

**THE INFLUENCE OF USING PICK LIST EVALUATE  
ACTIVATE SUPPLY END (PLEASE) STRATEGY TOWARD  
STUDENTS' ABILITY IN WRITING RECOUNT TEXT  
PARAGRAPH AT THE SECOND SEMESTER OF THE TENTH  
GRADE OF SMK AL-HUDA JATIAGUNG LAMPUNG  
SELATAN IN THE ACADEMIC YEAR OF 2020/2021**



**A Thesis**  
**Submitted as a Partial Fulfillment of the Requirements for S1 -**  
**Degree**  
**By**  
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**202**

## ABSTRACT

### THE INFLUENCE OF USING PICK LIST EVALUATE ACTIVATE SUPPLY END (PLEASE) STRATEGY TOWARDS STUDENTS' ABILITY IN WRITING RECOUNT TEXT PARAGRAPH AT THE SECOND SEMESTER OF THE TENTH GRADE OF SMK AL-HUDA JATIAGUNG LAMPUNG SELATAN IN THE ACADEMIC YEAR OF 2020/2021

By  
ENDANG SITI RUKMANA

Writing recount text is a piece of text which retells past events orderly and has a purpose to describe what has already happened. In order to cope with the students' problem, the writer used PLEASE as a strategy towards students' ability in writing recount text paragraph. The aim of this research is to know whether there is a significant influence of using Pick List Evaluate Activate Supply End (PLEASE) strategy towards students' ability in writing recount text paragraph at the second semester of the tenth grade of SMK Al-Huda Jatiagung Lampung Selatan in the academic year of 2020/2021.

The research methodology used pre-experimental design, type the one group pre-test and post-test. The researcher took the sample by using cluster random sampling, the sample was X TKJ-1 as an experimental class, consist of 33 students. The instrument was writing form for pre-test and post-test were used in collecting the data. Pre-test was conducted to measure students' recount text writing ability before the treatment and post-test was conducted to find out students' recount text writing ability after the treatment. The data was analyzed by SPSS.

After giving post-test the researcher analyzed the data using paired sample test. The significant influence can be seen from the result of the t-test sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.000. It was lower than  $\alpha = 0.05$  and it means  $H_0$  is rejected and  $H_a$  is accepted. It means there is influence of using pick list evaluate activate supply end (PLEASE) strategy towards students' ability in writing recount text paragraph at the second semester of SMK Al-Huda Jatiagung Lampung Selatan in the academic year of 2020/2021.

**Keywords:** *Recount Text, PLEASE Strategy, Writing Ability, Pre-Experimental Design.*

## DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Pick List Evaluate Activate Supply End (PLEASE) Strategy Toward Students’ Ability in Writing Recount Text Paragraph at the Second Semester of the Tenth Grade of SMK Al-Huda Jatiagung Lampung Selatan in the Academic Year of 2020/2021” is completely my own work. I am fully aware that I have quoted some statements, references and ideas from various sources and those are properly acknowledge in the text.

Bandar Lampung, July 2021

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PARAGRAPH AT THE SECOND SEMESTER OF  
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## MOTTO

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنسَانَ مَا لَمْ يَعْلَمْ ۝

He who has thought (the use of) the pen (4), Thought man that which He knew not (5)<sup>1</sup>.



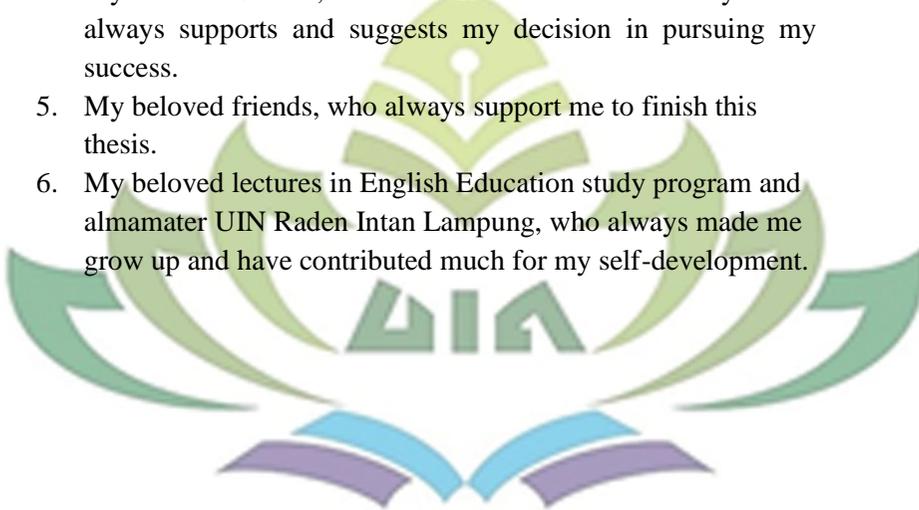
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<sup>1</sup> Abdullah Yusuf Ali, *The Holly Qur'an Text and Translation*, (New Delhi: Millat Book Centre, 2006), p.701

## DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

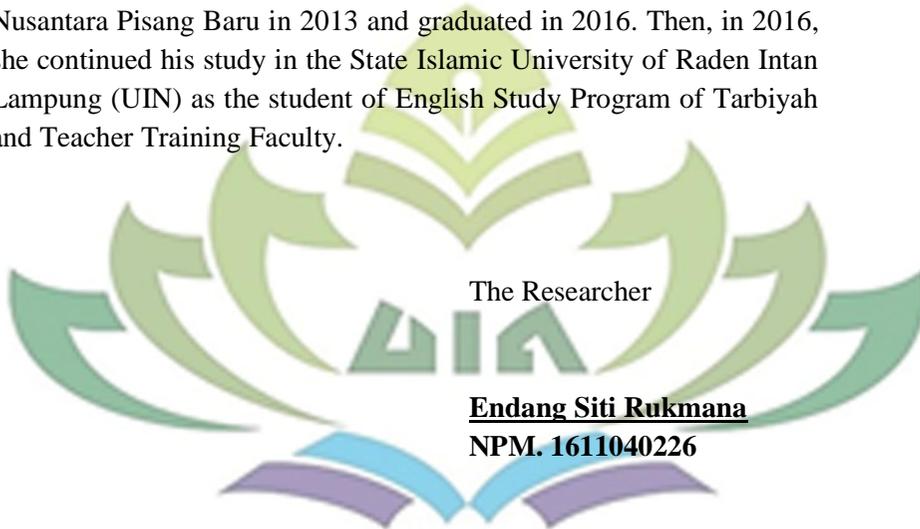
1. Allah SWT who always loves and keeping me everywhere and everytime.
2. My beloved parents, Mr. Abdul Rohman and Mrs. Rukinah who always love me and keep on praying for my life and my success.
3. My beloved young brothers, Dani Maulana Saputra, Danda Armansah and Daffa Pradipta who always motivate me to success.
4. My beloved Cousin, Novi Yasari and M. Taufik Hidayat who always supports and suggests my decision in pursuing my success.
5. My beloved friends, who always support me to finish this thesis.
6. My beloved lectures in English Education study program and almamater UIN Raden Intan Lampung, who always made me grow up and have contributed much for my self-development.



