

AN UNDERGRADUATE THESIS
IMPROVING STUDENTS' WRITING ABILITY OF THE
TENTH GRADE OF MAN 1 LAMPUNG TIMUR BY USING
PLEASE STRATEGY IN THE ACADEMIC YEAR OF
2019/2020

By:
SITI MAYSAROH
Student Number: 1501070120



Tarbiyah And Teacher Training Faculty
English Department Student

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2020 M

**IMPROVING STUDENTS' WRITING ABILITY OF THE TENTH GRADE
OF MAN 1 LAMPUNG TIMUR BY USING PLEASE STRATEGY IN
ACADEMIC YEAR OF 2019/2020**

Presented as a Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

By:

SITI MAYSAROH

Student Number. 1501070120

Tarbiyah And Teacher Training Faculty

English Department Student

Sponsor : Drs. kuryani, M.Pd

Co Sponsor : Trisna Dinillah Harya, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H/2020 M



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

APPROVAL PAGE

The Title : Improving Writing Ability of The Tenth Grade of MAN 1
Lampung Timur By Using PLEASE Strategy In Academic
Year of 2019/2020.
Name : Siti Maysaroh
Student Number : 1501070120
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined munaqosyah in Tarbiyah Faculty of State Institute of
Islamic Studies (IAIN) of Metro.

Metro, Juli 2020

Pembimbing I

Pembimbing II

Drs. Kurvani, M.Pd
NIP. 19620215 199503 1 001

Trisna Dinillah Harva, M.Pd
NIP. 19830511 200912 2 004



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Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTIFICATION LETTER

Number : -
Appendix : -
Matter : In order to hold the Munaqosyah of Siti Maysaroh

To:
The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
State Institute of Islamic Studies of Metro

Assalamua'alaikum Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name : Siti Maysaroh
Student Number : 1501070120
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Title : Improving Writing Ability of The Tenth Grade of MAN 1
Lampung Timur By Using PLEASE Strategy In The
Academic Year 2019/2020.

It has been agreed so it can continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

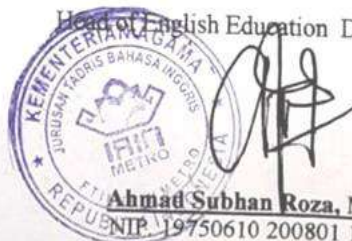
Pembimbing I

Metro, July 2020
Pembimbing II

Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001

Trisna Dinillah Harva, M.Pd
NIP. 19830511 200912 2 004

Head of English Education Department



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



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Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran :
Perihal : **Pengajuan Munaaqosyah**

Kepada Yth,
Dekan Fakultas Tarbyah dan Ilmu Keguruann
Institut Agama Islam Negeri (IAIN) Metro

Assalamu'alaikum, Wr. Wb

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh :

Nama : Siti Maysaroh
NPM : 1501070120
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : Improving Writing Ability of The Tenth Grade of MAN 1
Lampung Timur By Using PLEASE Strategy In Academic
Year of 2019/2020.

Sudah kami setuju dan dapat dimunaaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terima kasih.

Wassalmu'alaikum Wr. Wb

Pembimbing I

Drs. kurvani, M.Pd
NIP. 19620215 199503 1 001

Metro, Juli 2020
Pembimbing II

Trisna Dinillah Harva, M.Pd
NIP. 19830511 200912 2 004

Ketua Jurusan Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

**IMPROVING STUDENTS' WRITING ABILITY OF THE TENTH GRADE
OF MAN 1 LAMPUNG TIMUR BY USING PLEASE STRATEGY IN
ACADEMIC YEAR OF 2019/2020**

ABSTRACT

BY:

SITI MAYSAROH

The main aims of this research were not only improve students' writing ability but also their learning activity at MAN 1 Lampung Timur by using PLEASE Strategy. The researcher try to investigate whether PLEASE Strategy can used as a strategy to improve the students' writing ability and their learning activity.

In this research, the researcher conducted a classroom action research (CAR) which was done in two cycles. Each cycle consisted of planning, acting, observing and reflecting. The subject of this research was 25 students in the tenth graders of MAN 1 Lampung Timur. In collecting data, the researcher used that include test pre-test, post test I and post test 2, observation and documentation. The research was conducted collaboratively with the English teacher of MAN 1 Lampung Timur.

The result of this research show that *PLEASE Strategy* have positive result in improving the students' writing ability of the Tenth grade of MAN 1 Lampung Timur. It can be proven by the students' average score from pre test to post test. The average score in pre-test was 33, post-test I was 60 and become 73 in post-test II. In addition, the students' learning activities were improved from the 50% in cycle 1 to 75% in cycle 2. It means that the using *PLEASE Strategy* can improve the students' writing ability.

Keyword : PLEASE Strategy, Writing Ability, Classroom Action Research.

**MENINGKATKAN KEMAMPUAN MENULIS SISWA DENGAN
MENGUNAKAN STRATEGI PLEASE DI MAN 1 LAMPUNG TIMUR
TAHUN PELAJARAN 20192020**

ABSTRAK

**Oleh:
SITI MAYSAROH**

Tujuan utama dari penelitian ini tidak hanya untuk meningkatkan kemampuan menulis tetapi juga aktivitas pembelajaran di MAN 1 Lampung Timur menggunakan *Pick-List-Evaluate-Activate-Supply-End (PLEASE) Strategy*. Peneliti mencoba membuktikan bahwa *PLEASE Strategy* dapat menjadi salah satu strategi pembelajaran untuk meningkatkan kemampuan menulis siswa.

Penelitian ini menggunakan metode penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Subjek penelitian ini adalah 25 siswa di kelas X MAN 1 Lampung Timur. Dalam mengumpulkan data, peneliti menggunakan tes (pre-test, post test I dan post test 2), observasi dan dokumentasi. Penelitian ini dilakukan secara kolaboratif dengan guru bahasa Inggris MAN 1 Lampung Timur.

Hasil dari penelitian ini menunjukkan bahwa *PLEASE Strategy* sebagai strategi memiliki hasil positif dalam meningkatkan keterampilan menulis siswa kelas sepuluh MAN 1 Lampung Timur. Hal ini dapat dibuktikan berdasarkan nilai pre-test adalah 33, post test I adalah 60 dan pada post test II menjadi 73. Dan Ini berarti bahwa penggunaan *PLEASE Strategy* sebagai strategi yang dapat meningkatkan kemampuan menulis siswa.

Kata Kunci : Strategi Please, Kemampuan Menulis, Penelitian Tindakan Kelas (PTK)

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : Siti Maysaroh
Student Id : 1501070120
Study Program : English Education Study Program (TBI)
Faculty : Tarbiyah

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, July 10 2020

The Researcher



Siti Maysaroh
1501070120

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini :

Nama : Siti Maysaroh
NPM : 1501070120
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 10 Juli 2020
Yang Menyatakan,



Siti Maysaroh
1501070120

MOTTO

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي ﴿٢٥﴾ وَيَسِّرْ لِي أَمْرِي ﴿٢٦﴾ وَأَحْلِلْ عُقْدَةً مِّنْ
لِّسَانِي ﴿٢٧﴾ يَفْقَهُوا قَوْلِي ﴿٢٨﴾

My Lord relieves my mind. And ease my task for me. And loose a knot from my
tongue. That they may understand what I am saying.

(Qs. Thahaa (20) : 25-28)

DEDICATION PAGE

This piece of work is dedicated to:

My Beloved Parents

(Mr. Ahmad Munir and Mrs. Hyulika Wati)

My Beloved Sisters

(Fiki Novitasari, Siti Khavivah Soleha, Allya Fauziah)

*My Beloved Lectures Of English Education Study Program Of Institute Islamic
Collage Of Metro*

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In this opportunities, the researcher would like to express her deepest gratitude especially to:

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7. All of her friends in IAIN Metro, thanks for everything in helping to finish this undergraduate thesis.

The writer do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, July to 2020



Siti Maysaroh

1501070120

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CHAPTER I

INTRODUCTION

A. Background of Study

English is agreed as a lingua franca that connects native speakers in each country. In globalization era, English is an international language that has many important roles. Using English is able to make most of the people easier to communicate each other. Therefore, bilateral cooperation or multilateral cooperation covers many sectors that include of social, culture, economic, defense, politics, education and the others.

In Indonesia, English is a foreign language that is not obtained by most people since the birth. Even in daily life people rarely use English to interact naturally and consciously. In line with the important roles of English, Indonesian government makes English into one of subjects in the curriculum learning. The purpose of English language teaching is not only to transfer knowledge of English, but also to accustom the learners to use English in daily life.

Moreover, the effectiveness of English language teaching is influenced by many factors. In a great line, the factors are learning media, teaching strategy, and environment. A teacher must choose a teaching strategy that is appropriate to the material. The implementation of teaching strategy should be mediated by an effective learning media. Besides that, the

effectiveness can be achieved by adapting the context of environment that can motivate the language learners.

Furthermore, English language teaching related on four language skills that are classified into two categories, receptive and productive language skills. Receptive language skills are listening and reading that language learners were able to accept the message in spoken or written language. Furthermore, productive language skill is the ability of produce language, that are speaking and writing. In this case, the researcher focuses on writing skill.

In addition, writing is the process of using symbols, like letters of the alphabet, punctuation, and spaces to communicate thoughts and ideas in a readable form. In the other words, writing is the ability to carve or to convey a message, idea, thought, opinion, wish, or feeling into readable form so the reader can understand the contents of the text very well.

Writing is the important way in expressing the message to other. Writing has a lot of benefits. Through writing, the writers are able to persuade the reader's paradigm. Furthermore, the readers can achieve education by writing. People can increase their insight about intellectual, emotional, and spiritual. Besides that, writing can entertain the readers with simple story text including of comics, novel, short story and magazine.

However, writing is not easy. Students in majority usually refuse to write. Writing skill is considered to be the most difficult language skill for students. It could be caused by several factors related about lack of ideas. The

students are still confused to express their idea in the beginning of writing. Besides that, the students have lack of vocabulary because of the low motivation to write.

In line with the writing problem above, the researcher had conducted a pre-survey in order to investigate the students' writing ability of the tenth grade at MAN 1 Lampung Timur on April, 12th 2019. The result of pre-survey is illustrated in the following table, as follows:

Table 1.1
The result of Pre – survey data on April, 12th2019
Students' writing ability of the tenth grade at MAN 1 Lampung Timur

No	StudentName	FinalScore	Criteria
1.	AH	34	Incomplete
2.	AN	52	Incomplete
3.	CD	34	Incomplete
4.	CS	51	Incomplete
5.	DR	34	Incomplete
6.	EP	80	Complete
7.	FA	41	Incomplete
8.	FN	67	Incomplete
9.	FN	57	Incomplete
10.	FS	50	Incomplete
11.	KF	37	Incomplete
12.	KH	36	Incomplete
13.	LR	34	Incomplete
14.	NF	62	Incomplete
15.	PS	36	Incomplete
16.	RN	34	Incomplete
17.	SA	64	Incomplete
18.	SB	34	Incomplete
19.	SD	35	Incomplete
20.	SN	64	Incomplete
21.	SR	34	Incomplete
22.	SW	47	Incomplete
23.	SY	51	Incomplete
24.	UH	80	Complete
25.	YW	59	Incomplete

	Min. Score	34
	Max. Score	80
	Average	48,28
	Incomplete	23
	Complete	2

Source: students' writing test, taken on April, 12th2019

Table 1.2

The result of Pre – survey data on April, 12th2019

Students' writing ability of the tenth grade at MAN 1 Lampung Timur

No	Grade	Explanation	Frequency	Percentage
1.	≥ 70	Complete	2 students	8%
2.	< 70	Incomplete	23 students	92%
Total			25 students	100%

Source: pre-survey result.

Based on the table above, it was investigated that most of students cannot reach minimum mastery criteria (MMC) yet, so they have to do remedial. According to the table, there are 2 students who achieve MMC. Meanwhile, there are 23 students who are not able to achieve MMC. It means that total of students who achieve MMC is less than who are not able to achieve MMC. Therefore, it is concluded that the students' writing ability.

Based on the students' writing problem above, it is investigated that the students are still difficult in writing their idea by using appropriate vocabularies in to the sentences in paragraph. They do not understand about grammar. Moreover, the students' motivation was lack in learning English. The tenth graders have studied about writing text and they need a strategy for helping to write some paragraphs and they can write their idea quickly.

To overcome the students' writing problems, there should be a meaningful effort to improve students' writing skill. One of the solution is the implementation of PLEASE strategy. PLEASE strategy or Pick-List-Evaluate-Activate-Supply-End strategy is one of the strategies that can be used in writing class. It leads the student to arrange their idea in writing paragraph. This strategy start from pick the topic, list the idea about the topic, evaluate the list, activate the paragraph with a topic sentence, supply supporting sentences and end concluding.

In addition, PLEASE strategy has many benefits. PLEASE strategy can help the students how to start their writing and it is suitable for all of genres/kinds of paragraph. The strategy provides a structure to help students generate and organize ideas and to write sentences and paragraphs. Besides that, this strategy helps the students to write independently because PLEASE strategy leads the students to find their own topic and ideas about what they will write. This strategy is useful to help the students that have many problems in writing such as on the data above, because it provides cues to help students remember and apply activities involved in the process of planning and writing.

Based on all of the explanation above, the researcher would like to implement a classroom action research by applying PLEASE strategy. In this case, PLEASE strategy is considered as a great strategy in teaching writing. Therefore, the researcher outlines the title of research proposal as "Improving

Writing Ability of the Tenth Grades of MAN 1 Lampung Timur by Using PLEASE Strategy in The Academic Year of 2019/2020”.

B. Problem Identification

In this research, the researcher would like to do the classroom action research and hopefully the problem in the class can be solved. Based on the background above, the problems can be identified as follows:

1. The students have difficulties to express their ideas in writing.
2. The students have lack of motivation to writing.
3. The students have lack vocabulary, so they are confuse and unable to write.
4. The students’ understanding is still low in using correct grammatical function.
5. The students have low writing ability.

C. Problem Limitation

The researcher realizes that it is not possible to investigate all of the problems concerned with the writing ability. Therefore, the writer limits the problem by focusing the research problem of number five that is ‘The students have low writing ability’. Therefore, the title of this research is “Improving Writing Ability of the Tenth Graders of MAN 1 Lampung Timur by Using PLEASE Strategy in the Academic Year of 2019/2020”.

D. Problem Formulation

In the reference to the background of the problem above, the writer tries to state the problem raise of this research as follow:

1. Can PLEASE strategy improve writing ability of the tenth graders of MAN 1 Lampung Timur in the academic year of 2019/2020?
2. Can PLEASE strategy improve students' learning activity of the tenth grade of MAN 1 Lampung Timur in the academic year of 2019/2020?

