CHAPTER I

INTRODUCTION

A. Background

English is a language recognized all countries in the world as an international language. English becomes native language in some countries. In Indonesia, English is considered as foreign language which is studied in formal and non-formal school. There are four competences in English that must be learned by students namely listening, speaking, reading and writing.

Writing is one of the important skills that must be mastered by the student. Writing is an activity that not easy to do. The students demanded to express their idea, feeling and opinion into writing form. The students must be able to pour the idea and develop it becomes transcription well. The students must have good capabilities in writing process and aspect of writing. The students must be able to organize the idea, to construct the sentence, to use punctuation and spelling well.

In practices, many students find difficulties in English writing, as well as faced by students at MTs Al-Amin. Based on the result of interview with one of English teachers at MTs Al-Amin, many students find difficulties to express their ideas in the writing form, pick the topic and develop it becomes a good paragraph with the grammatical structure well. In addition, lack of vocabulary make them difficulties to write. Writing is not easy, the students need the knowledge about how to make a good writing. According to Olinghouse & Graham, writing requires the knowledge of written

discourse and an understanding about what constitutes good writing.[1] The knowledge how to make a good paragraph, how to determine topic sentences, supporting sentences, and concluding sentences, how to use punctuation and spelling well, and the other. However, Students ability in writing is different among others. It's also influenced by teaching strategy and method that teachers used. Teaching strategy is needed in teaching-learning process, especially in teaching writing. H. Douglas Brown said that "Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information.[2]

In addition, there are many genres in writing text. One of them is narrative text. Many students still confuse how to write narrative text. According to Thomas narrative is a meaningful sequence of events told in words.[3]The teacher should be use the appropriate strategy in teaching writing. O'Malley, Chammot and Colleagues in Brown said that strategies were divided into three main categories that are meta-cognitive, cognitive, and socio-affective.[4] In this matter, the writer uses the meta-cognitive strategies in teaching English Writing. According to Purpura in Brown, meta-cognitive is a term used in information processing theory to indicate an "executive" function, strategies that involve

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[1]http://www.oregon.gov/ode/*educator-resources/standards/ELA/Documents/Writing-framework-instruction.pdf,*.27.

[2]H. Douglas Brown, *Principles of Language Learning and Teaching 4th edition*, (New York: Longman, 2000), 113.

[3] Thomas S. Cane, *The Oxford, Essential Guide to Writing,* (New York: The Barkley Publishing Group, 2000), 366.

[4] H. Douglas Brown, *Principles of Language Learning and Teaching 4th edition*, (New York: Longman, 2000), 124.

planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed.[5] One of the strategies that can be used in teaching writing is PLEASE strategy. This writing 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. This is intended to enable students to generate and organize ideas in simple paragraph form.[6]

Considering the explanation above, English teachers can use PLEASE strategy to help students in writing. This strategy adjusts step by step procedure to make students easier to express their ideas into writing, and help students to develop their ideas becomes good paragraph. Therefore, teaching strategy becomes one of the important points of the teaching-learning activities.

Besides that, in this research the writer summarizes some relevant previous studies that deal with the teaching writing by using PLEASE strategies. The first previous study that the researcher has read from journal, entitled "*The Effect of Using Pick, List, Evaluate, Activate, Supply and End (PLEASE) Strategy Toward Students' Writing Achievement for Eleventh Grade of Senior High School Students*" was written by Nella Yulastari

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[5] H. Douglas Brown, *Principles of Language Learning and Teaching 4th edition*, (New York: Longman, 2000), 124.

[6] Welch, M. Jensen, J.B *Write PLEASE: A Video-Assisted Strategic Intervention to Improve Written Expression of Inefficient Learners. (PENNSYLVANIA STATE UNI).* http*://www.rse.sagepub.com* (Retrieved: November 20, 2017), 38.