## CURRICULUM VITAE

The researcher name is Endang Siti Rukmana. She was born in Pasundan Jaya on January 25<sup>th</sup>, 1998. She is the first child of four children of Mr. Abdul Rohman and Mrs. Rukinah. She has three young brothers whose name is Dani Maulana Saputra, Danda Armansah and Daffa Pradipta.

The researcher began her formal educational at elementary school at SD Negeri 4 Way Tuba in 2004 and finished in 2010. Then, she continued at Junior High School of SMP Negeri 4 Way Tuba in 2010. After graduating from Junior High School in 2013, she continued again at Senior High School at SMK Kesehatan Persada Nusantara Pisang Baru in 2013 and graduated in 2016. Then, in 2016, she continued his study in the State Islamic University of Raden Intan Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.



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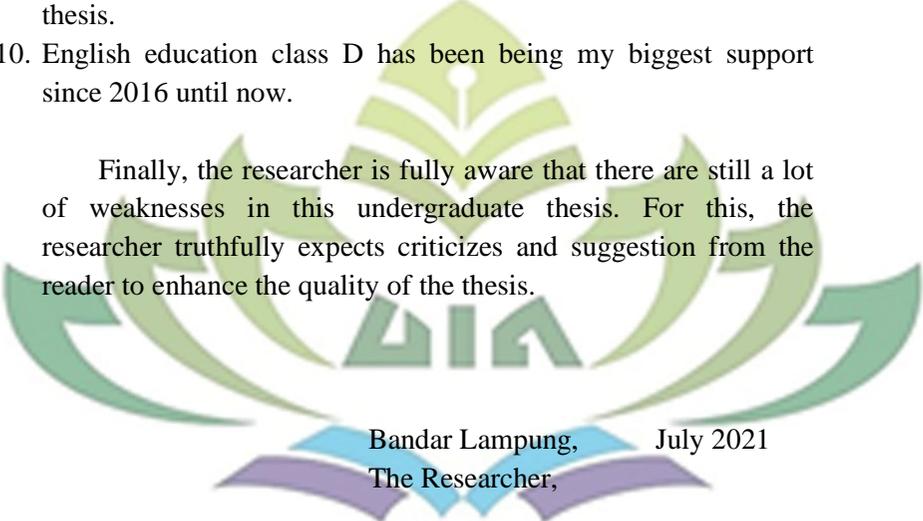
First of all, praise be to Allah, the most merciful, the most beneficent, for His blessing and mercy given to me during my study and in completing this final project. Then, the best wishes and salutations be upon to the great messenger prophet Muhammad S.A.W, his family and followers. This thesis entitled “The Influence of Using Pick List Evaluate Activate Supply End (PLEASE) Strategy Toward Students’ Ability in Writing Recount Text Paragraph at the Second Semester of the Tenth Grade of SMK Al-Huda Jatiagung Lampung Selatan in the Academic Year of 2020/2021” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the writer has obtained so much help, assistance, aid, support and many valuable things from various sides.

Therefore, the researcher would sincerely thank:

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10. English education class D has been being my biggest support since 2016 until now.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this undergraduate thesis. For this, the researcher truthfully expects criticizes and suggestion from the reader to enhance the quality of the thesis.



Bandar Lampung, July 2021  
The Researcher,

**Endang Siti Rukmana**  
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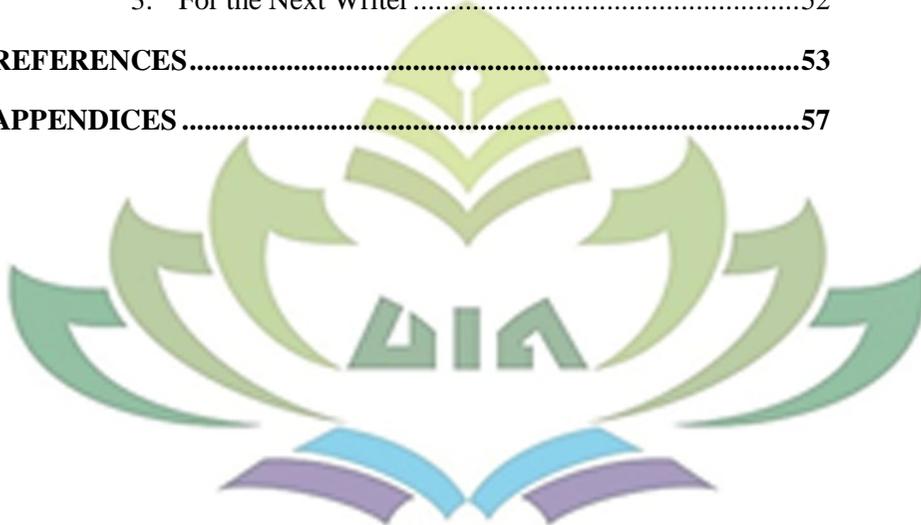
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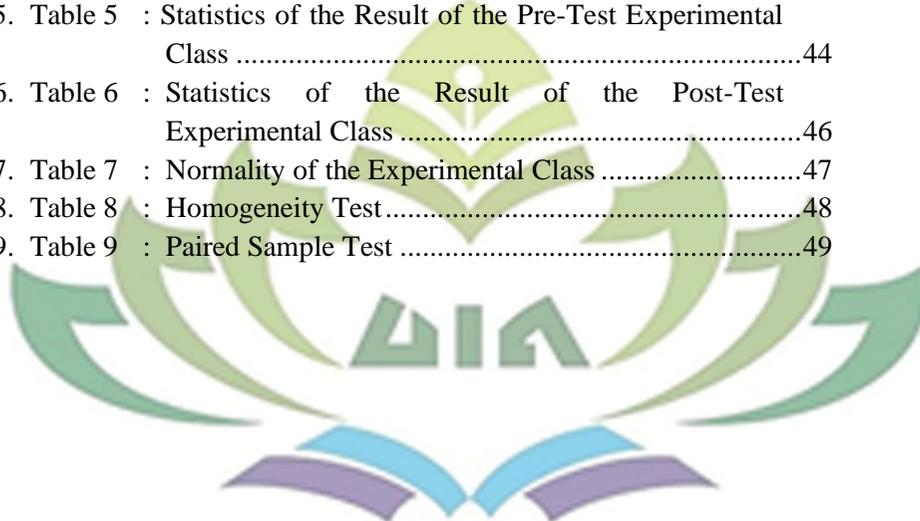
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Writing is an activity in which someone delivers some information, expression, that is stating ideas, thoughts and feeling from their own experiences in written form. Harmer stated that writing is an activity that is used as a memo tool or practice tool to help students practice and work with the language they have learned.<sup>1</sup> It can be concluded that, writing is a skill that must be learnt. By the students need to practice their writing skill that they can develop their foreign language.