E. Objective and Benefits of the Study

1. The Objectives of the Research

The objectives of this research are as follow:

- a. To improve students' writing ability of the tenth grade of MAN 1 Lampung Timur by using PLEASE Strategy in the academic year of 2019/2020.
- b. To improve students' learning activity of the tenth grade of MAN 1 Lampung Timur by using PLEASE Strategy in the academic year of 2019/2020.

2. Benefits of the Research

This study is formulated as an effort to find some benefits. The benefits of this research are:

- a. For the teachers

As information to the teacher, the results of this study can be applied to improve the writing skills of students. The teacher can

apply the PLEASE Strategy in the process of teaching and learning. In addition, it could be supporting their performance and professionalism in the teaching process and also could be stimulated the creativity and innovative of teacher in designing lesson plan.

b. For the students

The result of this study as the solution can increase students' interest in English learning and foster students' creativity in writing by using PLEASE Strategy.

c. For the headmaster

As information and suggestion for the headmaster, so that she/he give motivation in English learning process by preparing the facilitation and instrument.

F. Prior Research

This research would done based on consideration of some prior research. Some of prior researches have been researched by Aminatun et al, Mona Liza, and Fitri Yenti.

The first prior research was done by Aminatun et al who did research in the title of “Applying PLEASE Strategy to Teach Writing Skill to Students with Different Linguistic Intelligences”.¹ The research method used in this research is quantitative research method particularly experimental design. Sample of the first prior research is the student of Senior High School 01

¹ Diah Aminatun et.al, “Applying PLEASE Strategy to Teach Writing Skill to Students with Different Linguistic Intelligences” *Teknosastik* 16, no.1 (2018): p.39.

Ngemplak. PLEASE Strategy is a mnemonic that provides learners with a road map for writing a text. It is a strategy when a teacher teaches the students an acronym to remember each step in writing. PLEASE strategy will help students to write, to start the first sentence, and to put the data information in their writing. This research refers to an experimental study on the effectiveness of PLEASE Strategy to teach writing. The result of the first prior research is PLEASE Strategy is more effective than Guided Writing Strategy to teach writing; The students having high linguistic intelligence have better writing skill than those having low linguistic intelligence; and There is an interaction between teaching strategies and students' linguistic intelligence in teaching writing. In this case, students having high linguistic intelligence have better writing skill than those having low linguistic intelligence when they are taught using PLEASE Strategy. However, students having low linguistic intelligence have better writing skill when they are taught using Guided Writing Strategy.

This first prior research has the similarity between the research both of these researches investigate the senior high school students and improves the ability of writing. The first prior research uses the same strategy to increase writing ability by *Pick-List-Evaluate-Activate-Supply-End* (PLEASE).

The second prior research was done by Mona Liza who did research in the title of "Using PLEASE Strategy in Teaching Writing a Descriptive

Text”.²The aim of the second prior research is to analyze the phenomena of learning process of writing ability by PLEASE strategy. PLEASE strategy will help the students to improve the writing ability by guiding the student to start writing and help them to write step by step until they finish writing. The research method is Qualitative. The primary source of the second prior research is the documents of related theory. The result of second prior research is PLEASE strategy will help the students to organize and generate their ideas easily. This strategy also makes students active and feels motivated in writing. Procedure of teaching writing by using this strategy is divided into three stages. They are pre-teaching activity, whilst-teaching activity, and post-teaching activity. The second prior research has the differentiation with this research, the source research of the second prior research is the documents of the related theory about PLEASE strategy.

The third prior research was done by Fitri Yenti who did research in the title of “Teaching Writing Descriptive Text by Combining Mind Maps Strategy with Pick, List, Evaluate, Activate, Supply, End (PLEASE) Strategy at Junior High School”.³ The aim of the third prior research is PLEASE strategy was developed as a meta-cognitive strategy for written expression, to assist students in planning and writing compositions by modifying a highly structured, step-by-step procedure. It means that in this strategy, the students express their ideas into written form. They develop their ideas as structured

² Mona Liza, “Using PLEASE Strategy in Teaching Writing a Descriptive Text” *Journal of English Language Teaching* 1, no.2 (2013): p.443.

³ Fitri Yenti, “Teaching Writing Descriptive Text by Combining Mind Maps Strategy with Pick, List, Evaluate, Activate, Supply, End (PLEASE) Strategy at Junior High School” *Pendidikan Bahasa Inggris* 4, no.2 (2014): p.39.

and they can do it step by step. The writing can be clear from begin until the last. The research method is qualitative. Sample of the third prior research is Junior High School. The result of the third prior research is PLEASE Strategy is a strategy to develop the students' ideas and help the students to know how to share their ideas into written form. These strategies can help the students learn step by step of writing process, especially in descriptive text. The writer believes that these strategies can help the students to improve their writing ability.

The differentiation between this third prior research and this research is the third prior research applies the sample with Junior High School meanwhile the sample of this research is Senior High School.

Referring to the prior research, the differences are about different research method, research sample and research finding. Therefore, by considering same prior researches about, it is advisable to implement PLEASE strategy in teaching writing. The writer desires to know the students' writing ability and language activity in English at MAN 1 Lampung Timur. Writing is one of the important aspects in English, the students will be confuse if they still difficult for writing in paragraph. Based on pre-survey result, the writer finds out the fault of the students' descriptive text. Therefore, the writer thinks that those are needed to be investigated.

CHAPTER II

THEORITICAL REVIEW

A. The Concept of Writing Ability

1. Nature of Writing Ability

Students have to master the four basic languages of English which consist of listening, speaking, reading, and writing. Writing is one of the important aspects for student in English learning. They have to write grammatically in text. Writing is important for them to express their knowledge in the form of essay, paper and job application.

Terminologically, Jordan said that writing is method of human intercommunication by means of conventional visible marks.⁴ It means that writing is a medium communicate one's thought, feeling, wanted, and opinion by nonverbal mean.

According to Ken Hyland writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.⁵

Moreover, Peter said that writing is the most efficiently acquired when practice in writing parallels practice in other skills.⁶ It means that writing can train the ability of verbal and non-verbal.

⁴Douglas Brown, *Principle by Language Learning and Teaching* (New York: Edison Wesley longman. Inc, 2000), Fourth edition, p.30.

⁵Ken Hyland, *Second Language Writing* (Cambridge: Cambridge University Press, 2003), p.9.

⁶M.F. Parel Dr. and Praveen M. Jain, *English Language Teaching: Methods, Tools &Techniques* (Jaipur: Sunrise Publishers & Distributors, 2008), p.125.

Besides that, Swales and Christine defined that Writing is a complex socio cognitive process involving that construction of recorded messages on paper or on some material and more recently on a computer screen. The skills needed to write range from making the appropriate graphic marks, through utilizing the resources of the chosen language, to anticipating the reactions of the intended readers.⁷ It means that writing is a record process through an essay that needs a skill, good diction in order to understand by the reader easily.

Based on the quotations above, the writer can assume that writing is an activity to transfer the ideas and to express someone's thinking through written form, and writing is a useful written message that uses the rules and the strategies of language.

2. Writing Purposes

Terminologically, Kate said that any piece of writing will be trying to do at least one of the following things. The purposes of writing are classified into three; writing to entertain, writing to inform, and writing to persuade. Each of three purposes is the basic aim of getting ideas from one brain into another.⁸

⁷M. John Swales & Christine B. Feak, *Academic Writing* (New York: Oxford University Press, 1993), p.34.

⁸Kate Greenville, *Writing From Start To Finish A Six-Step Guide*(Crows Nest: Griffin Press, 2001), p.1.

a. Writing to entertain

Writing to entertain generally takes the form of so-called ‘imaginative writing’ or ‘creative writing’. Examples of imaginative writing are novel, stories, poems, song lyrics, plays and screenplays.

b. Writing to inform

Writing to inform means that the text as the information from some task. The text can give the information for the reader. Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.

c. Writing to persuade

This includes advertisements, some newspaper and magazine’s articles, and some types of essay. This type of writing might include your opinion.

In other word, writing has many functions in text. Writing can help students for making the text more useful.

3. Writing Process

Writing is a never one-step action, but it is a process that has several steps. It starts from the beginning of what the topic is going to write until the publication of the writing. There are at least three steps of writing process, they are:

a. Pre writing (Planning)

Prewriting is the first step in the writing process.⁹ Before we start to composed a writing a, some ideas should be thought as a topic of product writing. In this step, writers are challenged to think and gather the topic will be written. In deciding the subject of writing, the writers should consider who will be the reader of the writing.

Every writer should read appropriate references as their warming up to get an adequate topic. Unfortunately, the information which is invented from reading is imperfectly remembered. Therefore, it is extremely important that writers make note-taking from what they have read. Taking a few sentences might be done to set them aside for a later draft. These sentences will be literal ideas of possible topics to be composed¹⁰

In addition, reading commonplace book can make the writers get easy to find idea for their writing. Commonplace book provides new perceptions and more quotations which will make writing product become strong and more alive.¹¹ The other reference to enrich the subject of writing is journal. Many outstanding writers use journal to create an interesting writing because it contains of good

⁹Alice Oshima & Ann Hogue, *Introduction to Academic Writing* (New York: Longman, 1997), Second Edition, p. 2.

¹⁰Alastair Fowler, *How to write* (New York: Oxford University Press, 2006), p.12.

¹¹Thomas. S. Kane, *The Oxford Essential Guide to Writing* (New York: Oxford University Press, 1988), p.21.

perceptions, ideas, emotions, and actions¹². It can make writers interest in writing even they don't have any ideas.

b. Drafting

Before the writers begin to write well, they should make a format of the writing and put the words down on paper.¹³ This step is often called drafting. Kristine argued that drafting is the step that the writers really begin to write. In this step, the writers put their words into the paper without worrying about spelling, grammar punctuation, or the best wording¹⁴.

Actually, drafting is tentative and imperfect writing. Drafting product can be refined to develop by putting down all the term related to the topic in the margin to make the writers easily to check an appropriate word in elaborating the topic. Moreover, in drafting phase, rereading and correcting are required to improve the product of writing.

c. Revising

Revising is the next step of writing process. Revising makes the writers correct the product of writing in the reader side that looks forward to a perfect writing. When the writers examine the product writing in side of their own place, revising is demanded the writers

¹²*Ibid.*

¹³Beverly Ann Chin, *How to Write Great Research Paper* (Hoboken: John Wiley & Sons, Inc., 2014), p. 57.

¹⁴Kristine Brown and Susan Hood, *Writing Matters* (New York: Cambridge University Press, 1989), p. 14.

to read and equalize the product by expecting themselves what will be expecting the reader.

They should consider the questions which are likely to appear when the readers read their product. Revising includes checking that the content and purpose are clear. The checking can be in spelling, punctuation, and grammar. It is important that the writers ask their friends to reread their writing to get good checking. Harmer also argued that revising is often helped by the readers who comment and make suggestions of the writing¹⁵.

Furthermore, revising fundamental aspect is a right way to make intelligibility of the writing. Moreover, it can be carried out by strengthening the main points by using brief statements, omitting the similar words in the writing product, and being alert for grammatical error. To revise effectively, the writers should be forced to read slowly in order to notice the clumsiness in sentence structure or a trembling repetition in a sentence which can make the reader confuse to read the writing product.

Then, striking out imprecise words and inserting more fixed terms of the previous drafting are being the next step in this phase. In addition, in revising, punctuation and grammar usage are carefully

¹⁵Jeremy Harmer, *How to Teach Writing* (Harlow: Longman, 2004), p.5.

considered in arranging the sentences because they will make the sentences be fixed in a product of the writing.¹⁶

4. Writing Assessment

CONTENT	
30 – 27	EXCELLENT TO VERY GOOD : knowledgeable-substantive
26 – 22	GOOD TO AVERAGE: some knowledge of subject-adequate range
21 – 17	FAIR TO POOR : limited knowledge of subject-little substance
16 – 13	VERY POOR : does not show knowledge of subject-non substantive
ORGANIZATION	
20-18	EXCELLENT TO VERY GOOD : ideas clearly stated
17-14	GOOD TO AVERAGE : loosely organized but main ideas stand out
13- 10	FAIR TO POOR : ideas confused
9 – 7	VERY POOR : does not communicate- no organization.
VOCABULARY	
20 – 18	EXCELLENT TO VERY GOOD : effective word/idiom choice and usage
17 – 14	GOOD TO AVERAGE: adequate range-occasional errors of word/idiom form, choice, usage but meaning not obscured.
13 – 10	FAIR TO POOR: frequent errors of word /idiom form, choice, usage.
9 – 7	VERY POOR: essentially translation-little knowledge of English vocabulary
LANGUAGE USE	
25-22	EXCELLENT TO VERY GOOD: effective complex constructions
21 – 19	GOOD TO AVERAGE: effective but simple constructions-etc.

¹⁶Thomas S. Kane, *Essential Guide to Writing* (New York: Oxford University Press, 2000) p. 37.

17 – 11	FAIR TO POOR: major problems in simple/complex constructions-etc.
10 – 5	VERY POOR: virtually no mastery of sentence construction rules, etc.
MECHANICS	
5	EXCELLENT TO VERY GOOD : demonstrates mastery of conventions- etc.
4	GOOD TO AVERAGE: frequent error of punctuation.
3	FAIR TO POOR: frequent error of punctuation, capitalization.
2	VERY POOR: no mastery of conventions.

Source: *Adapted from J.B Heaton Writing English Language Test.*

Based on the table above, the result of score can get from the total of every aspects, the score is depend on the ability of the students. The students can measure about their ability from the score of the table above.

B. The Concept of PLEASE Strategy

1. Nature of PLEASE Strategy

According to Anupriya Chadha, PLEASE strategy is a teaching strategy used to improve students' ability to write paragraphs in order to understand of written expression that had been diagnosed.¹⁷

PLEASE strategy is a paragraph-writing strategy developed by addressing writing deficits that students with disabilities frequently made.¹⁸

¹⁷Anupriya Chadha, *Child Psychology* (New Delhi: S.B Nangia, 2008), p.94.

¹⁸ Joseph Boyle & David Scanlon, *Methods and Strategies for Teaching Students with Mild Disabilities: A Case – Based Approach* (Belmont: Cengage Learning, inc, 2009), p. 246.

