

**THE USE OF PLEASE STRATEGY TO IMPROVE
EXPLANATION TEXT WRITING ACHIEVEMENT OF THE
ELEVENTH GRADE STUDENTS OF SMA NEGERI 5
PALEMBANG**

A Thesis by

RIZKY APRILLIYANTI

06011281520078

English Education Study Program

Language and Arts Education Department



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

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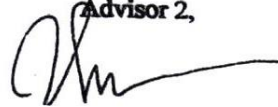
Approved by,

Advisor 1,



Soni Mirizon, M.A., Ed.D.
NIP. 196711041993031002

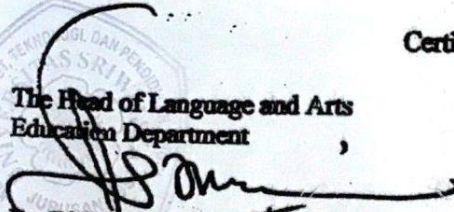
Advisor 2,



Hesti Wahyuni Anagrani, S.Pd., M.Pd.
NIP. 198609282014042001

Certified by,

The Head of Language and Arts
Education Department



Dr. Didi Sahendi, S.Pd., M.Hum.
NIP. 196910221994031001

Coordinator of English
Education Study Program



Hariswan Putra Jaya, S.Pd., M.Pd.
NIP. 197408022002121003

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06011281520078

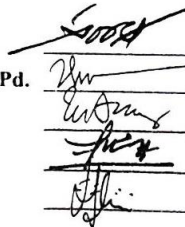
This thesis was defended by the writer in the final program examination and was approved by the examination committee on:

Day : Thursday

Date : June 27th, 2019

EXAMINATION COMMITTEE APPROVAL:

1. Chairperson : Soni Mirizon, M.A., Ed.D.
2. Secretary : Hesti Wahyuni Anggraini, S.Pd., M.Pd.
3. Member : Dra. Rita Hayati, M.A.
4. Member : Drs. Muslih Hambali, M.L.I.S.
5. Member : Fiftinova, S.S., M.Pd.

The block contains five horizontal lines, each with a handwritten signature above it, corresponding to the list of committee members.

Palembang, June 2019

Certified by

Coordinator of English Education Study Program,



Hariswan Putera Jaya, S.Pd., M.Pd
NIP. 197408022002121003

DECLARATION

I, the undersigned,

Name : Rizky Aprilliyanti

Student's Number : 06011281520078

Study Program : English Education

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Palembang, June 2019

The Undersigned,



Rizky Aprilliyanti
NIM. 06011281520078

THESIS DEDICATIONS

The Thesis is dedicated to ...

1. Thanks to Allah SWT, the greatest thanks for ever single mercy, everlasting love and miracle You give to me.
2. My lovely parents, my father, Marzuki and my mother, Fitriah, my two little sisters Rizka Amanda and Tri Dinda Aprilliana, and my little brother Muhammad Agus, who always support, love, and pray for me to finish my thesis.
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Motto

“If you can dream it, you can do it” Walt Disney

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Palembang, June 2019

The Writer,

Rizky Aprilliyanti

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THE USE OF PLEASE STRATEGY TO IMPROVE EXPLANATION TEXT WRITING ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 5 PALEMBANG

ABSTRACT

The study was aimed to find out whether or not there was any significant difference in students' explanation text writing achievement of the eleventh grade students of SMA Negeri 5 Palembang between before and after they were taught by using PLEASE strategy and whether or not there was any significant difference in explanation text writing achievement of the eleventh grade students of SMA Negeri 5 Palembang between students who were taught by using PLEASE Strategy and those who were not. The total number of the sample was 72 eleventh grade students of SMA Negeri 5 Palembang, which were divided into experimental group and control group and each group had 36 students. The sample of this study was taken by using purposive sampling method. In collecting the data, the writer administered pretest and posttest to the students. The results of the test were analyzed by using paired sample t-test and independent sample t-test in SPSS version 24. The results of paired sample t-test showed that the p-value was 0.000, which was less than the significant level 0.05. It means that there was a significant difference in explanation text writing achievement of the eleventh grade students of SMA Negeri 5 Palembang before and after they were taught through PLEASE strategy. The result of independent sample t-test showed that the p-value was 0.000, which was less than the significant level 0.05. It means that there was a significant difference in explanation text achievement of the eleventh grade students of SMA Negeri 5 Palembang between students who were taught by using PLEASE strategy and those who were not. Therefore, it can be concluded that PLEASE strategy was effective to improve students' explanation text writing achievement.