In addition, writing is a challenging process that requires a wide range of skill. Among them are clear thinking, imagination and the ability to organize ideas.<sup>2</sup> It means that writing is one of the challenging processes because everyone must have the ability to organize an idea and someone must have a lot of experience to convey an idea so that the information conveyed through writing can be well received by readers.

Based on the syllabus of curriculum in Senior High School, students are required to be able to write a various type of genres. They are descriptive, announcement, recount, narrative, caption, news item, procedure, report, analytical exposition and hortatory exposition. One of genres that should be mastered by the students' in the process of learning English is recount text. The recount text is a text that tells events or experience in the past, the purpose of the text is informing and entertaining. This text uses simple past tense, conjunction, and past adverbial time.

Theoretically, teaching writing is related to grammar and the type of text, but often students still have problems in learning writing, for example, students are still unable to use grammar, other than that students get difficulties in expressing ideas because lack of vocabulary.

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<sup>1</sup> Jeremy Harmer, *How To Teach English*, New Edition, (Endinburgh Gate: Pearson Education Limited, 2007), p.76

<sup>2</sup> David Nunan, *Practical English Language Teaching*, (New York: McGraw Hill, 2003), p.88

The problem of foreign language writing ability faced by students were about grammar besides students often had difficulty in expressing ideas in their minds. Nowadays, teaching English is very difficult to accept students because it is very monotonous and makes students less understanding every lesson, they need the latest techniques or methods to be applied during the teaching and learning process. Every students has a different way of understanding itself. Some use textbooks and some use the newest method, namely audio visual. By studying in the modern era, students understand more easily, especially in learning to writing, with the modern methods or technique that can improve their ability to understand a science. One well-known way to minimize students difficulties in writing ability is achieved by presenting the video to the classroom.

Problems in teaching writing at SMK Al-Huda Jatiagung Lampung Selatan were still often problematic, many students at SMK Al-Huda Jatiagung Lampung Selatan face difficulties in writing. Based on the preliminary research in SMK Al-Huda Jatiagung Lampung Selatan especially the tenth grade, some problems in learning English especially in writing. Based on interviewing with an English teacher, Mrs. Mareta Indri Lestari S.Pd, the students still found difficulties in writing. They found it difficult when learning to write because the students did not understand the writing process and students did not know how to make a sentence. The students cannot develop their ideas to write, they were also lack in vocabulary and grammar.<sup>3</sup>

In addition to interviewing teachers, the researcher also interviewed several tenth grade students at SMK Al-Huda Jatiagung Lampung Selatan. Most of them answered that learning English was very difficult especially in writing. They felt bored because the strategy used was not attractive to students. Students also found it difficult to express their ideas, because they did not understand vocabulary and grammar. From the results of the

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<sup>3</sup> Mareta Indri Lestari, S.Pd, as an English Teacher in at SMK Al-Huda Jatiagung Lampung Selatan, January 22<sup>nd</sup> 2020, an interview, Unpublished.

interview above, it can be concluded that students found it difficult to express an idea in learning writing.<sup>4</sup>

**Table 1**  
**Qualification Score at the Tenth Grade of SMK Al-Huda**  
**Jatiagung Lampung Selatan in Academic Year of 2020/2021**

No	Range	Qualification	Class			Total of Students	Percentage
			X TKJ-1	X TKJ-2	X TKJ-3		
1.	80-100	Excellent – Very Good	3	4	2	9	9,0%
2.	66-79	Good – Average	12	16	14	42	42,0%
3.	56-65	Fair – Poor	5	6	9	20	20,0%
4.	< 55	Very Poor	13	8	8	29	29,0%
Total			33	34	33	100	100%

*Source: Document of SMK Al-Huda Jatiagung Lampung Selatan.*

As shown in table 1, from class X TKJ-1, X TKJ-2 and X TKJ-3 at the tenth grade of SMK Al-Huda Jatiagung Lampung Selatan, the total number of students were 100. From 100 students, there were 9 students who got score in criteria excellent, 42 students who got score in criteria very good, 20 students who got score in criteria fair to poor, and 29 students who got score in criteria very poor. Therefore, most students still faced difficulties. The writing score was calculated based on following scoring system proposed by Tribble: content, organization, vocabulary, language, and mechanics are the five scoring criteria for writing.

Having a new strategy is very important for a teacher, because with the strategy students can think more creatively and be more active in learning English. A good strategy will be one of solution to solve the problems that exist in SMK Al-Huda Jatiagung Lampung Selatan. A teacher must have a strategy that

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<sup>4</sup> The Students at the tenth grade of SMK Al-Huda Jatiagung Lampung Selatan, January 22<sup>nd</sup> 2020, an interview, Unpublished.

can attract the attention of students so students did not get bored easily when learning English. There is a strategy that can be applied in teaching writing, namely the PLEASE Strategy. This strategy is effective for teaching writing.

There are some previous studies related on the use of Pick List Evaluate Activate Supply End (PLEASE) strategy that the researcher discover. The first, a thesis written by Syarifah Noh Nasution. The entitled is about “The Effect of Using PLEASE Strategy on the Students’ Achievement in Writing Descriptive Paragraph at SMPN 1 Bilah Hulu”.<sup>5</sup> The second, the thesis published by Windi Kurniati entitled “A Comparative Study between the Use of Please Strategy and Idea Details Strategy in Increasing Students’ Descriptive Text Writing Ability at the Second Semester of the Eighth Grade at Smp Negeri 2 Menggala in the Academic Year of 2018/2019”.<sup>6</sup> The last the journal published by Dewi, N.L.K. entitled “ A Comparative Study on the Implementation of Defends and PLEASE Strategies toward Students Writing Competency in SMP N 2 Singaraja”.<sup>7</sup>

Based on the previous studies, it has shown that PLEASE strategy gave a positive impact on students’ writing skills. Learning by way the PLEASE strategy gave benefits for improving students in writing. In this research, the researcher focused on writing recount text paragraph by using PLEASE strategy. The difference between my research and previous research is that my research used PLEASE strategy and focused on the material about recount text.