In addition, PLEASE stands for P (pick a topic, audience, and appropriate textual format); L (list ideas concerning the topic); E (evaluate the list); A (activate the paragraph using a topic sentence); S (supply sentences to support the topic); and E (end the paragraph with a concluding sentence and evaluate the finished product).¹⁹

PLEASE strategy is a mnemonic strategy to remember to employ the six steps including of *Pick the topic, List the ideas about the topic, Evaluate, Activate, Supply, End* used to help students to understand what they want to write.²⁰

2. Benefits of PLEASE Strategy

PLEASE strategy has some great benefits including as follows:²¹

- a. By using PLEASE strategy, students learn to write all of the parts of a paragraph using the planning, composing, and revising components of the process approach.
- b. PLEASE strategy incorporates writing components of the process approach into a strategy format using the mnemonic.
- c. Each step of PLEASE strategy is meaningful to elicit a specific action associated with writing.

¹⁹ Leslie Laud, *Differentiated Instruction in Literacy, Math, & Science* (Thousand Oaks: Corwin, 2011), p. 48.

²⁰ Mary. T brownell, et.al,*Inclusive Instruction Evidence-Based practices for teaching students with Disabilities*(New York: the Guilford Press, 2012), p.120.

²¹ Joseph boyle&david Scanlon, *methods and strategies for teaching students with high incidence disabilities 2^E: A case – based approach*(Boston: cengage learning, 2010), p. 276.

3. Procedure of PLEASE Strategy in Teaching Writing

The teaching procedure to teach writing by using PLEASE strategy is stated as follows: ²²

- a. The students pick a topic for their paragraph and decide on the type of paragraph they want to write.
- b. The students write either enumerative, compare-contrast, or cause-effect paragraphs.
- c. The students look over their list to ensure that it contains all facts or ideas relevant to the topic and add or delete information if necessary.
- d. The students activate their paragraph by writing a topic sentence.
- e. The students supply or construct sentences to support the topic sentence using the list of relevant facts and ideas.
- f. The students write a concluding sentence and edit individual sentences in their paragraph.

C. Action Hypothesis

The action hypothesis of this research is as follows: “PLEASE Strategy can improve student’s writing ability and their learning activity among the tenth graders of MAN 1 Lampung Timur in the academic year of 2019/2020”.

²² Mary. T brownell, et.al, *Inclusive Instruction Evidence-Based practices for teaching students with Disabilities* (New York: the Guilford Press, 2012), p.120.

CHAPTER III

RESEARCH METHOD

A. Variable and Definition Operational Variable

1. Operational Variable

Operational variable of this research consists of Independent and Dependent variable. The independent variable of this research is PLEASE strategy that will be implemented to improve students' writing ability in an interesting way. It is expected that the students do not feel bored in learning English because of confuse about systematic of writing. This strategy is very useful to build up writing ability and to make students active in the class.

The dependent variable of this research is writing as one of the language skills that have to be mastered by the students in order to be able to express the message effectively.

B. Research Setting

The writer will conduct the classroom action research at MAN 1 Lampung Timur in academic year 2019/2020.

C. Subject and Object of Study

There are six classes in the tenth grade. The subject of this present research is the students of the tenth grade of MAN 1 Lampung Timur. While the object of this research is the students writing ability at class X S4 of MAN

1 Lampung Timur. MAN 1 Lampung Timur is one of the oldest school in Lampung Timur. It has 541 students and 40 teachers.

D. The Concept of Classroom Action Research

According to Pelton, action research is the activity to explore anything about learning, communicating with the understudies, creating exercise designs, doing homework, and everything that does in the schedule of instructing comprises the activity of activity inquire.²³

Stringer, Christensen, and Baldwin state that action research as a procedure or instructor's guide sees, collects data, investigates, plans and implements and evaluates learning.²⁴ Moreover, McNiff and Whitehead, report that activity looks into is a name given to a specific method for exploring your very own learning.²⁵

Meanwhile, Henning and Kelly hold that action research is research activities that have four stages including plans, which regulate activities. Then the writer will collect data that can include setting tests, as well as prominent meetings. After that, the writer will do examination; the writer can combine the perception of cooperation. Finally, recording requires a method that combines information, and writing.²⁶

²³Robert P. Pelton, *Action Research For Teacher Candidates*,(New York: R&L Education, 2010), p.4.

²⁴Ernes T. Stinger, Lois McFadyen Christensen, Shelia C. Baldwin, *Integrating Teaching, Learning, And Action Research*, (London: Sage,2010), p.1.

²⁵Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (New York: RoutledgeFalmer, Second Adition 2002), p.15.

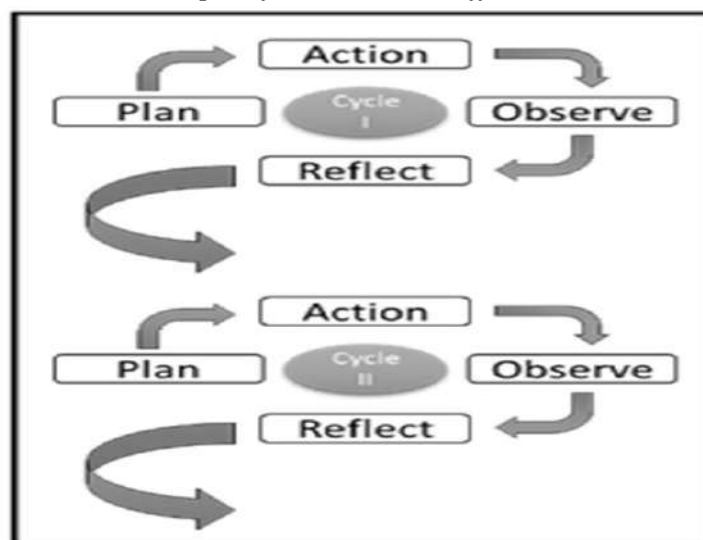
²⁶John E. Henning, Jody M. Stone, And James L. Kelly, *Using Action Research to Improve Instruction An Interactive Guide for Teachers*, (New York: Routledge, 2009), p.8-10.

Moreover, Bell and Aldridge, indicate that action research Instructor activity investigate was viewed as the most fitting vehicle to help this type of expert learning as it offered a decent level of adaptability, as well as givechances to coordinated effort and energized dynamic and supported interest. The activity investigate as a major aspect of their association in the exploration program, educator members were urged to utilize an activity look into the process as the center proficient improvement action.²⁷

The writer would like to divide the research in two cycles in the classroom action research. Classroom action research (CAR) has various models but in this research, the writer describes the cycles through the scheme of action research design by Kurt Lewin, as follows:

Figure 3.1

Kurt Lewin's Action Research Design
(Adapted from Jean McNiff, 2002)²⁸



²⁷Lisa M. Bell and Jill M. Aldridge, *StudentVoice, Teacher Action Research and Classroom Improvement*(Rotterdam: Sense,2014), p.13.

²⁸Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice* (New York: RoutledgeFalmer, 2002) Second Edition, p.15

This figure describes the sequence of the research that is preceded by a preliminary study and followed by generally involve some variation on planning, acting, observation, and reflection. The writer makes a plan, how to stimulate the students by the technique and based the cycle.

In the classroom action research, the writer would like to hole the research in two cycles. The steps will be the follows:

1. Cycle 1

a. Planning

Planning is the first step in each activity. In this cycle, the teacher prepares some plans to conduct four steps such as planning, acting, observing, and reflecting in the classroom, in this step, the writer can make in planning as follow:

- 1) The writer prepares the lesson plan, procedure, media and material to be applied in the classroom.
- 2) The writer prepares the learning source for the student.
- 3) The writer establishes the strategy. The writer will use PLEASE strategy to improve students' writing ability.
- 4) The writer will collaborate with the students' to make the criteria success.

b. Acting

This step is the implementation of planning. This step must follow the steps that had been planned in the planning step. The

second step in every cycle is active. In which the writer put the plan into action through the following step:

1) Pre-teaching activity

- a) The writer starts the lesson by greeting the students.
- b) The writer and students pray together.
- c) The writer checks student attendance.
- d) The writer informs the students about the competence, the indicators, and objectives that should be achieved.

2) While teaching activity

- a) The students pick a topic for their paragraph and decide on the type of paragraph they want to write.
- b) The students write either enumerative, compare-contrast, or cause-effect paragraphs.
- c) The students look over their list to ensure that it contains all facts or ideas relevant to the topic and add or delete information if necessary.
- d) The students activate their paragraph by writing a topic sentence.
- e) The students supply or construct sentences to support the topic sentence using the list of relevant facts and ideas.
- f) The students write a concluding sentence and edit individual sentences in their paragraph.

3) Post Activity

- a) The teacher asks the students to answer some question based on the material.
- b) The teacher asks students to conclude the material and the teacher give motivate the students to speak in the classroom.

4) Observing

Observation would be investigated the learning activity in this classroom action research. By the process of observation, the writer will know the action achieves the aim of the writer goals. The writer observes them in every activity.

5) Reflecting

By reflecting, the writer can get information about the strength and the weakness of the action that the writer has been done.

2. Cycle 2

a. Re-Planning

When the writer finds the problem in the first cycle, the writer will repair the problem in the next cycle. It will be explained as a following:

- 1) The writer would study the reflection result to obtain the problem-solving.

- 2) The writer creates the material and revises the lesson plan including the media, and teaching procedure based on the problem that appears in cycle 1.
- 3) The writer rearranges the observation format and also reform the evaluation format to improve the planned indicators that have not been achieved yet in the previous cycle.

b. Acting

The writer applied the same step in the previous cycle with collaborate, but they applied the revised plan such as lesson plan, material, and instrument for evaluation. The activities are:

1) Pre-teaching activity

- a) The writer starts the lesson by greeting the students.
- b) The writer and students pray together.
- c) The writer checks student attendance.
- d) The writer informs the students about the competence, the indicators, and objectives that should be achieved.

2) While teaching activity

- a) The students pick a topic for their paragraph and decide on the type of paragraph they want to write.
- b) The students write either enumerative, compare-contrast, or cause-effect paragraphs.

- c) The students look over their list to ensure that it contains all facts or ideas relevant to the topic and add or delete information if necessary.
- d) The students activate their paragraph by writing a topic sentence.
- e) The students supply or construct sentences to support the topic sentence using the list of relevant facts and ideas.
- f) The students write a concluding sentence and edit individual sentences in their paragraph.

3) Post Activity

- a) The teacher asks the students to answer some question based on the material.
- b) The teacher and students conclude the material and the teacher give motivate the students to speak in the classroom.
- c) The teacher gives homework to students.

4) Observing

In the third phase, the writer observes students' activity, their participation, and makes the note about the learning process.

c. Reflecting

After contrasting the score distribution of pre-test and post-test, the writer will review and reflect on the view and teacher performance whether is positive or negative.

E. Data Collecting Technique

In order to collect the data, the writer would use the following techniques:

1. Test

Brown maintains that a test, in plain words is a method of measuring person's ability or knowledge in a given domain.²⁹ It is a set of techniques, procedures, and items that constitute an instrument of some sort that requires performance or activity on the part of the test taker.

a. Pre-test

In the first meeting, the writer would administrate the pre-test of the writer in order to find out the difference between the individual who has a similar level. The pre-test employed in this research is in the form of writing ability test. In order to know the student's writing ability, the writer employs essay writing test.

b. Post-test

After handling to know the influence of the technique whether it is able to improve the student's writing ability. It would be held after they have gotten the treatment. Both prepare test and post-test are different. In order to know the student's writing ability, the writer uses in the form of question. It would be administrated orally by the writer. Post-test would be done after the process of each cycle.

²⁹ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, Second Edition(San Fransisco: San Fransisco State University, 2001), p.384.

2. Observation

In this present research, observation is used to know the student writing ability in the learning procedure. In this case the writer observes the students directly in the classroom and get about students activity in learning writing process. The real teacher also observes the writer who teaches in the lassroom and the implementation of CAR based on observation notes which already made before.

The data is taken based on students' participants during teaching and learning activity according to lesson plan. The information obtained from this observation is used to as a basis to determine the planning for following cycle.

3. Documentation

Documentation is the method which is used to get information from the written source or document. In this present researcher, the writer also employs documentation to know all data such as,

- a. The history of MAN 1 Lampung Timur.
- b. The condition teachers and officials employes in MAN 1 Lampung Timur.
- c. The quantity of the students of MAN 1 Lampung Timur.
- d. Organization structure of MAN 1 Lampung Timur.
- e. Writing worksheet, course overviews and classroom materials of the students at MAN 1 Lampung Timur.

4. The Field Note

The writer would use a field note. It is making the data analyzing simpler. In this survey was held on March 11st, 2019 this implementation was precisely in MAN 1 Lampung Timur. The implementation carried out with students by describes someone in their class and doing it in the tenth class. In many professions, it is a matter of good practice to make 'field-notes' while actually engaged in professional action.³⁰ This note has been prepared systematically and given interpretation by the research.

F. Data Analysis Technique

To find out how PLEASE strategy can improve their writing ability, the writer will administrate the pre-test before using PLEASE strategy and after using PLEASE strategy.

To analyze the data, the writer would compute data of the average rates of pre-test (X-pre) and post-test by using PLEASE strategy formula as follows:

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

\bar{X} : Mean of average score

$\sum X$: Total score

N: Total Number of Student³¹

³⁰Michael Wallace, *Action Research for Language Teachers*, (Cambridge: University Press, 1998), p.57.

³¹Donald Ary et.al, *Introduction to Research Education*, (Belmont: Wadsworth Cengage Learning, 2010), p.110

Moreover, to know the result the writer will compare between pre-test and post-test. The result would be matched by the minimum standard in this school at least 70. If from cycle 1, there are some students not successful, so the writer will conduct cycle II. The minimum cycle in CAR is two cycles if from cycle II of the students were successful, the cycle able to be stopped until cycle II only.

G. Criteria for success.

This research would be declared successful if the percentage of students who achieve Minimum Mastery Criteria (70) in their writing ability and their learning activity is 75%.

CHAPTER IV

RESULT OF THE RESEARCH

A. Result of the Research

1. Description of MAN 1 Lampung Timur

Before presenting the result of this research, the researcher describes MAN 1 Lampung Timur that consists of:

a. The History of MAN 1 Lampung Timur

MAN 1 Lampung Timur was established in 1968, this school has experienced several name changes during its development. 1999, Lampung Tengah regency was held the expansion of the region government that have an impact on the region of this school. The name of MAN 1 Lampung Timur officially used since September 17th 2014 based on KMA No.157 2014, which initially is MAN 1 Metro Lampung Timur. MAN 1 Lampung Timur is located at Ki Hajar Dewantara Street Banjarrejo 38B Batanghari.

b. Vision and Mission of MAN 1 Lampung Timur

1) Vision of the School

Achievers in competing based on faith and piety, Excellent in Achievement, Professional and Religious. There are indicators of vision such as:

- a) Oriented forward by paying attention to the present potential.