Keywords: *Improvement, Explanation Text, PLEASE Strategy*

A Thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University

Name : Rizky Aprilliyanti

Student's Number : 06011281520078

Advisors : 1. Soni Mirizon, M.A., Ed.D.

2. Hesti Wahyuni Anggraini, S.Pd., M.Pd.

Approved by,

Advisor 1,

Advisor 2,



Soni Mirizon, M.A., Ed.D.
NIP. 196711041993031002



Hesti Wahyuni Anggraini, S.Pd., M.Pd.
NIP. 198609282014042001

Certified by,

Coordinator of English Education Study Program,



Hariswan Putera Jaya, S.Pd., M.Pd.
NIP. 197408022002121003

CHAPTER I

INTRODUCTION

This chapter presents (1) background, (2) problem of the study, (3) objective of the study, (4) significance of the study.

1.1 Background

English is one of the compulsory subjects that should be taught in school. It is based on Permendikbud Number 59 of 2014. There are four skills in English that should be taught and learned, which are reading, writing, speaking, and listening. Based on the curriculum, writing as one of the English skills which should be mastered (Kemendikbud, 2013).

Based on data found by the Education First-English Proficiency Index (2018), which involved 88 countries, Indonesia was on 51st rank and at the low proficiency level with 51,58 EF EPI score. It shows that Indonesian students are still weak in the English education program.

Writing is one of the skills that should be mastered in learning English. Writing is a process of placing ideas and information into a written form. According to Brown (2001), writing is a thinking process because writing is the ideas that are put on paper and developed it become some words that appropriate with the coherent structure and organization. To be good at writing, the students should know how to put their ideas in a written form, make good sentences and paragraphs through correct grammar, punctuation, and spelling. They are required to develop the ideas and make them into good writing by using the proper grammar, choice of words, phrase, punctuation, etc. so, the reader can understand what they write. Writing is essential for many people, especially students. If students have good writing, they can get more extensive information and knowledge. They can write their argument with the right term, communicate with other people overseas through an e-mail or chatting, and share our

experience through a blog, diary, or journal. Writing is also essential for students. In school, the teacher usually asks students to make writing assignments and papers.

According to Hyland (2009), writing is not taught but learned. Teacher's role is facilitating and not be directive to give the writers some space to make their own meaning through an environment that is encouraging, positive, and cooperative with minimal interference. Students should have written continuously without fear of being wrong to do good writing and also be able to write their ideas freely in a written form. Teachers are the facilitators who provide facilities and knowledge to students to be able to develop their ideas without worrying about the views of others. To improve their ideas freely, students must get encouragement from an appropriate and positive environment. Teachers cannot impose their opinions and their views on what students write, but teachers must provide support by providing appropriate strategies to students so that they can pour their ideas easily.

There are many kinds of text in writing, such as descriptive text, recount text, narrative text, procedure text, explanation text, analytical exposition text, and news item. The writer chose an explanation text in her research because based on the syllabus, an explanation text is one of the texts that should be mastered by the eleventh grade students. According to Knapp and Watkins (2005), explanation text explains the processes related to understanding and making explicit the how and why of particular phenomena, events, and concepts. In addition, Hartono and Purwanto (2017) state that explanation text is text that explains the process related to the formation of natural, social, scientific, and cultural phenomena. It means that explanation text is the text that explains the process or *how* and the reason or *why* the topic of natural phenomena and social phenomena occurs.