Based on explanation above, the researcher used PLEASE strategy as a writing strategy to help students in writing recount text paragraph. Therefore, the researcher interested in conducting

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<sup>5</sup> Syarifah Noh Nasution, *The Effect of Using PLEASE Strategy on The Students’ Achievement in Writing Descriptive Paragraph at SMPN 1 Bilah Hulu*, (accessed on February 18<sup>th</sup> 2020)

<sup>6</sup> Windi Kurniati, *A Comparative Study Between The Use Of Please Strategy And Idea Details Strategy In Increasing Students’ Descriptive Text Writing Ability At The Second Semester Of The Eighth Grade At Smp Negeri 2 Menggala In The Academic Year Of 2018/2019*, (accessed on February 15<sup>th</sup> 2020)

<sup>7</sup> Dewi, N.L.K, *A Comparative Study On The Implementation Of Defends And PLEASE Strategies Toward Students Writing Competency In SMP N 2 Singaraja*, (accessed on February 24<sup>th</sup> 2020)

a research entitled “The Influence of Using Pick List Evaluate Activate Supply End (PLEASE) Strategy Toward Students’ Ability in Writing Recount Text Paragraph at the Second Semester of the Tenth Grade of SMK Al-Huda Jatiagung Lampung Selatan in the Academic Year of 2020/2021” .

### **B. Identification of the Problem**

Based on the background of the problem, the researcher identified the problem as follows:

1. The students found difficulties to express and develop their ideas in writing.
2. The students cannot write correctly.
3. The students were lack in vocabulary and grammar.
4. The teacher did not have an interesting strategy in teaching writing.

### **C. Limitation of the Problem**

In this study, the material for writing paragraphs was limited to the topic about “Recount Text”. The material related to the topic “Vacation, Holiday, Place”.

### **D. Formulation of the Problem**

Based on limitation of the problems, the researcher formulates the problem in this research as follow: “Is there any influence of using Pick List Evaluate Activate Supply End (PLEASE) strategy toward students’ ability in writing recount text paragraph at the second semester of the tenth grade of SMK Al-Huda Jatiagung Lampung Selatan in the academic year of 2020/2021 ?”

### **E. Objectives of the Research**

To know whether there is a significant influence of using Pick List Evaluate Activate Supply End (PLEASE) strategy toward students ability in writing recount text paragraph.

## **F. Significance of the Research**

The researcher expects the result of the research can be used:

### 1. Theoretically

The result of this research were expected to give information to the English teacher of SMK Al-Huda Jatiagung Lampung Selatan about influence of using PLEASE strategy toward students' ability in writing recount text.

### 2. Practically

The result of this research were expected to give motivation for the students in learning English especially in writing recount text paragraph.

## **G. Scope of the Research**

### 1. Subject of the Research

The subject of the research was the students at the tenth grade of SMK Al-Huda Jatiagung Lampung Selatan in the academic year of 2020/2021.

### 2. Object of the research

The object of the research focused on the influence of using Pick List Evaluate Activate Supply End (PLEASE) strategy toward students' ability in writing recount text paragraph.

### 3. Place of the Research

The research was conducted at SMK Al-Huda Jatiagung Lampung Selatan in the academic year of 2020/2021.

### 4. Time of the Research

The research was conducted at the second semester in the academic year of 2020/2021.

## CHAPTER II LITERATURE REVIEW

### A. Theory

#### 1. The Concept of Writing

##### a. Definition of Writing

Writing is a way of communication or how people can express their idea, transform the ideas into written text through thinking process. Raimes states that writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentence and paragraph by using eyes, brain and hand.<sup>1</sup> It means that writing is an activity to express the thoughts that are on our minds by using eyes, brain and hand.

Writing is an activity to express the thoughts that are on our minds. Hyland stated that writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic.<sup>2</sup> It means that writing is to make words, so that they can form an interesting sentence. Writing is a way to share personal meaning with others.

In addition, writing is a medium for communication and it helps us connect to others and the reader must understand the purpose of our writing, what we are going to inform or to say.<sup>3</sup> It means that writing is a medium for communicating with others and helping us provide information to readers.

Based on explanation above writing is the process of expressing ideas and sharing personal meaning with others. Besides writing is also one of the communication media that can be connected through

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<sup>1</sup> Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press, 1983), p.48

<sup>2</sup> Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003)

<sup>3</sup> Ann Raimes, *Op.Cit*, p.129

readers. An author must provide information with grammar that can be understood by other people.

### **b. Process of Writing**

In doing writing ability, it needs some processes of writing activity are particularly long and progressive.<sup>4</sup> It means that The writing process is about how the writing stages are applied by the writer. Therefore, writing is not instant activity, but it needs some processes that must be done by the writer.

Harmer states that there are several processes of writing, they are:

#### **1. Planning**

In this stage, the students make a list of ideas related to the topic. They plan are going to write in the first draft. In this stage, they have to consider three main issues. The issues are the purpose of the writing, the audience they are writing for and the content structure to sequence the fact, ideas or arguments.

#### **2. Drafting**

After the students have a list of ideas related to the topic, it is the stages for the students to start writing the first draft. They write the ideas which they are going to write without paying attention to making mistakes.

#### **3. Editing**

In this stage, students should re-write their first draft after finishing. Its purpose is to see where it works and where it does not. The process of editing may be taken from oral or written feedback by peers and teachers. The feedback will help students to make revision of their writing. The

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<sup>4</sup> Dennis Almgren, *The Models of Writing*, (Amsterdam: Springer Netherlands, 2001), p.185

revision shows what has been written. It means that this step is important to check the text coherence and to stimulate further ideas. Not only that, it is also encourages students to find and correct their mistakes in writing.