- b) In accordance with the norms and expectations of the community.
- c) Encourage the enthusiasm and commitment of all madrasa residents.
- d) Encouraging better change.
- e) Directing the madrasa (mission) strategic steps.

2) The mission of the school

- a) Implement learning process and effective guidance so that each student develops optimally, in accordance with their potential.
- b) Fostering appreciation and practice of the teachings of Islam and good culture so that students embody the virtues of mercy.
- c) Growing and encouraging excellence in the application of science, technology, and art.
- d) Building a madrasa who excels in practicing worship, cultured hard work, democratic, critical, creative, mutual tolerance and professional.
- e) Providing supporting facilities and infrastructure for the creation of students who excel in academic and non-academic achievements and the creation of a religious atmosphere.

3) The Condition of Teacher and Official Employees at MAN 1 Lampung Timur

Table 4.1
The Condition of Teacher and Official Employers at MAN 1 Lampung Timur

NO	NAME	OCCUPUTION
1	Drs. H. Imam Sakroni	TEACHER
2	Drs. Suyatman	TEACHER
3	Drs. Ali Idris, M.Pkim	TEACHER
4	Drs. Amin Nurdin, MA	TEACHER
5	Dra. Eva Listiana	TEACHER
6	Dra. Mursida	TEACHER
7	Hj. Ezy Rimayani, S.Pd	TEACHER
8	Drs. Bunyamin DS	TEACHER
9	Dra. Hj. Isti Rochmad	TEACHER
10	Drs. Jauhari, S. Pd	TEACHER
11	Drs. Marheyanto	TEACHER
12	Drs. Didi Sudirman	TEACHER
13	Dra. Umi Purwaningsih	TEACHER
14	Drs. Mohammad Jaeni, M. Pfis	TEACHER
15	Mulyono, S.Pd	TEACHER
16	Drs. Imam Kapandi	TEACHER
17	Eni ratnawati, S.Pd	TEACHER
18	Eliya Lusiana, S. Pd	TEACHER
19	Woro Zuli Astuti, S. Pd	TEACHER
20	Umdzatul Khasanah, S.Pd	TEACHER
21	Hj. Endang Sri Palupi	TEACHER
22	Endah Riyanti, S.Pd	TEACHER

23	M. Fiqri Muslim, S.Pd	TEACHER
24	Santoso, S.Ag	TEACHER
25	Muhammad Nurdin, S.Pd.I	TEACHER
26	Neliyanti, S.Sos	TEACHER
27	Muhzin Nawawi, S.Pd, M.Pd. I	TEACHER
28	Sulasih, S.Pd	TEACHER
29	Ahmad Sanusi, S.Ag	TEACHER
30	Agus Muslihudin, S.S	TEACHER
31	Arif Ismanto, S.Pd, M.Pd	TEACHER
32	Indrawati, S. Psi	TEACHER
33	Nur Zahra, S.S	TEACHER
34	Wardoyo, S.Pd	TEACHER
35	Mahfud Alfi Sahri, S.Pd	TEACHER
36	Umul Ifadah, S.Pd. I, M.Pd. I	TEACHER
37	Ardi Susanto, S.Pd	TEACHER
38	Didik Kurniawan, S.Pd	TEACHER
39	Imam Makruf, S.Pd	TEACHER
40	Syanni Suharti, S.Pd	TEACHER
41	Romadon	TU
42	Nurkholis, S. Pd.I	TU

Source: Documentation of MAN 1 Lampung Timur

4) The Quantity Students of MAN 1 Lampung Timur

The students' quantity at MAN 1 Lampung Timur is identified, as follows:

Table 4.2
The Students' Quantity at MAN 1 Lampung Timur in the Academic Year of 2019/2020.

No	Class	Total
1	X	262
2	XI	138
3	XII	141
Total		541

5) The Building of MAN 1 Lampung Timur

The condition of facilities at MAN 1 Lampung Timur in the academic year of 2019/2020 is illustrated in the table below:

Table 4.3
The Building of MAN 1 Lampung Timur

No	Building facility	Quantity
1	Classroom	18
2	Library	1
3	Principal's office	1
4	Teacher council room	1
5	Computer Laboratory	1
6	Chemistry laboratory	1
7	Biology Laboratory	1
8	Basketball court	1
9	Principal's WC	1
10	Teacher's toilet	1

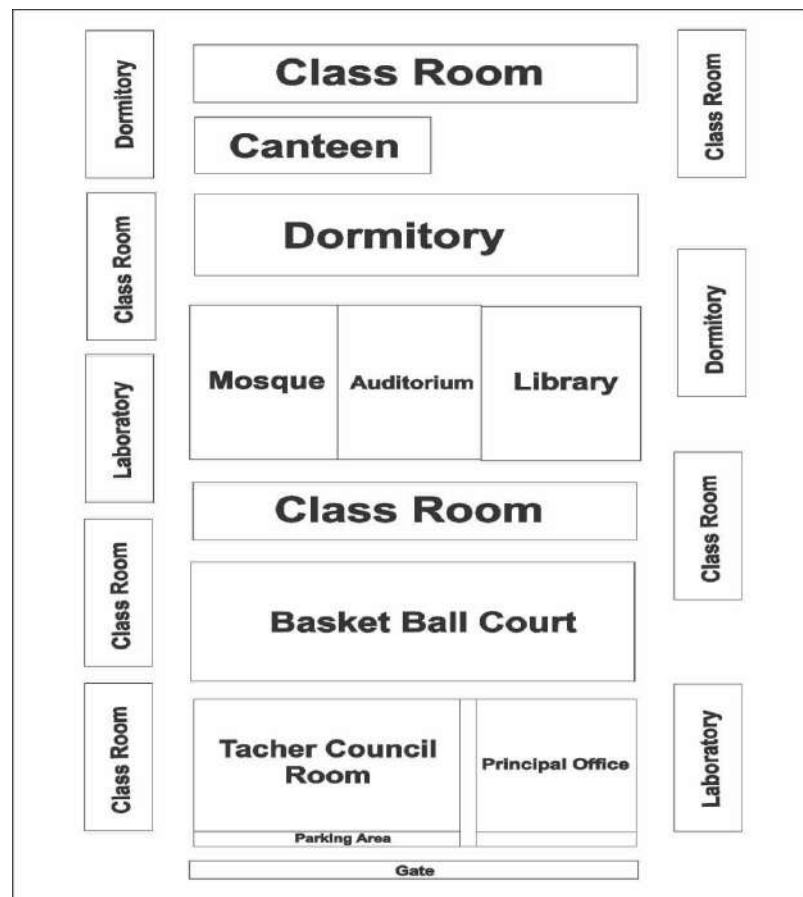
11	Counseling room	1
12	Mosque	1
13	Canteen	3
15	Toilet	6
16	Dormitory	2
17	Auditorium	1

source: Documentation of MAN 1 Lampung Timur

6) The Sketch of MAN 1 Lampung Timur

The Sketch is represented as follows:

Figure 4.1
The Sketch of MAN 1 Lampung Timur



2. Description of the Research

This research used classroom action research. It was conducted in two cycles: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x45 minutes. Each cycle includes of planning, action, observation and reflection. In this research, the researcher is as an English teacher and Mr. John Kenedi, S.Pd as the collaborator.

a. Pre-test activity

The researcher conducted the pre-test on May, 13th 2020 at 15.00 until 17.00. All students have already prepared when the teaching time came. The researcher greeted the students. The researcher had told the students that the researcher conducted the research in their class in order to know their writing essay test before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually trough the online social media in the form of WhatsApp Group. The kind of test was writing test that asked the students to do the test about descriptive text. Then, the students' pre-test result is illustrated on the table below:

Table 4.4
Students' Pre-test Grade

No	Name	C	O	V	LU	M	Category	Total Grade
1	AH	13	7	7	6	2	Incomplete	27
2	AN	13	8	10	11	3	Incomplete	41

3	CD	13	7	7	5	2	Incomplete	17
4	CS	13	7	8	10	3	Incomplete	34
5	DR	13	12	10	11	3	Incomplete	34
6	EP	13	7	7	6	2	Incomplete	49
7	FA	13	7	7	6	2	Incomplete	40
8	FN	13	7	7	5	2	Incomplete	31
9	FN	13	7	7	5	2	Incomplete	31
10	FS	21	14	10	19	4	Incomplete	43
11	KF	13	7	7	5	2	Incomplete	17
12	KH	13	7	10	5	2	Incomplete	28
13	LR	13	7	7	5	2	Incomplete	22
14	NF	13	7	7	5	2	Incomplete	35
15	PS	13	8	8	5	2	Incomplete	23
16	RN	13	8	7	5	2	Incomplete	17
17	SA	17	14	10	11	4	Incomplete	42
18	SB	17	12	10	11	3	Incomplete	40
19	SD	22	14	14	17	3	Incomplete	62
20	SN	13	7	10	10	3	Incomplete	22
21	SR	13	7	7	8	2	Incomplete	50
22	SW	13	7	7	5	2	Incomplete	17
23	SY	13	7	7	8	2	Incomplete	46
24	UH	13	9	9	10	3	Incomplete	29
25	YW	13	13	10	11	2	Incomplete	25
Total of all students' grade								822

Total all of the students (n)	25
The highest grade	50
The lowest grade	17
Average	33

Table 4.5
Note of Writing Criteria Symbol

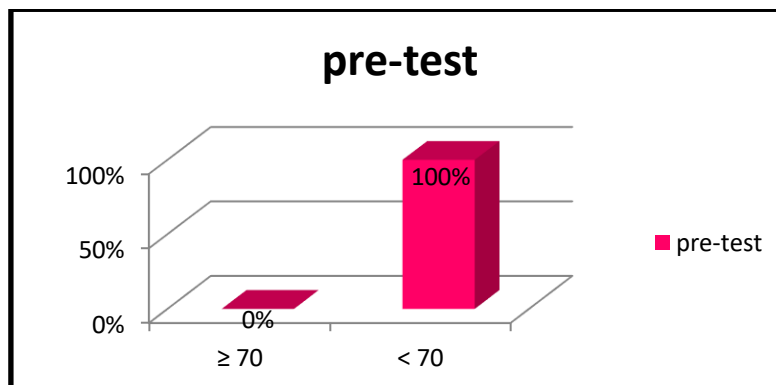
No	Symbol	Criteria
1	C	Content
2	O	Organization
3	V	Vocabulary
4	LU	Language Use
5	M	Mechanics

Source: J.B Heaton's Writing Rubric

Table 4.6
Frequency of students' grade in Pre-test

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	0	0%	Complete
2	< 70	25	100%	Incomplete
	Total	25	100%	

Figure 4.2
The Percentage of the Students' Grade in Pre-test



Based on the data above, it could be inferred that 25 students (100%) were not successful and 0 other students (0%) were not successful. The successful students were those who got the minimum mastery criteria of English subject at MAN 1 Lampung Timur at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 33, so the result was unsatisfied. Therefore, the researcher used PLEASE Strategy to increase the students' writing ability.

a. Cycle I

1) Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials. All of the learning activities on this research by using digital media WhatsApp Group.

2) Acting

a) The first meeting

The first meeting was conducted on May, 15th 2020 at 16.00 until 17.00 and followed by 25 students. The meeting was started by praying, greeting and checking the attendance list.

In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

In the beginning, the researcher explained the material about descriptive text that would be learned, such as the social function, language features and generic structure of descriptive text. After the researcher had explained the material, the researcher gave an example of descriptive text and analyzed the social function, language features and generic structure of descriptive text together.

b) The second meeting

The second meeting was conducted on May, 15th 2020 at 17.00 until 18.00. for 2x30 minutes after the students given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition.

The activity was continued by teaching writing with the implementation of PLEASE strategy.

In the second meeting, the researcher asked the students to arrange the idea to implement the Pick of PLEASE Strategy. Then, the students list the idea that related to the topic. After list the topic, the student evaluate the list that had they made. Afterward, the student asked to activate the sentence related the topic. In supply the students arrange sentence to be a good paragraph based on the topic. In the end, the researcher asked the students to make concluding sentence and evaluate the work. The researcher guided and helped the students in learning process.

In this stage, the condition on learning process was effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the learning process. Then the researcher greets to closing the meeting.

Furthermore, on May, 20th 2020 the researcher gave post test 1 conducted in cycle I with similar task on pre-test before. The kind of the test was writing test that asked the students to write descriptive text. The theme of writing test in post-test 1 is Place.

The result of the students' test in post test 1 was better than test in pre-test before.

Table 4.7
The Students' Grade of Post-Test 1

No	Name	C	O	V	LU	M	Category	TOTAL GRADE
1	AH	15	10	12	12	4	Incomplete	45
2	AN	26	17	17	17	3	Complete	85
3	CD	14	13	13	15	3	Incomplete	65
4	CS	26	17	17	17	4	Complete	81
5	DR	22	17	17	19	4	Incomplete	62
6	EP	22	16	14	11	3	Incomplete	65
7	FA	13	13	10	9	4	Incomplete	56
8	FN	13	10	13	11	3	Incomplete	57
9	FN	13	13	10	7	3	Incomplete	50
10	FS	15	8	10	10	4	Incomplete	60
11	KF	13	7	7	5	2	Incomplete	35
12	KH	13	7	7	5	2	Incomplete	53
13	LR	13	9	12	10	5	Incomplete	34
14	NF	13	8	9	7	3	Incomplete	43
15	PS	26	18	18	21	5	Complete	85
16	RN	13	7	7	5	2	Incomplete	35
17	SA	22	13	13	17	4	Incomplete	66
18	SB	23	17	17	10	4	Complete	76
19	SD	22	15	17	10	4	Complete	79

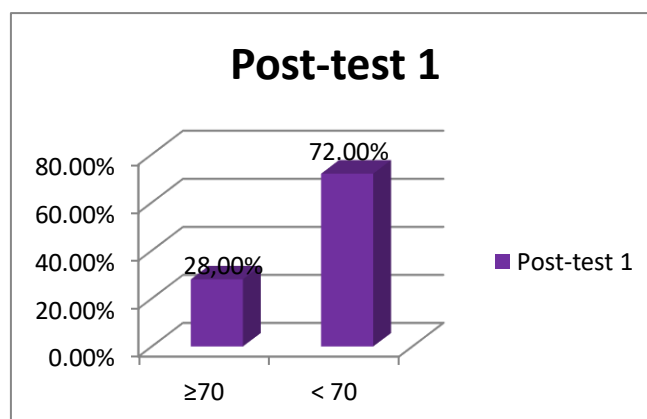
20	SN	15	10	11	11	4	Incomplete	44
21	SR	22	14	17	19	4	Complete	79
22	SW	16	13	13	10	3	Incomplete	55
23	SY	22	14	10	11	4	Complete	76
24	UH	13	10	13	11	3	Incomplete	66
25	YW	15	9	9	9	3	Incomplete	54
Total of all students' grade								1506
Total all of the students (n)								25
The highest grade								85
The lowest grade								34
Average								60

Table 4.8
Frequency of students' grade in Post-test I

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	7	28%	Complete
2	< 70	18	72%	Incomplete
	Total	26	100%	

Source: The result grade of writing Post-test I at X class of MAN 1 Lampung Timur May, 20th 2020.