The writer chose SMA Negeri 5 Palembang to be the school that the writer observed. The writer chose it because the writer had joined the PPL activity in SMA Negeri 5 Palembang, so the writer knew about the ability of the students in writing skill, and based on the result of the interview with the teacher and students, students

had some difficulties in writing an explanation text. First, students still did not understand how to write well. Students faced the difficulties with arranging good and correct sentences to be good paragraph or text. The lack of knowledge of grammar and vocabulary also made students difficult to develop their ideas. Then, the lack of motivation and interest in writing explanation text was the problem over some students. They only wrote a few sentences or ideas that they thought enough for them to write as their assignment in school, so it gave their performance being poor in writing.

From the explanation above, the teacher should use a suitable strategy to make effective teaching and learning writing text. The strategy itself should be suitable to the condition of the students and the class because every class has its condition to make the strategy ideal for the class. Same as the difficulties of students in writing generally, they also have some difficulties in the explanation text.

There are some strategies in teaching writing, such as using Sway App, visual media, peer editing technique, PLEASE strategy, and so on. I chose Pick, List, Evaluate, Activate, Supply, End (PLEASE) strategy in this study. Welch (1992) states that “The PLEASE strategy was developed to address specific types of writing expression deficits related to prewriting planning, composition, and paragraph revision” (p.121). Welch (1992) adds this strategy gives students the repertoire of conducting the use of the first-letter mnemonic about how to complete the writing task independently. This strategy provides a structure that can make students organize and develop their ideas into written form. This strategy is useful because students can learn how to write well by planning the topic, developing the idea gradually so that it becomes a good paragraph and text. Graham and Harris (2005) state that PLEASE strategy is planning, and writing of a paragraph contains topic sentences, supports sentences or details and conclusion sentence statements. Moreover, Sriwahyuni (2015) states that PLEASE strategy combines the component of the process approach into the format of the mnemonic strategy. Students learn to write all paragraph sections using planning, composing, and revising components of the process approach. In addition,

Aminatun, Ngadiso, and Marmanto (2018) state that PLEASE strategy can help students learn to write well. This strategy is useful because it provides students to remember and apply the activities involved in the planning and writing process. The steps of PLEASE strategy are PICK the topic, LIST the topic, EVALUATE the list step, ACTIVATE the first paragraph, SUPPLY the supporting sentences by using the component of the list step and END the paragraph which writes the conclusion. The steps of PLEASE Strategy help students to write, start the first sentence, put the data information into their writing, and end the writing. This strategy makes students plan and write the topics they want at once. Whereas students are usually given the task of writing a paragraph or text, they only focus on how to develop the topic with the knowledge that they have then they immediately put it in writing without planning or designing that topic. To solve this problem, Using PLEASE strategy, students can plan and write step by step by using an appropriate structure. It makes students easier to write their ideas and explore their ideas. It helps students to plan their topic with additional information and ideas that can be written more organized and orderly, and also more thorough, detailed, and interesting.

Based on the discussion above, the writer was interested in conducting a research entitled “The Use of PLEASE Strategy to Improve Explanation Text Writing Achievement of the Eleventh Grade Students of SMA Negeri 5 Palembang”.

1.2 The Problems of the Study

Based on the background above, the problems of this study were formulated into the following questions:

1. Was there any significant difference in explanation text writing achievement of the eleventh grade students of SMA Negeri 5 Palembang between before and after they were taught by using PLEASE strategy?

2. Was there any significant difference in explanation text writing achievement of the eleventh grade students of SMA Negeri 5 Palembang between students who were taught by using PLEASE Strategy and those who were not?

1.3 The Objectives of the Study

Based on the problems above, the objectives of this research were to:

1. find out whether or not there was a significant difference in students' explanation text writing achievement of the eleventh grade students of SMA Negeri 5 Palembang between before and after they were taught by using PLEASE strategy.
2. find out whether or not there was a significant difference in explanation text writing achievement of the eleventh grade students of SMA Negeri 5 Palembang between students who were taught by using PLEASE Strategy and those who were not.

1.4 The Significance of the Study

By doing this study, the writer hopes this study can be the alternative way for teacher to teach writing to their students. Then, the writer hopes this study can help students to learn writing and improve their writing skill by using PLEASE strategy. Finally, the writer hopes that the result of this study can give more information and knowledge as a source for further study.

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