#### 4. Final Version

In this stage, the students re-write their draft after revising with peers and teachers.<sup>5</sup>

The students have a good written text in the final product since they do the editing process before. Furthermore, Brown describes that writing process tend to be framed in three stages of writing. Those are prewriting, drafting and revising. The pre-writing is aimed to generate ideas, which can happen in numerous ways; reading (extensively) a passage, skimming or scanning a passage, conducting some outside research, brainstorming, listing, clustering, discussing a topic or question, instructor initiated question, and free writing. Then, the drafting and revising stages are the core processes of writing in traditional approaches to writing instruction.<sup>6</sup>

Based on the explanation, the research concludes that the writing process must through many steps so that it will become a good written text many steps related in process of writing, so it is never enough in one step action make a good written text.

#### c. Writing Ability

Writing is a complex process, which the students not only express ideas to be realized in a written form but also to know writing ability of students to make awriting correctly. Writing ability is the skill of a writer to communicate information to a reader or group of

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<sup>5</sup> Jeremy Harmer, *Op.Cit.*, p.4-5

<sup>6</sup> H. Douglas Brown, *Teaching by Principles*, ( San Francisco : Longman, 2001), p. 348

readers.<sup>7</sup> It means that Writing is a process where students not only express ideas to be realized in written form but also to communicate information to readers.

Writing ability is developed through topics selected mainly by the teacher or set within a textbook. Students also engage in practice exercises covering aspects of grammar, sentence construction, spelling and punctuation.<sup>8</sup> It means that writing ability is the skill of students to develop selected topics, so that in practice writing exercises students can write texts well with grammar that can be understood.

In this case, the researcher prefers to use Tribble scale assessment. There are five aspects to measure writing proposed by Tribble as follows:

1. Content

Content is about the ideas that is used by the students to elaborate the topic. This aspect consider whether the ideas is relevant to the topic or not, whether the ideas is detail or not, and whether the students use much varieties of ideas or not.

2. Organization

This aspect considers how students organize their ideas. It is related to coherence and cohesion.

3. Vocabulary

This aspect is related to how the students choose the word/idiom and whether the students use many vocabularies or not.

4. Language

This aspect considers about grammar and structure such as agreement, tense, number, word order, article, pronouns and proposition.

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<sup>7</sup> Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p.130.

<sup>8</sup> Peter Westwood, *What Teachers Need To Know About Reading And Writing Difficulties*, (Australia: ACER Press, 2008), p.70

## 5. Mechanics

This aspect is related to use spelling, punctuation, capitalization, and layout.<sup>9</sup>

Based on the explanation above, the researcher concluded that there are five components in writing : content, grammar, organization, vocabulary, and mechanic. Writing ability is one of the most important parts in English that must be possessed by every students. Students can improve their writing skills by following the steps given.

### d. Teaching Writing

Traditionally there are two main approaches to teaching writing: a skills-based approach and more recently the process approach.<sup>10</sup> Harmer stated that teaching writing is focus on product and writing process.<sup>11</sup> It can be concluded that teaching writing is the writing process that is made explicit for students, starting with planning and gathering ideas, through various stages of preparation and focus on the final finished product.

Teaching writing covers teaching of a language ability and organization of ideas. Writing is one of language skill in communication, thinking of this we can state their combination of teacher and unique activity in writing. In other words teaching writing is different from teaching other language skill. Harmer said that such models offer abstraction of these procedures, designed to guide teaching practice.<sup>12</sup> It means that Teaching writing is one of the language

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<sup>9</sup> Christopher Tribble, *Op.Cit*, p.130

<sup>10</sup> Peter Westwood, *Op.Cit*, p.70

<sup>11</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 1999),p. 257.

<sup>12</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Essex: Longman, 2001), p.79

skills in communication. The process of teaching writing is different from teaching other language skills. Therefore this kind of model can be designed through the teaching practice process.

Harmer says students need to learn and practice the art of putting word together in well-formed sentence, paragraph and text. He adds in the teaching of writing, the teacher can focus on the product to that writing or on the writing process itself.<sup>13</sup> It means that a students must learn to write a good sentence. In teaching writing the teacher must focus on grammar and the process of making paragraphs. The procedures of teaching writing can be described as follows:

1. Pre-writing Activity

In pre-writing activity, the teacher will give apperception to the students by asking the questions.

2. While-writing Activity

In while-writing activity, the teacher will explain the goals, the objective of instructions and also some aspects of writing used to make a good writing for example of recount text.

3. Post-writing Activity

The last is post-writing activity. In this section, the teacher will ask to the students to make a recount text. After that the students should check their work. It should be done to find out the mistakes of some aspects of writing. After that the students can rewrite their work and the teacher asks the students to submit their work.<sup>14</sup>

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<sup>13</sup> Jeremy Harmer, *Op.cit*, p. 257.

<sup>14</sup>*Ibid.*, p.128.

Based on the explanation above, it can be concluded that teaching writing focuses on the product and writing process to make a good sentence students should follow the existing procedures, there are pre-writing activity, while writing activity and post writing activity. so the teacher focuses on the writing product itself.

## 2. Definition of Text

Text is a unit of meaning which is coherent and appropriate for its context.<sup>15</sup> Siahaan stated that a text is a meaningful linguistic unit in a context. A text is both a spoken text and written text.<sup>16</sup> It can be concluded that text is a unit that is a coherent meaning whose nature is used according to the context, this text can also be conveyed through speech or writing.

Furthermore, texts can be classified and organised in a multitude of ways: everyday, formal, entertaining and informational. Traditionally, different types of texts are identified according to established conventions: literary and factual.<sup>17</sup>

### a. Literary texts

Literary texts might include the broad range of text that reflect and interpret individual and social life, whether real or imaginary. Literary texts can deal with everyday experience in a way that lifts readers beyond the everyday. Literary texts use language in a way that moves it beyond the concrete representational and functional modes of language. Literary text often use language to create images in readers minds; the language enables readers to engage with the text and incorporate their own meanings and understanding with

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<sup>15</sup> Rudi Hartono, *Genres of Text* (Semarang:Unnes, 2005), p. 4

<sup>16</sup> Sanggam Siahaan, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.1

<sup>17</sup> Peter Knapp & Megan Watkins, *Genre, Text, Grammar* (Sidney NSW: University of New South Wales Press Ltd, 2005), p. 29.

those of the writer. Literacy text make greater use of figural language (metaphor, rhythm, repetition) and poetics (language for the sake of language) than do everyday texts. Literacy texts include novels, epics, poems, dramas and sagas.

b. Factual texts

Factual texts from the point of view of schooling, include those texts that have the primary aim of communicating knowledge as it is educationally defined, classified and constructed. Factual texts deal with the exchange of knowledge (learning) in all of the learning areas. In the everyday sense they include all of the texts that we use from day to day to “get things done”. Many factual texts such as technical descriptions, explanations and procedures tend to be driven by purpose and seek to be efficient and effective in their transmission. Other factual texts, such as essays, review and arguments, are more rhetorical and take time to position and persuade readers.<sup>18</sup>

Text in English can be classified into several genre, they are:

1) Narrative

A narrative paragraph tells a story, either fiction or non fiction, of event of some events. Its purpose is to present a view of the world that entertains or informs readers or listeners.