Figure 4.3
The Percentage of the Students' Grade on Post-test 1



Based on the result above, it could be seen that 7 students (28%) got grade up to the standard and 18 students (72%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

3) Observing

In observation of researcher action, the collaborator observed the students' activities. The researcher as a teacher gave explanation about the definition of descriptive text.

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The result of the students' learning activities could be seen as follow:

Table 4.9
The Students' Learning Activities Observation in Cycle I

No	Name	The Aspects that Observed			
		The students' pay attention of teacher's explanation	The students' ask/ answer question	The students' active in class	The students' able do the task
1.	AH	-	√	√	√
2.	AN	√	√	√	-
3.	CD	-	-	√	√
4.	CS	-	-	√	√
5.	DR	√	-	√	√
6.	EP	-	-	√	-
7.	FA	√	-	-	√
8.	FN	√	√	-	√
9.	FN	-	-	√	-
10.	FS	√	-	-	√
11.	KF	√	-	√	-
12.	KH	√	√	√	-
13.	LR	√	√	-	√
14.	NF	-	-	√	-
15.	PS	√	-	-	√
16.	RN	-	√	-	-
17.	SA	-	-	√	√
18.	SB	√	-	-	√
19.	SD	-	-	√	-
20.	SN	√	-	√	√
21.	SR	-	-	-	√
22.	SW	√	-	-	-
23.	SY	-	-	√	√

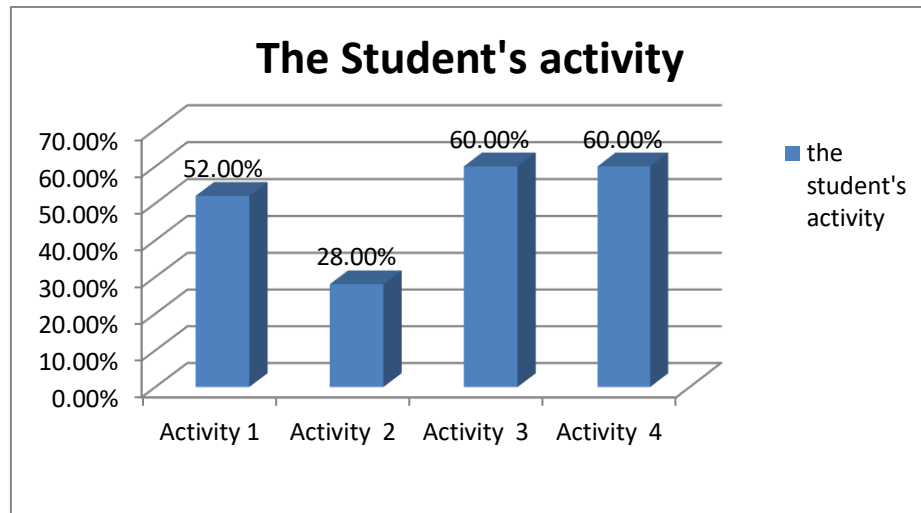
24.	UH	-	√	-	-
25.	YW	√	-	√	√
→	TOTAL	13	7	15	15

Table 4.10
The Frequency of Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	13	52%
2	The students' ask/answer question	7	28%
3	The students active in the class	15	60%
4	The students able do the task	15	60%
Total Students		25	
The percentage of students' learning activity		50%	

Source: The students' activity at the tenth grade of XS4 of MAN 1 Lampung Timur May, 20th 2020.

Figure 4.4
The Percentage of Students Activities in Cycle I



The table showed that not all the students' active in learning process. There were students (52 %) who gave attention to the teacher explanation. students (28%) who ask/answer question, students who are active in the class (60%) 17 students (60%) who are able to do the task.

4) Reflecting

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade. The comparison between post-test grade and post-test I grade was as follows:

Table 4.11
The Comparison between Pre-Test and Post-Test I Grade in Cycle I

NO	Name Initial	Pre Test	Post Test I	Deviation	Explanation
1.	AH	27	45	18	Constant
2.	AN	41	85	44	Constant
3.	CD	17	65	48	Constant
4.	CS	34	81	47	Constant
5.	DR	34	62	28	Constant
6.	EP	49	65	16	Constant
7.	FA	40	56	16	Increased
8.	FN	31	57	26	Constant
9.	FN	31	50	19	Increased
10.	FS	43	60	17	Constant
11.	KF	17	35	18	Constant
12.	KH	28	53	25	Increased
13.	LR	22	34	12	Constant
14.	NF	35	43	8	Constant
15.	PS	23	85	62	Constant
16.	RN	17	35	18	Increased
17.	SA	42	66	24	Increased
18.	SB	40	76	36	Constant
19.	SD	62	79	17	Increased
20.	SN	22	44	22	Increased
21	SR	50	79	29	Constant

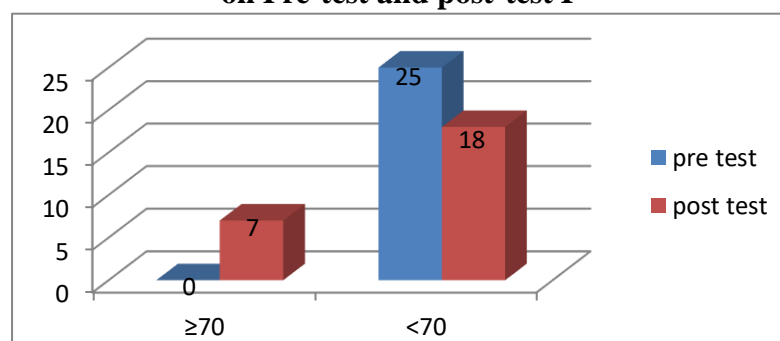
22	SW	17	55	38	Increased
23	SY	46	76	30	Constant
24	UH	29	66	37	Increased
25	YW	25	54	29	Increased
Total		822	1506	684	
Average		33	60		
The highest grade		62	85		
The lowest grade		17	35		

Table 4.12
The Comparison of Students' Pre-Test and Post-Test I in Cycle I

Interval	Pre-Test	Post-Test I	Explanation
≥ 70	0	7 students	Complete
< 70	25 students	18 students	Incomplete
Total	25	25	

Then, the graph of comparison students writing essay pre-test and post-test I grade in cycle I could be seen as follow:

Figure 4.5
The Comparison of Percentage of the Students' Completeness Grade on Pre-test and post-test I



The table and the graphic above, it could be inferred that 25 students (100%) were not successful and 0 other students (0%) were successful. The successful students were those who got the minimum mastery criteria at MAN 1 Lampung Timur at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 33, so the result was unsatisfied. Meanwhile, based on the graphic of pot-test 1, it could be seen that 7 students (28%) got grade up to the standard and 18 students (72%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

b. Cycle II

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. the steps of the cycle II as follows:

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in writing essay by the PLEASE strategy.

The researcher and collaborator prepared the lesson plan, observation sheet of the students' activities, identified the problem, and found the causes of problem at the first and the last of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

The first meeting was conducted on May, 22nd 2020 at 09.00 until 10.30 followed by 25 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The researcher continued the material in the last meeting, the topic of this meeting is about the descriptive text.

In the first meeting of cycle 2, the researcher explained the material about descriptive text that would be learned, such as the social function, language features and generic structure of descriptive text. After the researcher had explained the material, the researcher gave an example of descriptive text and analyzed the social function, language features and generic structure of descriptive text together..

b) The second meeting

The second meeting of cycle 2 was conducted on May, 22nd 2020 for 2x45 minutes after the students given the action. In the second meeting, the researcher asked the students to arrange the idea to implement the Pick of PLEASE Strategy. Then, the students list the idea that related to the topic. After list the topic, the student evaluate the list that had they made. Afterward, the student asked to activate the sentence related the topic. In supply the students arrange sentence to be a good paragraph based on the topic. In the end, the researcher asked the students to make concluding sentence and evaluate the work. The researcher guided and helped the students in learning process.

In this stage, the condition on learning process was effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the learning process. Then the researcher greets to closing the meeting.

Furthermore, on June, 3th 2020 the researcher gave post test 2 conducted in cycle 2. The theme of writing test in post-test 2 is Animals. In this meeting almost all of the students could answer well. It could be seen from the result of the post test II provided in table 13. There were 20 of 25

students got the grade under the minimum mastery criteria in
MAN 1 Lampung Timur.

Table 4.12
The Students' Post Test II Grade

No	Name	C	O	V	LU	M	Category	Total Grade
1.	AH	26	19	19	15	3	Complete	82
2.	AN	15	19	18	15	4	Complete	71
3.	CD	14	18	19	18	5	Complete	74
4.	CS	25	19	19	20	5	Complete	88
5.	DR	20	16	18	13	3	Complete	70
6.	EP	25	16	19	18	4	Complete	82
7.	FA	26	19	19	21	5	Complete	90
8.	FN	19	17	15	15	4	Complete	70
9.	FN	19	16	15	16	4	Complete	70
10.	FS	24	19	16	20	5	Complete	84
11.	KF	10	10	10	8	2	Incomplete	40
12.	KH	15	5	5	8	2	Incomplete	35
13.	LR	15	14	16	9	3	Incomplete	52
14.	NF	25	17	16	21	5	Complete	84
15.	PS	26	20	20	21	5	Complete	92
16.	RN	26	18	16	15	4	Complete	79
17.	SA	26	19	14	21	5	Complete	85
18.	SB	20	15	15	20	5	Complete	75
19.	SD	25	18	15	21	5	Complete	84
20.	SN	15	10	11	10	3	Incomplete	49
21.	SR	24	16	18	20	5	Complete	83
22.	SW	19	8	10	7	3	Incomplete	47
23.	SY	23	10	13	13	4	Incomplete	63
24.	UH	26	21	20	20	5	Complete	92
25.	YW	22	14	16	15	4	Complete	71
Total of all students' grade								1812
Total all of the studets (n)								25

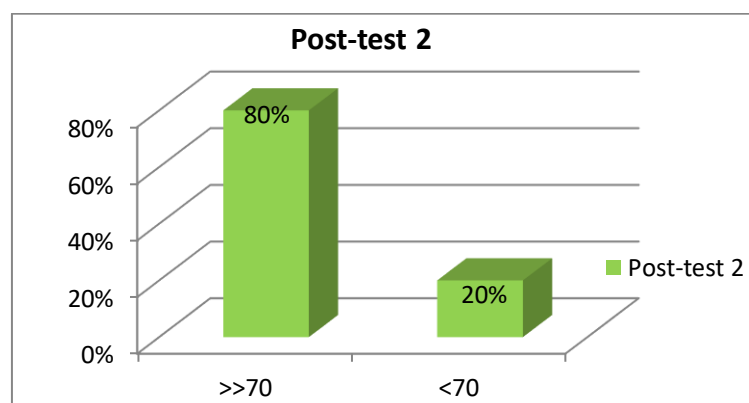
The highest grade	92
The lowest grade	35
Average	72

Table 4.13
The Frequency of students' grade in Post-test II

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	20	80 %	Complete
2	< 70	5	20%	Uncomplete
	Total	25	100 %	

Source: The result grade of writing post test II at X class of MAN 1 Lampung Timur on May, 3th 2020.

Figure 4.6
The Percentage of the Students' Grade in Post-test II



Based on the result above, it could be inferred that 20 students (80%) were successful and 6 other students (20%) were not successful. From the post test 2 results, the researcher got the average of 80 %. It was higher than post test 1 in cycle I.

3) Observing

In this step, the researcher presented the material by PLEASE strategy. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result grade of students' learning activities observation, as follow:

Table 4.14
The Students' Activity Result in Cycle II

No	Name	The Aspects that observed			
		The students' pay attention of teacher's explanation	The students' ask/answer question	The students' active in class	The student s' able do the task
1.	AH	√	√	√	√
2.	AN	√	-	√	√
3.	CD	√	√	√	√
4.	CS	-	√	-	√
5.	DR	√	√	√	√
6.	EP	-	√	-	√
7.	FA	√	-	√	√
8.	FN	-	√	√	√
9.	FN	√	-	√	√
10.	FS	√	√	√	√
11.	KF	√	√	-	-

12.	KH	-	√	-	-
13.	LR	√	√	√	-
14.	NF	√	√	√	√
15.	PS	√	√	-	√
16.	RN	√	√	-	√
17.	SA	√	-	-	√
18.	SB	√	√	√	√
19.	SD	√	√	-	√
20.	SN	√	-	√	-
21.	SR	√	√	√	√
22.	SW	√	√	√	-
23.	SY	√	-	√	√
24.	UH	√	√	-	√
25.	YW	√	-	√	√
Total		21	18	16	20

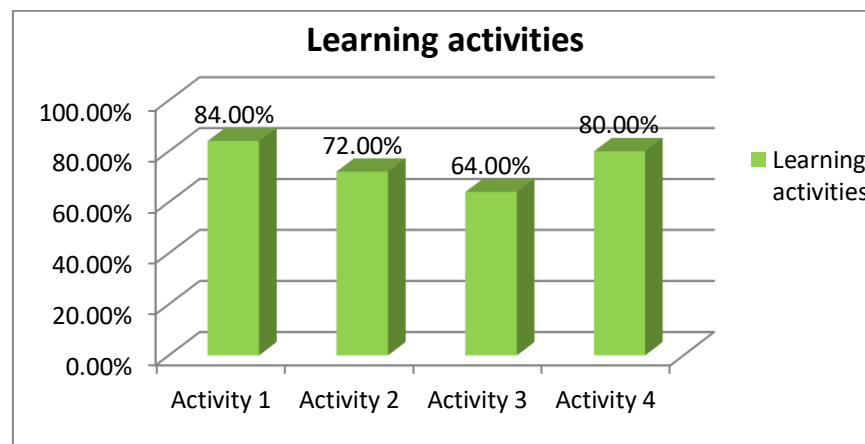
Table 4.15
The Frequency Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	21	84%
2	The students' ask/answer question	18	72%
3	The students active in the class	16	64%
4	The students able do the task	20	80%
Total Students		25	
The percentage of students' learning activity		75 %	

Source: *The students' writing essay at the tenth grade of MAN 1 Lampung Timur on May, 3th 2020.*

Then, the graph of percentage students writing essay in cycle II, as follow:

Figure 4.7
The Percentage of Students writing essay in Cycle II



The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students pay attention of the teacher explanation 84%, then, the students ask/answer the question from the teacher 72% and the students active in the class 64%, and the last the students able do the task 80%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage $\geq 70\%$.

4) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using PLEASE strategy, the students writing essay would increase.

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II grade and observation of student's learning activities. The comparison between students post test I grade and post-test II grade could be compared on the following table.

Table 4.16
The Comparison between Post-Test I Grade and Post-Test II Grade

No	Name	Post-Test I Grade	Post-Test II Grade	Deviation	Explanation
1.	AH	45	82	37	Increased
2.	AN	85	71	-14	Declined
3.	CD	65	74	9	Increased
4.	CS	81	88	7	Increased
5.	DR	62	70	8	Increased
6.	EP	65	82	17	Increased
7.	FA	56	90	34	Increased
8.	FN	57	70	13	Increased
9.	FN	50	70	20	Increased
10.	FS	60	84	24	Increased
11.	KF	35	40	5	Increased
12.	KH	53	35	-18	Declined
13.	LR	34	52	18	Increased
14.	NF	43	84	41	Increased

15.	PS	85	92	7	Increased
16.	RN	35	79	44	Increased
17.	SA	66	85	19	Increased
18.	SB	76	75	-1	Declined
19.	SD	79	84	5	Increased
20.	SN	44	49	5	Increased
21.	SR	79	83	4	Increased
22.	SW	55	47	-8	Declined
23.	SY	76	63	-13	Declined
24.	UH	66	92	26	Increased
25.	YW	54	71	17	Increased
Total		1506	1812	332	
Average		60	73		
The highest grade		85	95		
The lowest grade		35	35		

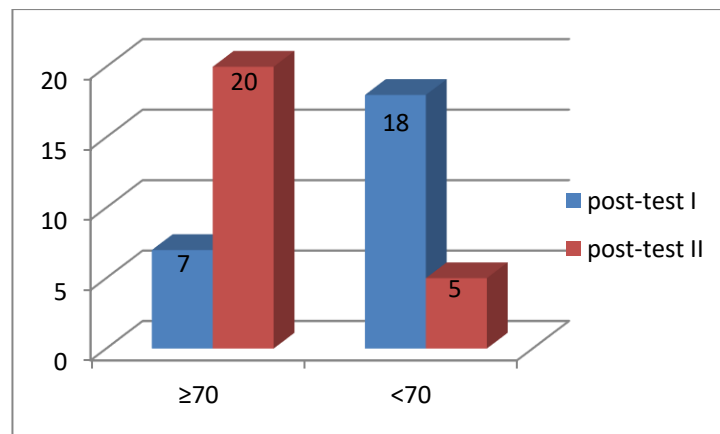
Table 4.17

The Comparison of Students' Grade in Post-Test I and Post-Test II

Interval	Criteria	Post-Test I	Post-Test II
≥ 70	Complete	7	20
< 70	Incomplete	18	5
Total		25	25

Then, the graph of students writing essay post-test I and post-test II grade in cycle II could be seen as follow:

Figure 4.8
The Percentage of Comparison of Students' grade on
Post-test I and Post-test II



From the table above, it could be seen that the grade of the students in post-test I was various. It could be inferred that 7 students (28%) were successful and 18 other students (72%) were not successful. From the post test II results, the researcher got the percentage of 80%. It was higher than post test 1 in cycle I. It means that the indicator of success of this research had been achieved that was $\geq 75\%$ students got grade 70. It indicated that the students' writing essay was increased.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators

of success. It means that PLEASE strategy increase the students' writing essay.

a) Comparison of Grade in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.

English learning process was successfully in cycle I but the students' average grade was low. While the grade of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average grade was higher than cycle I. The following was the table of illustration grade in cycle I and cycle II.

Table 4.18
The Comparison of Writing essay of
Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

No	Grade		
	Pre-Test	Post-Test I	Post-Test II
1.	27	45	82
2.	41	85	71
3.	17	65	74
4.	34	81	88
5.	34	62	70
6.	49	65	82
7.	40	56	90
8.	31	57	70
9.	31	50	70
10.	43	60	84

11.	17	35	40
12.	28	53	35
13.	22	34	52
14.	35	43	84
15.	23	85	92
16.	17	35	79
17.	42	66	85
18.	40	76	75
19.	62	79	84
20.	22	44	49
21	50	79	83
22	17	55	47
23	46	76	63
24	29	66	92
25	25	54	71
Total	822	1506	1812
Average	33	60	73
Complete	0	7	20

Table 4.19
The Comparison of Students' Pre-Test, Post-Test I Grade in Cycle I and Post-Test II Grade in Cycle II

Interval	Pre-Test		Post-Test I		Post-Test II		Explanation
	Frequency	percentage	F	P	F	P	
≥ 70	0	0%	7	28%	20	80%	Complete

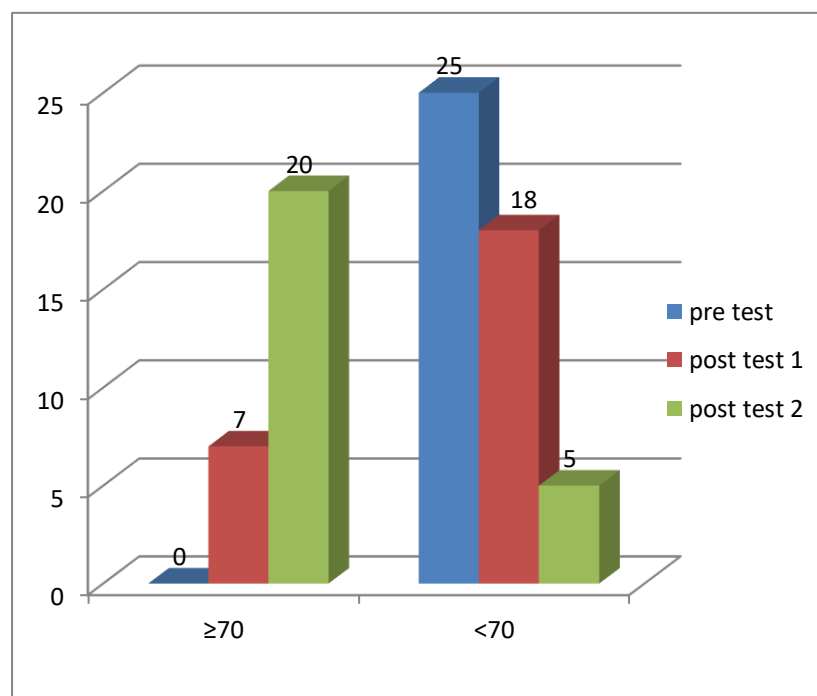
< 70	25	100%	18	72%	5	20%	Incomplete
Total	25	100%	25	100%	25	100%	

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant increasing of the students' grade. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved.

The researcher shows the graph of the result of pre-test, post-test I and post-test II, as follow:

Figure 4.9

**The Comparison Grade of Students Writing Essay
in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle I**



Based on the graph above, it could be inferred that PLEASE strategy could increase the students' writing essay. It is supported by improving grade of the students from pre-test to post-test I and from post-test I to post-test II.

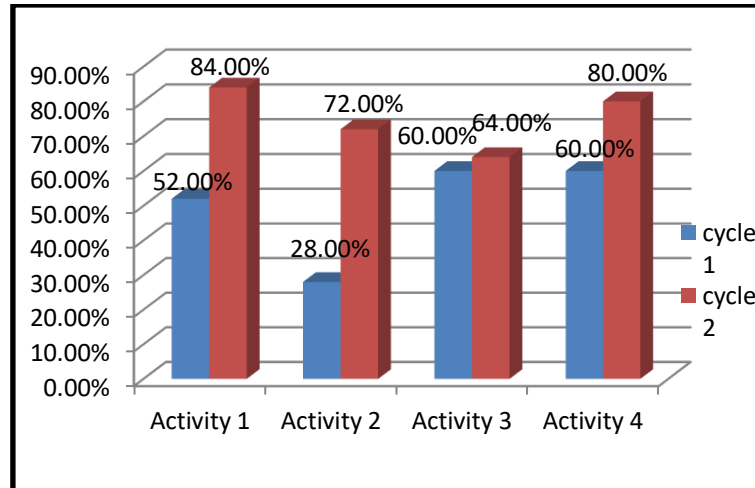
1. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table increasesmen tis as follows:

Table 4.20
The Percentage of Students Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1	Pay attention of teacher explanation	13	52%	21	84%	Increased
2	The students' ask/answer question	7	28%	18	72%	Increased
3	The students active in the class	15	60%	16	64%	Increased
4	The students able do the task	15	60%	20	80%	Increased

Figure 4.10
Figure of Learning Activity in Cycle I and Cycle II



Based on the data had gotten, it can be explained as follow:

a) The Students' pay attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I it was only 52% and in cycle II 84%, it is increased 32%.

b) The students ask/answer question from the teacher

The students who ask/answered question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was increased 44%, from cycle I 28%% and cycle II 72%.

c) The students' activeness in the class

The active students in class were increased. It could be seen on the cycle I 60% and cycle II 64%, it increased 4%.

Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improving in writing essay when PLEASE strategy was applied in learning process from cycle I up to cycle II.

d) The students' ability in doing the task

The students who had done the task were increased. It could be seen on the cycle I 60% and cycle II 80%, it increased 20%.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of PLEASE strategy increase the students' in writing essay. There was progress average grade from 33 to 60 and to 73.

Based on the result of pre-survey, it can be inferred that there was an improving on the average grade and total of the students who passed the test from pre-test, post-test I to post-test II. The average grade in the pre-test was 25 students' did not achieve the criteria (100%).

Moreover, in the post-test I there was 7 students or (28%) passed the test the indicator students get grade ≥ 70 with average 60. Meanwhile, in the post-test II there was 20 students or (80%)

passed the test the indicator students get grade ≥ 70 with average 73. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 75% of students got grade 70 was achieved.

B. DISCUSSION

In teaching writing essay to the students' of MAN 1 Lampung Timur especially in students of X class, based on the pre survey there are some problems like some students have lack in grammar mastery. The researcher choose PLEASE strategy to increase the students' writing essay.

The researcher used this strategy to organize students' idea and made students more active in writing essay in learning English. Therefore, it is proved that the implementation of PLEASE strategy increases the students' learning activities using PLEASE. Therefore, PLEASE hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be show that the use of PLEASE strategy could increase the students' in writing essay. There is progress from the students gets grade ≥ 70 from pre-test 100% or 0 students, post-test I 28% or 7 students and post-test II become 80% or 20 students. It is inferred that there is increasement on the students' complete grade and total of grade of the students who passed the least from pre-test,

post-test I to post-test II. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 75% of students got grade ≥ 70 are reached.

The result of the student's activities in cycle I and cycle II are increased. Pay' attention of the teacher' explanation from 52% become 84%, the students' ask/answer question from 28% become 72%, the students' activeness in the class from 60% become 64%, the students' able do the task from 60% become 64%. The result of students' activities in cycle I and cycle II, there is increasement in students' learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the writing ability could be increased through PLEASE strategy at the tenth graders of MAN 1 Lampung Timur.

PLEASE strategy can increase writing ability at the tenth graders of MAN 1 Lampung Timur. It can be seen on the progress from pre-test to cycle I and cycle II. The average grade from pre test 33 to post test 60 became 73 in post test II. In cycle I, there were 7 students passed the test. Moreover, in cycle II there were 20 students who get grade ≥ 70 . It means that result of cycle II had already achieved the indicator of success that was 80 % of the students achieve the minimum mastery criteria (MMC).

In addition, PLEASE strategy can increase students' learning activity at the tenth graders of MAN 1 Lampung Timur. The student's activity in the implementation of cycle I and cycle II is very active and confidence. It means that PLEASE strategy can increase the student's writing ability. The student's writing ability in cycle I and cycle II increases significantly.

B. Suggestion

Based on the conclusion above, there are some suggestions intended to the increasement of teaching and learning process, as follows:

1. For English Teacher

- a. The teacher should prepare and select appropriate strategy and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the teaching learning enjoyable process, such as selecting text or new teaching media.
- b. It is better for the teacher to use PLEASE strategy in English learning especially in writing because it can increase students' writing ability
- c. The teacher should give motivation to the students in order to be active in learning process.

2. For the Students

It is suggested to the students to be more active in learning process in the class and increase their ability in writing ability so they can be successful in English learning.

3. For Headmaster

To support the English teacher to use PLEASE strategy in learning process, because PLEASE strategy is so helpful.

