwhile, the mean of differences score between pre-test and post-test experimental group is 177.

After the research data was calculated, the score of experimental group was higher than control group, 90% students have ability to write descriptive text. Where the mean of experimental students' score was 66,5 in pre-test. After giving treatment of PLEASE Strategy, it was increased 14,4% and the mean score was being 80,9 in post-test. While the mean of control students' score was 61,9 in pre-test. After giving treatment by using conventional way, it was just increased 8,85% and the mean score was being 70,75 in post-test. It means that PLEASE Strategy is effective to students' writing descriptive text. There are several affected the successful of students as following below:

- The students were given treatment by using PLEASE Strategy
- High motivation of students to study
- The students pay attention and listen to the teacher's advice.

The data was analyzed by using t-test formula. The result of the analysis showed that t-score is higher than t-table (2.46 > 2.042) at the level of significance 0.05 with the degree of freedom 38. It means that the H_a is accepted and H_o is rejected.

4. CONCLUSIONS

From the data obtained it is seen that the result of the students' achievement on writing descriptive paragraph by using PLEASE strategy is higher than by using conventional strategy at the X grade of SMA Dar Alfalah Tanjungbalai. PLEASE Strategy is significant to be used in the effect on the students' achievement in writing ability. The level of

significance 0.05 with the degree of freedom 38. It means that the H_a is accepted and H_o is rejected. There is a significant effect of using PLEASE strategy on the students' achievement in descriptive paragraph.

After analyzing the data, the writer concluded that the students can write a descriptive text by using PLEASE Strategy. The students are able to start their composition and know what they want to write step by step. The students can be easily to arrange the position of the paragraph.

From the advantage of using PLEASE Strategy in teaching writing English at grade X of SMA Dar Al-Falah Tanjungbalai, the research would to give some suggestion as follows: for the teacher, English teacher should consider using PLEASE Strategy to teach their students in mastery of writing skill. The teacher also suggest their student to practice writing especially descriptive text to improve their writing skill. The teacher must be able to make the class enjoyable in studying English.

For the students, have to practice English everytime and everywhere to enhance their ability in using vocabulary and grammar in writing activity. The students have to search and read more resources about English such as in from the book, film, google and etc. The students have to study English more. For other researchers, for the further researcher, this strategy can be applied to the next experiment in senior high school students. For other researchers can apply this strategy with more interesting ways for students.

REFERENCES

- Agustina, Tri (2018). The Effectiveness of Using PLEASE and POWER Strategies to teach students' writing skills on Explanation Text.
- Akincilar, Vildan. 2010. The Effect of "PLEASE" Strategy Training Through The Self-Regulated Strategy Development (SRSD) Model on Fifth Grade EFL Students' Descriptive Writing. Middle East Technical University.
- Aliaga, M. And Guderson, B. (2002). Interactive Statistics. Thousand Oaks : Sage.
- Anderson, M. (2003). Text Types in English 3. Melbourne : Macmillan.
- Arikunto, S. (2010). Prosedur Penelitian Suatu Pendekatan Praktek. Jakarta : Rineka Cipta.
- Azwar, S. (2013). Reliabilitas dan Validitas. Yogyakarta : Pustaka Pelajar.
- Bamanti & Oktaviani. (2011). Ringkasan Teori & Evaluasi Bahasa Inggris SMA/MA. Jakarta : Grasindo.
- Barbara, Fine Clouse. (2004). The Students' Writer. New York : The Mc-Graw Hill Companies. P. 142.
- Boyle, J. & Scanlon, D. 2010. Methods and Strategies for Teaching Students with Mild Disabilities. Wadsworth: Cengage Learning.
- Brown, H. Douglas. (2001). Teaching by Principles : An Interactive Approach to Language Pedagogy (second edition). New York : Longman.
- Bryne, D. 1988. Teaching Writing Skill (New Ed). Harlow: Longman Group UK Limited.
- Callela, Trisha. (2001). Making Your Word Wall More Interactive. Huntington Beach : Creative Teaching Press.
- Febriani, Nurulia Dwi. (2011). Improving Reading Comprehension Through Reciprocal Teaching Technique (a Classroom Action Research at The First Year of MTs Hidayatullah Umam, Cirene Depok. Jakarta.
- Feez, Susan. (2002). Heritage and Innovation in Second Language Education : in John, A.M (Ed). Washington D.C : Parlor Press.