2) Recount

A recount is a writing text to document and to tell a series of events in a chronological way so that it entertains or informs a reader.

3) Report

A report describes the way things are with reference to a range of natural, man-made and social phenomena in our environment.

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<sup>18</sup>*Ibid*, p.29-30

## 4) Description

Description is kind of paragraph used to describe particular person, place or thing.

## 5) Exposition

An exposition is used to argue for or against a social issues.

## 6) Explanation

An explanation is used to describe or explain process or activity

## 7) Discussion

A discussion is applied to present points of view about an issue at least from two sides namely protagonist and antagonist.

## 8) Procedure

Procedure is a text which gives instruction.

## 9) Spoof

Spoof is kind of genre used to retell an event with a humorous twist.

## 10) Hortatory Explanation

Hortatory explanation text is a text to persuade the reader or listener that something should or should not be the case.

## 11) Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

## 12) News Item

News item is a text to inform the readers, listeners or viewers about events of the day which are considered newsworthy or important.

## 13) Reviews Text

Reviews text is a text to critique an art work or event for a public audience.<sup>19</sup>

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<sup>19</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Sydney: Gerd Stabler, 1994), pp. 192-220.

Based on the explanation above, it can be concluded that the text they are several genres, and these types can be used according to the context of its use. It consists of information or knowledge about something to the readers.

### 3. The Concept of Recount Text

#### a. Definition of Recount Text

Recount text is a piece of text which retells past events orderly and has a purpose to describe what have already happened.<sup>20</sup> Anderson and Anderson stated that recount is a piece of text that retells past events, usually in order in which they occurred. Its purpose is to provide the audience with a description of what occurred.<sup>21</sup> It can be concluded that Recount text is text that retells events that occurred in the past in order to describe what happened.

Recount text is a chronological retelling events.<sup>22</sup> Gerot and Wignell, recount text is a text that is used to retell events for the purpose of informing and entertaining the readers or the listeners.<sup>23</sup> It means that recount text is text that recounts past events, the purpose of which is to provide information to the reader or listener.

Based on the explanation above, it can be concluded that recount text is text that retells the chronology of past experiences. The writer tells his own experience to others, the aim is to entertain and provide information to the reader or listener.

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<sup>20</sup> M. Anderson, *Text Types in English* (Southyourra: Mamillan, 1997), p. 48.

<sup>21</sup> Kathy Anderson and Mark Anderson, *Text Type in English 3*, (South Yarra: McMillan Education PTY LTD, 1975), p.24

<sup>22</sup> P.Evans, *How to Teach Nonfiction Writing* (New York, NY: David Fulton Publisher, 2002), p. 33.

<sup>23</sup> Linda Gerot and Peter Wignell, *Op.Cit*, p. 19.

### **b. Types of Recount Text**

Referring to Rojas defines the recount text in three types there are:

1. Personal Recount – these usually retell an event that the writer was personally involved in.
2. Factual Recount – recording an incident, e.g. a science experiment.
3. Imaginative Recount – writing an imaginary role and giving details of events, e.g. a day in the life of a pirate.

Based on explanation above, it can be concluded that recount text has three types, they are factual recount, personal recount, and imaginative recount. Each type has a different purpose, such as to inform to entertain readers or listeners about past experiences.

### **c. Generic Structure of Recount Text**

Recount text consists of orientation which introduces the participants, place and time, events which describe some events that happened in the past, and re-orientation which states personal comment of the writer.

The generic structure of recount text as follows:

1. Orientation is providing information about who, where and when;
2. Events is describing series of event usually recounted in chronological order;
3. Reorientation is rounds of the sequence events.<sup>24</sup>

Related to the explanation about it means that recount text consist of orientation which introduces the participants, place and time, events which describe some events that happened in the past, and orientation which states personal comment of the writer.

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<sup>24</sup> Ken Hyland, *Second Language Writing*, (Cambridge University Press: Cambridge, 2003), p.124

**Table 2**  
**Example of Generic Structure of Recount Text**

Orientation	Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.
Event	After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But, I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be. To divert my emotions, I took many extracurricular activities. I took piano lessons on Mondays. On Tuesday, I joined an English Course. Then, on Wednesdays and Thursday, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.
Reorientation	I was able to control my emotions and to have a place where I could express creativity in positive ways.

**d. Language Features of Recount Text**

In writing recount text, the writers must consider some aspects. Gerot and Wignell, suggest that the significant lexicogrammatical features of recount text are:<sup>25</sup>

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<sup>25</sup>Linda Gerot and Peter Wignell, *Op. Cit* p. 194.

1. Focus on specific participants.

Specific participant is the subject of the story, for example: I, my friends, my family, my class, etc.

2. Use of material processes.

Material processes in Gerot and Wignell are processes of material doing.<sup>26</sup>

They express the notion that physically doing something.

3. Circumstances of time and place.

In Gerot and Wignell, circumstances of time and place answer questions as when and where.<sup>27</sup>

a. Time (temporal) tells when and is probed by when? How often? How long?

example: She went to the Yogyakarta *last Monday*

b. While, place (spatial) tells and where is probed by where? How far?

Example: She went to *the Yogyakarta* last Monday

4. Use of past tense.

Past tense is tense that is used to express activities or events began and ended in the past that the formula is shown in the table.

Formula of past tense:

a. Verbal

Subject + Verb (past tense) + Complement

Example: We visited Bandung Zoo three years ago.

b. Nominal

Subject + was/were + Complement

Example: She was sad last night.

5. Focus on temporal sequence. (first, then, after that, etc).

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<sup>26</sup>*Ibid*, p. 53.

<sup>27</sup>*Ibid*, p. 52.

#### 4. The Concept of PLEASE Strategy

##### a. Definition of PLEASE Strategy

PLEASE strategy is the most effective strategy for teaching writing and can help students find ideas. Graham stated that PLEASE strategy is a plan and write a paragraph containing a topic sentence, supporting sentences/details and a concluding sentence/statement.<sup>28</sup>

In addition, Vildan stated that, PLEASE strategy is effective for improving the students' ability in writing.<sup>29</sup> It means that PLEASE strategy is useful because it provides cues to help the students remember and apply activities involved in the process of planning and writing.