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APPENDICES

SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS - WAJIB
 Kelas : X
 Kompetensi Inti :

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
 KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
 KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingi tuhnya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
 KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri,</p>	<p>Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparanjati diri</p> <p>Fungsi sosial</p> <p>Menjalin hubungan dengan guru, teman dan orang lain</p> <p>Ungkapan</p> <p>My name is... I'm ... I live in... I have ... I like ... dan semacamnya</p> <p>Unsur kebahasaan:</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. Siswa mencoba melakukan pengucapannya/ menuliskan pemaparan jati diri yang digunakan. <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks/memaparkan dan menanyakan jati diri Keepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaihan <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog yang 	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americaneenglish.state.gov/files/ae/resource_files http://iaemenglish.blogspot.com

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal</p>	<p>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>Fungsi sosial</p> <p>Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.</p> <p>Struktur teks</p> <p>(1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, tempat wisata, dan bangunan</p>	<p>Menganali</p> <ul style="list-style-type: none"> Siswa memperhatikan/menonton beberapa contoh teks/film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. Siswa menitikan contoh secara terbimbing. Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi lanjutan dari teks <p>Memperanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bantuan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia Siswa mempertahankan gagasan pokok informasi rinci dan informasi lanjutan dari teks deskriptif 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks deskriptif Ketepatan unsur kebahasaan: kata bahasa, kosa kata, ucapan, teknanan kata, intonasi, elah, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal di depan kelas/berpasangan Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks 	<p>9 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/ VCD/DVD BUKLA GURU Koran/ majalah berbahasa Inggris www.dailylenglist.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9. Menyunting teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah dikenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>bersejarah terkenal dan bagiannya, dan (3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal, yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p>Unsur kebahasaan</p> <p>(1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p>(5) Rujukan kata</p> <p>Topik Keteladanan tentang perilaku toleran.</p>	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibacadi dengar. Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan Berkeompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari <p>Mengasosiasi</p> <ul style="list-style-type: none"> Dalam kerja kelompok berbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. 	<p>deskriptif</p> <p>Pengamatan (Observations)</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan membenarkan. Sacaran penilaian</p> <ul style="list-style-type: none"> Perilaku langung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Kelepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif. Kumpulan karya siswa yang mendukung proses penulisan teks deskriptif berupa draft, revisi, editing sampai hasil terbaik untuk diublikasi Kumpulan hasil tes dan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta</p>	<p>kewirausahaan, nasionalisme, percaya diri</p>	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Berkeompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial, tujuan, struktur dan unsur kebahasaannya Siswa menyunting deskripsi yang dibuat teman Siswa menyampaikan deskripsinya di depan guru dan temannya mempublikasikannya di mading Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami Siswa dapat menggunakan <i>learning journal</i> 	<p>lailiani</p> <ul style="list-style-type: none"> Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain 	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.com
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta</p>	<p>Teks tulis berbentuk announcement (pemberitahuan) Fungsi sosial</p> <p>Memberikan informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperlancar informasi antara guru, siswa,</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca teks <i>announcement</i> dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya Siswa mencoba menirukan pengucapannya dan menuliskan teks yang digunakan 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur <i>announcement</i> Kelepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan 	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.com

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(LESSON PLAN)

Sekolah : MAN 1 LAMPUNG TIMUR

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X(Sepuluh)/Genap

Materi Pokok : Descriptive Text

Alokasi Waktu : 2x45 Menit

Kompetensi Dasar (KD)	Indikator
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Menunjukkan semangat mengikuti pembelajaran Menunjukkan keseriusan mengikuti pembelajaran
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	Menunjukkan perilaku santun dalam berkomunikasi interpersonal dengan guru dan teman. Menunjukkan perilaku peduli dalam berkomunikasi dengan guru dan teman.
3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	3.7.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif tentang tempat wisata dan bangunan bersejarah.

A. Tujuan Pembelajaran

1.1.1 Siswa dapat menunjukkan semangat mengikuti pembelajaran.

1.2 Siswa dapat menunjukkan rasa antusias mengikuti pembelajaran.

Siswa dapat menunjukkan perilaku santun dalam berkomunikasi interpersonal dengan guru dan teman.

Siswa dapat menunjukkan perilaku peduli dalam berkomunikasi interpersonal dengan guru dan teman.

3.7.1 Siswa dapat mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks deskriptif tentang tempat wisata dan bangunan bersejarah dengan baik.

B. Materi Pembelajaran

1. Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.

2. Fungsi Sosial : Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.

3. Struktur Teks :

a. Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk didiskripsikan.

b. Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan

c. Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.

4. Unsur Kebahasaan

a. Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.

b. Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.

c. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.

d. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

e. Rujukan kata.

C. Topik :

Memahami inti dari Descriptive Text

a. Metode Pembelajaran : problem based learning (PBL), discovery learning, colaborative learning dengan pendekatan scientific Approach.

b. Media, Alat dan Sumber Pembelajaran :

✓ Media : Book dan Alat tulis

✓ Sumber belajar : - Buku pembelajaran : kementerian Pendidikan dan Kebudayaan, *Bahasa Inggris edisi 2017*. Jakarta: Pusat kurikulum dan Perbukuan, Balitbang. Kemdikbud.

- Internet

- Kamus Bahasa Inggris

c. Kegiatan Pembelajaran :

1) Pendahuluan : (**15 Menit**)

• Orientasi :

- Guru memberi salam (greeting);
- Guru mempersilahkan salah satu siswa untuk memimpin doa;
- Guru memeriksa kehadiran siswa;
- Guru menyiapkan secara psikis dan fisik untuk mengikuti proses pembelajaran;

• Apersepsi :

- Guru menggunakan metode discovery learning (guru sebagai pembimbing dan anak yang harus berperan aktif didalam kelas) and problem based learning (PBL) dalam proses pembelajaran;
- Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan

• Motivasi

- Guru memberi motivasi kepada siswa untuk giat belajar
- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya.
- Pemberi Acuan
 - Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
 - Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran.

2)

Kegiatan
Inti : (**55**
Menit)

- Mengamati (Observing) :
 - Siswa mengamati lembar kerja materi;
 - Siswa memahami materi pembelajaran yang telah di berikan.
 - Siswa mendiagnosageneric structure dari teks deskrtive.
- Menanya (Questioning) :
 - Siswa mempertanyaan tentang fungsi sosial, struktur bahasa dan unsur kebahasaan yang menyatakan pendapat.
 - Siswa memperoleh pengetahuan tambahan tentang descriptive text.
- Mengumpulkan Informasi :
 - Guru memberikan tugas kepada setiap siswa.
 - Siswa mengerjakan tugas/ lembar kerja

siswa secara individual.

- Menalar (Associating) :
 - Siswa mencoba membuat sebuah pendapat sesuai dengan konteks yang sedang berlangsung.
 - Siswa dapat memahami descriptive text.
- Mencoba (Eksperimenting) :

- Siswa di minta untuk membuat sebuah teks deskriptif.
- Siswa mendapat umpan balik (feed back) dari guru dan teman-temannya.
- Mengkomunikasikan
 - Peserta didik mendemonstrasikan hasil diskusi terkait dengan materi tentang pemaparan pendapat dan pikiran secara lisan dan tertulis di kelas dengan memperhatikan konteks yang sesuai.
 - Peserta didik saling tukar menukar informasi terkait *descriptive text*.

3) Kegiatan Penutup : (**20 Menit**)

- Menyimpulkan :
 - Guru membuat rangkuman / kesimpulan tentang materi pelajaran.
 - Siswa menulis rangkuman / kesimpulan materi kedalam buku catatan.
- Refleksi :
 - Guru dan siswa melakukan refleksi terhadap kegiatan pembelajaran.
- Umpan balik :
 - Guru melakukan evaluasi dengan cara melontarkan beberapa pertanyaan kepada siswa tentang materi yang sudah di bahas untuk mengukur ketercapaian tujuan pembelajaran;
 - Salah satu siswa memimpin doa;
 - Guru dan siswa mengucapkan salam perpisahan.

d. Penilaian :

- Strategy: Pick-List-Evaluate-Activate-Supply-End (PLEASE) Strategy
- Jenis teknik penilaian: Tes tulis
- Instrument : Terlampir

➤ **Rubrik Penilaian**

Grade	Letter	Categories	Criteria
85 – 100	A	Excellent	a. The content of the descriptive text is relevant to the topic.
75 – 85	B	Good	b. The students can write a descriptive text with good organization.
65 – 75	C	Adequate	c. The students can write a descriptive text with righ mechanics.
0 - 65	D	Fair	

The result of Pre - survey data on April, 12th 2019
Students' writing ability of the tenth grade at MAN 1 Lampung Timur

No	StudentName	FinalScore	Criteria
1	AH	34	Incomplete
2	AN	52	Incomplete
3	CD	34	Incomplete
4	CS	51	Incomplete
5	DR	34	Incomplete
6	EP	80	Complete
7	FA	41	Incomplete
8	FN	67	Incomplete
9	FN	57	Incomplete
10	FS	50	Incomplete
11	KF	37	Incomplete
12	KH	36	Incomplete
13	LR	34	Incomplete
14	NF	62	Incomplete
15	PS	36	Incomplete
16	RN	34	Incomplete
17	SA	64	Incomplete
18	SB	34	Incomplete
19	SD	35	Incomplete
20	SN	64	Incomplete
21	SR	34	Incomplete
22	SW	47	Incomplete
23	SY	51	Incomplete
24	UH	80	Complete
25	YW	59	Incomplete
	Min Score		34
	Max Score		80
	Average		48,28
	Incomplete		23
	Complete		2

No	Grade	Explanation	Frequency	Percentage
1.	≥ 70	Complete	2 students	8%
2.	< 70	Incomplete	23 students	92%
Total			25 students	100%

The Students' Activity Result in Cycle II

No	Name	The Aspects that observed			
		The students' pay attention of teacher's explanation	The students' ask/answer question	The students' active in class	The students' able do the task
1.	AH	✓	✓	✓	✓
2.	AN	✓	-	✓	✓
3.	CD	✓	✓	✓	✓
4.	CS	-	✓	-	✓
5.	DR	✓	✓	✓	✓
6.	EP	-	✓	-	✓
7.	FA	✓	-	✓	✓
8.	FN	-	✓	✓	✓
9.	FN	✓	-	✓	✓
10.	FS	✓	✓	✓	✓
11.	KF	✓	✓	-	-
12.	KH	-	✓	-	-
13.	LR	✓	✓	✓	-
14.	NF	✓	✓	✓	✓
15.	PS	✓	✓	-	✓
16.	RN	✓	✓	-	✓
17.	SA	✓	-	-	✓
18.	SB	✓	✓	✓	✓
19.	SD	✓	✓	-	✓
20.	SN	✓	-	✓	-
21.	SR	✓	✓	✓	✓
22.	SW	✓	✓	✓	-
23.	SY	✓	-	✓	✓
24.	UH	✓	✓	-	✓
25.	YW	✓	-	✓	✓
Total		21	18	16	20

The Students' Learning Activities Observation in Cycle I

No	Name	The Aspects that Observed			
		The students' pay attention of teacher's explanation	The students' ask/ answer question	The students' active in class	The students' able do the task
1.	AH	-	✓	✓	✓
2.	AN	✓	✓	✓	-
3.	CD	-	-	✓	✓
4.	CS	-	-	✓	✓
5.	DR	✓	-	✓	✓
6.	EP	-	-	✓	-
7.	FA	✓	-	-	✓
8.	FN	✓	✓	-	✓
9.	FN	-	-	✓	-
10.	FS	✓	-	-	✓
11.	KF	✓	-	✓	-
12.	KH	✓	✓	✓	-
13.	LR	✓	✓	-	✓
14.	NF	-	-	✓	-
15.	PS	✓	-	-	✓
16.	RN	-	✓	-	-
17.	SA	-	-	✓	✓
18.	SB	✓	-	-	✓
19.	SD	-	-	✓	-
20.	SN	✓	-	-	✓
21.	SR	-	-	✓	✓
22.	SW	✓	-	✓	-
23.	SY	-	-	-	✓
24.	UH	-	✓	-	-
25.	YW	✓	-	✓	✓
→	TOTAL	13	7	15	15

The Students' Pre-test Grade								
No	Name	C	O	V	LU	M	Category	Total Grade
1	AH	13	7	7	6	2	Incomplete	27
2	AN	13	8	10	11	3	Incomplete	41
3	CD	13	7	7	5	2	Incomplete	17
4	CS	13	7	8	10	3	Incomplete	34
5	DR	13	12	10	11	3	Incomplete	34
6	EP	13	7	7	6	2	Incomplete	49
7	FA	13	7	7	6	2	Incomplete	40
8	FN	13	7	7	5	2	Incomplete	31
9	FN	13	7	7	5	2	Incomplete	31
10	FS	21	14	10	19	4	Incomplete	43
11	KF	13	7	7	5	2	Incomplete	17
12	KH	13	7	10	5	2	Incomplete	28
13	LR	13	7	7	5	2	Incomplete	22
14	NF	13	7	7	5	2	Incomplete	35
15	PS	13	8	8	5	2	Incomplete	23
16	RN	13	8	7	5	2	Incomplete	17
17	SA	17	14	10	11	4	Incomplete	42
18	SB	17	12	10	11	3	Incomplete	40
19	SD	22	14	14	17	3	Incomplete	62
20	SN	13	7	10	10	3	Incomplete	22
21	SR	13	7	7	8	2	Incomplete	50
22	SW	13	7	7	5	2	Incomplete	17
23	SY	13	7	7	8	2	Incomplete	46
24	UH	13	9	9	10	3	Incomplete	29
25	YW	13	13	10	11	2	Incomplete	25
Total of all students' grade								822
Total all of the students (n)								25
The highest grade								50
The lowest grade								17
Average								33

The Students' Grade of Post-Test 1

No	Name	C	O	V	LU	M	Category	TOTAL GRADE
1	AH	15	10	12	12	4	Incomplete	45
2	AN	26	17	17	17	3	Complete	85
3	CD	14	13	13	15	3	Incomplete	65
4	CS	26	17	17	17	4	Complete	81
5	DR	22	17	17	19	4	Incomplete	62
6	EP	22	16	14	11	3	Incomplete	65
7	FA	13	13	10	9	4	Incomplete	56
8	FN	13	10	13	11	3	Incomplete	57
9	FN	13	13	10	7	3	Incomplete	50
10	FS	15	8	10	10	4	Incomplete	60
11	KF	13	7	7	5	2	Incomplete	35
12	KH	13	7	7	5	2	Incomplete	53
13	LR	13	9	12	10	5	Incomplete	34
14	NF	13	8	9	7	3	Incomplete	43
15	PS	26	18	18	21	5	Complete	85
16	RN	13	7	7	5	2	Incomplete	35
17	SA	22	13	13	17	4	Incomplete	66
18	SB	23	17	17	10	4	Complete	76
19	SD	22	15	17	10	4	Complete	79
20	SN	15	10	11	11	4	Incomplete	44
21	SR	22	14	17	19	4	Complete	79
22	SW	16	13	13	10	3	Incomplete	55
23	SY	22	14	10	11	4	Complete	76
24	UH	13	10	13	11	3	Incomplete	66
25	YW	15	9	9	9	3	Incomplete	54
Total of all students' grade								1506
Total all of the students (n)								25
The highest grade								85
The lowest grade								34
Average								60

The Students' Post Test II Grade

No	Name	C	O	V	LU	M	Category	Total Grade
1.	AH	26	19	19	15	3	Complete	82
2.	AN	15	19	18	15	4	Complete	71
3.	CD	14	18	19	18	5	Complete	74
4.	CS	25	19	19	20	5	Complete	88
5.	DR	20	16	18	13	3	Complete	70
6.	EP	25	16	19	18	4	Complete	82
7.	FA	26	19	19	21	5	Complete	90
8.	FN	19	17	15	15	4	Complete	70
9.	FN	19	16	15	16	4	Complete	70
10.	FS	24	19	16	20	5	Complete	84
11.	KF	10	10	10	8	2	Incomplete	40
12.	KH	15	5	5	8	2	Incomplete	35
13.	LR	15	14	16	9	3	Incomplete	52
14.	NF	25	17	16	21	5	Complete	84
15.	PS	26	20	20	21	5	Complete	92
16.	RN	26	18	16	15	4	Complete	79
17.	SA	26	19	14	21	5	Complete	85
18.	SB	20	15	15	20	5	Complete	75
19.	SD	25	18	15	21	5	Complete	84
20.	SN	15	10	11	10	3	Incomplete	49
21.	SR	24	16	18	20	5	Complete	83
22.	SW	19	8	10	7	3	Incomplete	47
23.	SY	23	10	13	13	4	Incomplete	63
24.	UH	26	21	20	20	5	Complete	92
25.	YW	22	14	16	15	4	Complete	71
Total of all students' grade								1812
Total all of the studets (n)								25
The highest grade								92
The lowest grade								35
Average								72