(2013). She studied how the influence of PLEASE strategy in teaching writing. In this research, she used an experimental research. It means that she used two classes. The classes are experimental and controlled class. In the experimental class, she used PLEASE strategy. While in the control class she used TREE strategy. PLEASE strategy more effective than TREE strategy. It can be seen from the highest score and the mean score of experimental class which is higher score than control class. The highest score of experimental class is 71.53 and the higher score of control class is 65.85.[7]

The second previous study is "*The Effect of Using Pick-List-Evaluate-Activate-supply-End (PLEASE) Strategy Toward Students' writing Ability on Descriptive Paragraph* (An Experimental Research at the second Year of al-Huda Islamic junior high school Pekan Baru" was written by Suri Handayana (2013). This research told whether there was significance effect toward students writing ability on descriptive text taught by using PLEASE strategy and without using PLEASE strategy. In this research, he used a quasi-experimental research. In collecting the data, he used writing test that are pre-test and post-test.[8]

The third previous study is "The Use of Roundtable Technique to Improve Students' Writing Skill of Narrative Text at Eleventh Grade in Senior High School 1 South Polongbangkeng" was written by Rezki Adelina (2017). This research was designed

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[7]*http://download.portalgaruda.org/article.php?article=264036&val=6305& title*

[8] http://*repository.uin-suska.ac.id/10125/1/2013_20131285PBI.pdf*

by using classroom action research. The subject of this research was class XI Exact 1 which consisted of 22 females and 8 males. She used quantitative and qualitative data. The result of this research shows that Roundtable Technique could improve 70% students of total students in writing narrative text at Third Grade Exact 1 of Junior High School 1 South Polongbangkeng.[9]

From tertiary of previous research above, the writer concludes that the findings of previous research above give positive effect toward students learning result in writing.

Based on the problems and previous research above, the writer intends to study more about "**The Influence of PLEASE (Pick-List-Evaluate-Activate-Supply-End) Strategy toward Students' Writing Skill on Narrative Text**" (An Experimental Research at MTs Al-Amin)

B. Statements of the Problems

To make the study easy to understand, the writer formulates the problem as follows:

1. How is the students' writing skill on narrative text at MTs Al-Amin?
2. How is the influence of PLEASE strategy in teaching writing on narrative text?

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[9] *http://repositori.uin-alauddin.ac.id/4975/1/Rezki%20Adelina_opt.pdf*

C. The Aims of the Study

Based on the statement of problem above, the aims of the study are:

1. To know students' writing skill on narrative text at MTs Al-Amin.

2. To know the influence of PLEASE strategy in teaching writing on narrative text.

D. Assumption and Hypothesis

1. Assumption

The writer assumes there are significance differences between the result of improving students' writing skill by using PLEASE strategy and without PLEASE strategy.

2. Hypothesis

In this research study, the writer assumes that the alternative hypothesis of research as follows:

(H_a): PLEASE strategy is effective to improve students' writing skill on narrative text at third grade of MTs Al-Amin.

(H_o): PLEASE strategy is not effective to improve students' writing skill on narrative text at third grade of MTs Al-Amin.

E. Clarification of the Terms

The title of the research is The Influence of PLEASE (Pick-List-Evaluate-Activate-Supply-End) Strategy toward Students' Writing Skill on Narrative Text (An Experimental Research at Third Grade of MTs Al-Amin. To avoid any possible

misunderstanding of the terms, the writer clarifies the terms as follows:

1. Joseph Boyle and David Scanlon stated that PLEASE strategy incorporates components of the process approach into a strategy format using the mnemonic PLEASE.[10]

2. Writing according to Axel is a desire to express idea, opinion, feeling, and experience in written form.[11]

3. According to Thomas narrative is a meaningful sequence of events told in words.[12]

F. The Organization of Writing

The paper is systematically divided into five chapters. This following is short description about each chapter:

Chapter I is introduction that consists of background of study, statement of the problem, the aims of the study, assumption and hypothesis, clarification of the terms and the organization of writing.

Chapter II is theoretical framework. They are the definition of writing, the purpose of writing, the process of writing, kinds of writing, writing assessment, narrative text, the definition of PLEASE strategy, and Using PLEASE strategy in writing.

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[10] Joseph. R.B, David. S, *Method and Strategies for Teaching Students with High Incidence Disabilities 2nd edition,* (United States: Cengage, 2017), 276.

[11] Axel. B. Rise, *th sty. Martin's guide to writing*, (New York:St. Martin's press Inc, 1985), 3.

[12] Thomas S. Cane, *The Oxford, Essential Guide to Writing,* (New York: The Barkley Publishing Group, 2000), 366.

Chapter III is methodology of the research that consist research method, place and time, population and sample, the technique of data collecting, instrument of the research, the technique analyzing data and research procedure.

Chapter IV is the result of the research that consists of description of data, analyzing of the data research, and interpretation data.

Chapter V is closing that consists of conclusion and suggestion.