PLEASE Strategy is one of teaching strategies consists of six steps to help students in writing recount text paragraph. The steps are: Pick-List-Evaluate-Activate-Supply-End (PLEASE) steps. PLEASE strategy actually stands for:

- 1) P : Pick your topic
- 2) L : List your ideas about the topic
- 3) E : Evaluate your list
- 4) A : Activate each paragraph with a topic sentence
- 5) S : Supply supporting sentence
- 6) E : End with a concluding paragraph as the summary to hold the ideas together.<sup>30</sup>

PLEASE strategy is developed to address types of written expression deficits related to prewriting planning,

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<sup>28</sup> Steve Graham, Karen R. Harris, *Writing Better : Effective Strategies for Teaching Students with Learning Difficulties*, (Paul. H. Brookes Publishing : Maryland 2005), p.4

<sup>29</sup> Akincilar, Vildan. 2010. *The effect of PLEASE Strategy Training Through The Self- Regulated Strategy Development (SRSD) Model On Fifth Grade EFL Students' Descriptive Writing*, p.53.

<sup>30</sup> Welch M, *The PLEASE strategy: A metacognitive learning strategy for improving the paragraph writing of students with mild learning disabilities*. (Learning Disabilities Quarterly, 1991), p.119-127

composition and revision.<sup>31</sup> Liza stated that the teacher can adapt this strategy and use it in writing a text, because basically this strategy is the same with writing process. This strategy guide the students how their to writing and generate their idea until the end of their writing.<sup>32</sup> It means that PLEASE strategy will help the students to write, especially for skill writing. This strategy can make it easier for students to improve their writing abilities. They can develop their ideas through PLEASE strategy.

Based on the explanation above, it can be concluded that PLEASE is a strategy in writing process. PLEASE strategy is strategy used by the teacher to guide the students when they make a paragraph or text. In this strategy, the students can follow each step on PLEASE stand for Pick, List, Evaluate, Activate, Supply and End. By using this strategy the students will be helped to start writing and help them to write step by step until they finish writing recount text paragraph.

#### **b. Procedures of PLEASE strategy**

There are a procedure that must be followed. The procedure is very useful in order to make the process of doing the strategy run well. PLEASE is an organizing concept which directs the learner to identify the Pick, List, Evaluate, Activate, Supply, End the topic in writing recount text paragraph.

PLEASE strategy is designed to facilitate metacognitive problem solving, the strategy provides students with a repertoire of behaviors through the use of a first letter mnemonic that cues students on how to

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<sup>31</sup> Ibid, p.121

<sup>32</sup> Mona Liza, Using PLEASE Strategy in Teaching Writing a Descriptive Text, *Journal of English Language Teaching*, (Vol. 1 No. 2, Maret 2013, Serie E), <http://ejournal.unp.ac.id/index.php/jelt/article/view/1980>, accessed on March 20th 2018, p. 438.

complete the writing task independently. The procedure PLEASE strategies are:

1. The first step of the PLEASE strategy, "P," represents the action, Pick. Students are taught how to (a) pick their topic, (b) pick their audience, and (c) pick the appropriate textual format (enumerative, compare/contrast, cause and effect) given the topic, purpose, and audience.
2. The second, letter "L," the second strategy step, refers to List. Students are taught various techniques of listing information about the topic to be used in sentence generation, ongoing evaluation, and organizational planning.
3. The third step, "E," which represents the action of Evaluate. Students are taught how to evaluate if their list is complete and then plan the best way to organize/or sequence the ideas that will be used to generate supporting
4. The fourth objective/step of the PLEASE strategy, therefore, is "A," which stands for Activate the paragraph with a topic sentence. Students are instructed how to write a short and simple declarative to pick sentence that will "activate" the written idea for the reader.
5. The fifth step, represented by the letter "S," cues students to extrapolate information from their list of generated ideas to Supply supporting sentences. Students assimilate and master skills that subsequently allow them to write a single sentence based on an item from their list. Gradually, students enhance the idea by generating clarifying or "expansion" sentences.
6. The final component of the strategy, "E," reminds students to End with a concluding sentence and evaluate. That is, they are taught how to rephrase their topic sentence by using synonyms to generate a concluding sentence. This final step also provides the students with a last opportunity to evaluate or "police"

their written work for capitalization, overall appearance, punctuation, and spelling.<sup>33</sup>

Based on explanation above, the researcher concluded that this strategy is useful because it provides cues to help the students remember and apply activities involved in the process of planning and writing. Furthermore, this strategy has six steps to help the students' writing, especially in writing recount text paragraph.

### c. Advantages and Disadvantages of Using PLEASE Strategy

Helping senior high school students to write a recount text through the PLEASE strategy is useful because it has some advantages and disadvantages.

#### 1. Advantages

There are advantages of using PLEASE strategy, that is:

- a) PLEASE strategy can help the students to improve the students writing ability.
- b) PLEASE strategy can also help the students how to start their writing. This strategy also help the students to plan what they are going to write also help the students to generate their idea while writing and how to revise their writing.
- c) PLEASE strategy guides the students to write step by step.
- d) The PLEASE strategy help the students to write independently. It will help the students to write independently because PLEASE strategy leads

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<sup>33</sup> Welch, M., & Jensen, J.B. 1990. Write, P.L.E.A.S.E.: A video assisted strategic intervention to improve written expression of inefficient learners. *Journal of Remedial and Special Education*, volume 12 issues January 1990, <https://journals.sagepub.com/doi/pdf/10.1177/074193259101200109> , accessed on March 8th 2018, p. 39.

the students to find their own topic and ideas about what they will write.<sup>34</sup>

## 2. Disadvantages

The weakness of the PLEASE strategy is:

- a) PLEASE strategy make students spend most their time for doing the stage.

Based on explanation above, the researcher concluded that it is clear that this strategy is good for writing recount text paragraph. Then, it is useful for all students especially for the students in the tenth grade and those with disabilities.

### d. Teaching Writing by Using PLEASE Strategy

Teaching writing by using PLEASE strategy can be used for senior high school. According to Welch, the researcher concludes that the step or procedures of teaching writing recount text by using PLEASE strategy as follows:

1. The teacher gives some questions to the students to stimulate them about something.
2. The teacher explains to the students about recount text.
3. The teacher also explains about PLEASE strategy to the students.
4. The teacher gives the example how to use PLEASE strategy in writing a recount text. The steps in teaching writing recount text are by using PLEASE strategy are:
  - a. Pick  
The teacher asks the students to pick the topic about their writing. The topic should be familiar and interesting.
  - b. List  
The teacher asks the students to list all their ideas.