TABLE OF TEST SPECIFICATION

PRE-TEST

Written Test

Basic Competence	Essay Goal	Written Test of Writing
4.10 Arrange the simple oral and written descriptive texts about people, tourist attractions, and famous historical buildings, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.	1. The students are able to arrange simple oral and written descriptive texts about people, tourist attractions, and famous historical buildings, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.	I. <i>Choose one of the topics below and write into descriptive text!</i> A. <i>Tourism Place</i> B. <i>Favorite Thing</i>

Source: Syllabus of English Subject Provided in 2013 Curriculum Used by English teacher at MAN 1 Lampung Timur

TABLE OF TEST SPECIFICATION

POST-TEST1

Written Test

Basic Competence	Essay Goal	Written Test Items of Writing
4.10 Arrange the simple oral and written descriptive texts about people, tourist attractions, and famous historical buildings, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.	1. The students are able to arrange simple oral and written descriptive texts about people, tourist attractions, and famous historical buildings, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.	1. <i>Write a descriptive text with the theme: Place!</i>

Source: Syllabus of English Subject Provided in 2013 Curriculum Used by English teacher at MAN 1 Lampung Timur

TABLE OF TEST SPECIFICATION

POST TEST 2

Written Test

Basic Competence	Essay Goal	Written Test Items of Writing
4.10 Arrange the simple oral and written descriptive texts about people, tourist attractions, and famous historical buildings, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.	1. The students are able to arrange simple oral and written descriptive texts about people, tourist attractions, and famous historical buildings, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.	1. Write a <i>descriptive text</i> with the theme: <i>Animals!</i>

Source: Syllabus of English Subject Provided in 2013 Curriculum Used by English teacher at MAN 1 Lampung Timur

Name Ellysia putri Adhipati

Absent:

Class X IPS 4

1. Describe one of your favorite things by writing down a descriptive paragraph!
2. Write the paragraph at 25 minutes!

MY MOM [❤]

My mother is a beautiful person. she is not tall but not short and she has curly hair and curly hair and brown her eyes colour are like honey and hair colour light brown. and she a ~~big~~ beautiful smile

she is a very kind person, she is very lovely friendly I love u mom because she is a good example to me, she always has a smile on her face. she is so sweet and lovely. I like when I am going to go to some ~~at~~ places, she always give me a kiss, and when the family have a problem she always be with us to help us and to give us all her love.

He's a ~~the~~ hero to my family [❤]



Name : Fiti Rismaranti

Absent :

Class : X IPA 4

1. Describe one of your favorite things by writing down a descriptive paragraph!
2. Write the paragraph at 25 minutes!

I have favorite is, to reading Quran, and the first
I reading Quran from Jus one last Jus thereety.
After that, I am Gar remember from Jus one to arrive
Now I am to arrive Jus Four. I to wish arrive ~~Thereety Jus~~
Finished Thereety Jus, because I to wish my ~~father~~ Parents
happy because me ~~remember~~ ~~Parison~~ remember Quran.

34

Siti Rismayanti
X54

My School

My school is green and clean. There are many trees which makes air clean and fresh. In my school there are 30 buildings consist of 21 classrooms, other rooms, science laboratory, a language laboratory, toilet, art room and a hall.

In my school, there is security and a small garden with beautiful plants and flowers.

C.
L.
1

83

Terminal bus

Last week I go to hometown mother by bus
we go at 60.00 o'clock. In terminal there
so many bus can go everywhere.
My bus is go to Bandung. In terminal
there 3 bus going to Bandung like us.
I meet new friend in bus when go to
Her name Anggi. Anggi go to Bandung
together brother.

My father office

Father is work in office. The office so high.
There is 10 floors. Sometimes I following my
father to office.
So many people work there. My father is a
manager. They do work hard every day.
I really want help my father, but I don't
know his work.

Hospital

My friend is enter hospital last day. I go there
to see her. Hospital is many room for sick people.
My friend in Mawar room number 10.
Hospital is good for sick people.
I wish my friend is good and healthy quick.



X S4 CLASS
Aisyah, Alan, Cantika, Citra, Dita, E...

24. Puspita Sari 15.55

Wednesday, May 13 2020
I would like to check your attendance list first, so you could list your full name in the form below:

1. Cantika septiani juliansyah
2. Septiana wirayanti
3. Farra sintiya p
4. Ellysia putri adhipati
5. Sefvia Dwi Anggraini
6. Fahmi apriansyah
7. Fifi nur asyifa
8. Aisyah Ni Maturrohmah A
9. Satria bayu setyadi
10. Uswatun Hasanah
11. Kelvin Hengki
12. laila rahmawati
13. Yesi wulandari
14. Khabibatul fauziah
15. Siti Rismayanti
16. Selvika Ayu Safitri
17. Nurfiah
18. Febi nuraini
19. Citra Dara Kinanti
20. Rima Noorfitria laili
21. Alan Hanafi

Asalamualaikum Wr.wb

Good Afternoon everyone 😊

Terimakasih banyak untuk siswa kelas XS4 atas antusiasnya mengikuti kelas saya. Group class ini adalah sarana pembelajaran daring melanjutkan dari survey sebelumnya, pembelajaran daring ini santai saja yaaa....

Before we start our stady please pray together 🙏🙏

15.13 ✓✓

Farra Sintiya P
Siap miss 15.15

Septiana Wirayanti
Walaikumsalam wr wb baik miss 15.15

Cantika Septiani
Walaikumsalam baik miss 15.15

sebelum berlanjut kita check absen dlu yaa 15.15 ✓✓

X S4 CLASS
Aisyah, Alan, Cantika, Citra, Dita, E...

Friday, May 15 2020
I would like to check your attendance list first, so you could list your full name in the form below:

1. Septiana wirayanti 🙋
2. Cantika
3. Siti Nurhaliza
4. Nurfiah
5. Siti Rismayanti
6. Sefvia Dwi Anggraini
7. Uswatun hasanah
8. Febi Nuraini
9. Citra
10. Kelvin
11. Rima noorfitria laili
12. Ellysia Putri Adhipati
13. Puspita Sari
14. Laila Rahmawati
15. Fifi Nurasyifa
16. Khabibatul Fauziyah
17. Fahmi
18. Selvika Ayu Safitri
19. Salma Yuliana Putri
20. Dita Rahayu
21. Alan Hanafi
22. Farra Cintya P

Done ya, good job everyone 😊 17.16 ✓✓

Well guys, in this meeting we will discuss about descriptive text 17.17 ✓✓

Do you know about descriptive text? 17.18 ✓✓

Citra Dara K
Little miss 17.18

Oke citra, could you tell me about deacriptive text? 17.19 ✓✓

Citra Dara K
Pesan ini telah dihapus 17.20

Puspita Sari
What is descriptive text Miss? 17.20

Citra Dara K
Describe something miss 17.20

Selvika Ayu S



APPENDICES



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimil (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-0807/In.28.1/J/TL.00/04/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA MAN 1 LAMPUNG TIMUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:


Nama : **SITI MAYSAROH**
NPM : 1501070120
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : IMPROVING WRITING ABILITY OF THE TENTH GRADES OF MAN 1
LAMPUNG TIMUR BY USING PLEASE STRATEGY IN THE
ACADEMIC YEAR OF 2018/2019

untuk melakukan *pra-survey* di MAN 1 LAMPUNG TIMUR.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 02 April 2019
Ketua Jurusan
Tadris Bahasa Inggris


Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR
MADRASAH ALIYAH NEGERI 1

Jln. Kampus 38 B Banjarrejo Kecamatan Batanghari Lampung Timur Telp. (0725) 44756
Website : www.man1lampungtimur.sch.id E-mail : man1lampungtimur@gmail.com

14 Desember 2019

Nomor : B- 593 /Ma.08.01/PP.07.1/12/2019
Lamp : -
Hal : **Tanggapan Pra Survey**

Yth.

Ketua Jurusan Tadris Bahasa Inggris
Institut Agama Islam Negeri Metro

Assalamu'alaikum Wr. Wb.

Berdasarkan Surat Ketua Jurusan Tadris Bahasa Inggris Institut Agama Islam Negeri Metro
Nomor : B-0807/In.28.1/J/TL.00/04/2019 tanggal 02 April 2019 tentang Izin Pra Survey, Maka
diberikan izin kepada:

Nama : Siti Maysaroh
NPM : 1501070120
Program Studi : Pendidikan Bahasa Inggris

Kepada nama tersebut telah melaksanakan Pra Survey di MAN 1 Lampung Timur dalam
rangka penyelesaian Tugas Akhir/Skripsi dengan judul "Improving Writing Ability Of The Tenth
Grades Of MAN 1 Lampung Timur By Using Please Strategy In The Academic Year Of
2018/2019"

Demikian surat ini diberikan untuk dapat dipergunakan semestinya.

Wassalamu'alaikum Wr. Wb.



H. Imam Sakroni
NIP. 19651204 19950 3 1001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website. www.metrouniv.ac.id, e-mail. iaim@metrouniv.ac.id

Nomor : B-0 /In.28.1/J/PP.00.9/1/2020
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

20 Januari 2020

Kepada Yth:

1. Drs. Kuryani, M.Pd (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Siti Maysaroh
NPM : 1501070120
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Improving Students' Writing Ability Of The Tenth Grade Of MAN 1 Lampung By Using Please Strategy In The Academic Year Of 2018/2019

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBA


A. Subhan Roza, M.Pd
NIP. 19750610 2008011031/



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-1212/In.28/D1/TL.01/06/2020

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **SITI MAYSAROH**
NPM : 1501070120
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MAN 1 LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS WRITING ABILITY OF THE TENTH GRADE OF MAN 1 LAMPUNG TIMUR BY USING PLEASE STRATEGY IN THE ACADEMIC YEAR OF 2019/2020".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 11 Juni 2020

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Jongjulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metroainiv.ac.id; e-mail: tarbiyah.iaim@metroainiv.ac.id

Nomor : B-1213/In.28/D1/TL.00/06/2020
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MAN 1 LAMPUNG TIMUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1212/In.28/D1/TL.01/06/2020, tanggal 11 Juni 2020 atas nama saudara:

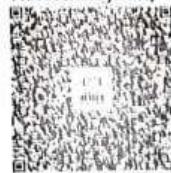
Nama : **SITI MAYSAROH**
NPM : 1501070120
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MAN 1 LAMPUNG TIMUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS WRITING ABILITY OF THE TENTH GRADE OF MAN 1 LAMPUNG TIMUR BY USING PLEASE STRATEGY IN THE ACADEMIC YEAR OF 2019/2020".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 11 Juni 2020
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR
MADRASAH ALIYAH NEGERI 1

Jalan Lembayung Banjarrejo 38 B Kecamatan Batanghari Lampung Timur
Telepon 0725 44756 Website : www.man1lampungtimur.sch.id
E-mail : man1lampungtimur@gmail.com

03 Juni 2020

Nomor : B-54/Ma.08.01/PP.07.1/06/2020
Lampiran : -
Hal : **Tanggapan Izin Research**

Yth.
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
Di Tempat

Berdasarkan surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor : B-1213/In.28/D.1/TL.00/06/2020 tentang Izin Research maka Kepala MAN 1 Lampung Timur memberikan izin kepada :

Nama : Siti Maysaroh
NPM : 1501070120
Program Studi : Pendidikan Bahasa Inggris

Kepada nama terse but telah melaksanakan Research di MAN 1 Lampung Timur dalam rangka menyelesaikan Tugas Akhir/Skripsi dengan judul "Improving Students' Writing Ability Of The Tenth Grade Of MAN 1 Lampung Timur By Using PLEASE Strategy In The Academic Year Of 2019/2020".

Demikian surat izin penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



H. Imam Sakroni
NIP. 19651204 19950 3 1001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Siti Maysaroh

NPM : 4501070120

Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul : *The Blackwell Guide to Literary Theory*.

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507, Faks (0725) 47296, Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-412/In.28/S/U.1/OT.01/06/2020**

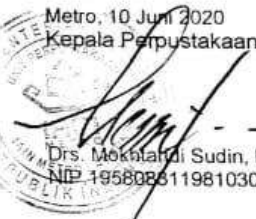
Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : SITI MAYSAROH
NPM : 1501070120
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070120.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 10 Juni 2020
Kepala Perpustakaan

Drs. Mokatadi Sudin, M.Pd
NIP. 19580861198103010017



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Siti Maysaroh
NPM : 1501070120

Jurusan : TBI
Semester : X / 2020

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis 25/06/2020	✓		<ul style="list-style-type: none">- Perbaiki kesalahan penulisan dan spasi.- tambahkan denah lokasi Sekolah.- tambahkan kolom category pada table pre-test dan post-test.- perjelas data pada table post-test II	
2.	Rabu 01/07/2020	✓		Acc Munawaroh	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

Dosen Pembimbing I,

Drs. Kuryani, M.Pd
NIP. 196202151995031001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41907; Faksimil (0726) 47296; Website: www.metroiniv.ac.id; e-mail: iainmetro@metroiniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Siti Maysaroh
NPM : 1501070120

Jurusan : TBI
Semester : X / 2020

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Senin 15/6-2020		✓	max clear graphic revise table 18	
	Senin 22/6-2020		✓	Revise All ch-IV Acc ch-IV	
	Selasa 23/6-2020				

Mengetahui,
Ketua Jurusan TBI

Ahmad Sabhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II,

Trisna Dinillah Harva, M.Pd
NIP. 19830511 200912 2 004

CURRICULUM VITAE



Siti Maysaroh was born in Kotabumi, Lampung Utara on May 04th 1997. She is the second daughter from happy couple namely Mr. Ahmad Munir and Mrs. Hyulika Wati.

She took her elementary school at Elementary School for 6 years at SDN 03 Tanggulangin, from 2004-2009. She continued her study in SMPN 01 Punggur for 3 years, from 2009-2012. In line with her focus on the study, she decided to continue her study in Senior High School for 3 years at SMAN 2 Kotabumi from 2012-2015. Then, she was enrolled as a S1 student of English Education Department of The State Institute for Islamic Studies (IAIN) of Metro on 2015-2020. Many things she has gotten in the classroom and she hoped get job soon after graduate.