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<sup>34</sup>*Ibid.*, p. 438.

c. Evaluate

After the students collect all of the information about their ideas, they can evaluate all the ideas, which ideas that will be use and support their topic in making paragraph about recount text

d. Activate

The teacher asks the students to write their first sentence about their topic. The students can write the first sentence that is “Last week”.

e. Supply

The teacher commands the students to supply the supporting sentences in their paragraph with the ideas that they have collected. The teacher explains how important is the supporting sentences and put it in their writing.

f. End

The teacher reminds the students to end with concluding sentence and evaluate their writing.

5. The teacher asks the students to write recount text independently to check the students’ ability and comprehension in writing recount text by follow the steps from PLEASE strategy.

6. The teacher asks the students to check and edit their writing. PLEASE strategy is used in experimental class, and then those steps is used in main activity in elaboration part.

Based on explanation above, the researcher concluded that teaching writing is not a passive activity. Students must enjoy during the writing process. As we know the advantages of writing are to give the students knowledge that they never know before. In teaching writing students and teachers can be a partner to make the teaching process more effective.

## B. Relevance Studies

There are some previous research selected to the use of PLEASE strategy, the first a thesis written by Syarifah Noh Nasution. The titled about The Effect of Using PLEASE Strategy on the Students' Achievement in Writing Descriptive Paragraph at SMPN 1 Bilah Hulu.<sup>35</sup> The result of the students' achievement on writing descriptive paragraph by using PLEASE strategy is higher than that by using conventional strategy at the seventh grade of SMP Negeri 1 Bilah Hulu. PLEASE strategy is significant to be used in the effect on the students' achievement in writing ability . The result of observed is 26,36 and ttable is 2.00 (tobserved > ttable, 26,36 > 2.00). It means that  $H_0$  is rejected and  $H_a$  is accepted. There is a significant effect of using PLEASE strategy on the students' achievement in descriptive paragraph.

The second previous was done by Windi Kurniati. The titled about A Comparative Study Between The Use of Please Strategy and Idea Details Strategy in Increasing Students' Descriptive Text Writing Ability at the Second Semester of the Eighth Grade at Smp Negeri 2 Menggala in the Academic Year of 2018/2019.<sup>36</sup> The result of the calculation showed that the null hypothesis ( $H_0$ ) is refused while the alternative hypothesis ( $H_a$ ) is accepted. The data analysis showed that the showed that Sig (2-tailed) the equal variance assumed in the independent sample t-test was 0.008, it was lower than  $\alpha = 0.05$ . It proved that there was significant different achievement between the students who are taught by using PLEASE strategy and those who are taught by using Idea Details strategy towards students' descriptive text writing ability.

The last previous was done by Dewi, N.L.K. The titled about A Comparative Study On The Implementation Of Defends And

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<sup>35</sup> Syarifah Noh Nasution, *The Effect of Using PLEASE Strategy on The Students' Achievement in Writing Descriptive Paragraph at SMPN 1 Bilah Hulu*, (accessed on February 18<sup>th</sup> 2020)

<sup>36</sup> Windi Kurniati, *A Comparative Study Between The Use Of Please Strategy And Idea Details Strategy In Increasing Students' Descriptive Text Writing Ability At The Second Semester Of The Eighth Grade At Smp Negeri 2 Menggala In The Academic Year Of 2018/2019*, (accessed on February 15<sup>th</sup> 2020)

PLEASE Strategies Toward Students Writing Competency In SMP N 2 Singaraja.<sup>37</sup> The result of descriptive, inferential data and the tendency of each data, it could be said that the group who thought by defends strategy got better achievement in writing competency than those who were taught using PLEASE strategy for seventh grade students of SMP 2 Singaraja inacademic year 2017/2018. It indicates that the steps of DEFENDS strategy is more effective than steps of PLEASE strategy in writing descriptive texts. The teacher could implement these strategies depending on what kind of writing would be taught.

Based on the statement above, the researcher concludes that there are some differences in the previous researcher with this research. In the first previous research, the researcher did the research in SMP N 01 Bilah Hulu and use PLEASE strategy on the students' achievement in writing descriptive paragraph. The second previous research, the researcher did the research in SMP N 2 Menggala and use PLEASE strategy and Idea Details strategy in increasing student's descriptive text writing ability. The last previous research, the researcher did the research in SMP N 2 Singaraja and using PLEASE strategies toward students' writing competency. The result all of the previous research that using PLEASE strategy is possitive. PLEASE strategy can help the students increase their writing ability. The students can be more creative and the students can to explore their idea well. Meanwhile, in this research, the researcher will do the research in SMK Al-Huda Jatiagung Lampung Selatan. In this research, the researcher also will be using PLEASE strategy to look for the influence of the students' ability in writing recount text paragraph.

### C. Conceptual Framework

Based on the theories, the researcher explain above, writing is one of the language skills that must be mastered by students, in addition to speaking, reading, and listening. By having the ability

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<sup>37</sup>Dewi, N.L.K, *A Comparative Study On The Implementation Of Defends And PLEASE Strategies Toward Students Writing Competency In SMP N 2 Singaraja*, (accessed on February 24<sup>th</sup> 2020)

to write, students can communicate in written form and writing skills are the media used to share information with others. Recount text is a text which retells event or experiences in the past. It means that recount text which not difficult to creates by senior high school students. Because in recount text students will easily develop their writing skills.

PLEASE strategy is one of the strategy that are assumed to be able to make the students write English without fear. PLEASE strategy give the students ideas and express it through write activity. The researcher assumption that PLEASE strategy is effective for teaching writing.

By using PLEASE strategy, the students can learn more effective and efficient. The researcher assume that using the highlighted PLEASE strategy will help students write skills. This strategy is to find the main ideas so that students will easily develop their writing skills, because the main idea is important media for writing activities. The teacher will be assisted in teaching writing. The researcher hopes that students will improve their writing skills in writing recount text paragraph.

#### **D. Hyphotesis**

$H_a$  : There is influence of using Pick List Evaluate Activate Supply End (PLEASE) strategy toward students' ability in writing recount text paragraph.

$H_0$  : There is no influence of Pick List Evaluate Activate Supply End (PLEASE) strategy toward students' ability in writing recount text paragraph.

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