



**THE EFFECT OF PICK, LIST, EVALUATE,
ACTIVATE, SUPPLY, END (PLEASE) STRATEGY
ON WRITING DESCRIPTIVE TEXT AT GRADE VIII
STUDENTS MTs AL-MUKHLISHIN SIBUHUAN
PADANG LAWAS**

A THESIS



*Submitted to the State Institute for Islamic Studies (IAIN)
Padangsidimpuan as a Partial Fulfillment of the Requirement for the
Graduate Degree of Education (S.Pd) in English*

Written By:

NUR WAHIDAH SIREGAR
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**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2020**



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Assalamu a'laikum warahmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on thesis belongs to **Nur Wahidah Siregar** entitled "**The Effect of Pick, List, Evaluate, Activate, Supply, End (PLEASE) Strategy on Writing Descriptive Text at Grade VIII Students Mts Al-Mukhlisin Sibuhuan Padang Lawas**". We approved that thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Educational Departemnt of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu a'laikum warahmatullah wabarakatuh

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LEGALIZATION

**Thesis : THE EFFECT OF PICK, LIST, EVALUATE,
ACTIVATE, SUPPLY, END (PLEASE) STRATEGY
ON WRITING DESCRIPTIVE TEXT AT GRADE
VIII STUDENTS MTs AL-MUKHLISHIN
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ABSTRACT

This research describes about the effect of using Pick, List, Evaluate, Activate, Supply and End (PLEASE) Strategy on Writing Descriptive Text at Grade VII Students MTs Al- Mukhlishin Sibuhuan Padang Lawas. Therefore, the objective of this research is to find out the significant effect of Pick, List, Evaluate, Activate, Supply and End (PLEASE) Strategy on Writing Descriptive Text at Grade VIII Students MTs Al- Mukhlishin Sibuhuan Padang Lawas.

The kind of this research is experimental research. The population of this research is all of the VIII class in MTs Al- Mukhlishin Sibuhuan Padang Lawas which the total is 576 students. This research uses VIII 7 class and VIII 8 class as the sample that consist of 90 students that is 45 students in experimental class and 45 students in control class. Instrument of this research is test with essay test. To analyze the hypothesis research used t-test formula.

Based on the data, found that writing descriptive text was better after using Pick, List, Evaluate, Activate, Supply and End (PLEASE) Strategy. It could be seen from mean score of experimental class before treatment was 53 after treatment was 80. Then, the score of experimental class was better than control class which control class for post-test was 62.9. Based on the calculation of t-test, the researcher found that $t_{count} = 13.46$ and $t_{table} = 2.00$. It means $t_{count} > t_{table}$ ($13.46 > 2.00$). So, the researcher could conclude that hypothesis was accepted that there was the significant effect of using Pick, List, Evaluate, Activate, Supply and End (PLEASE) Strategy on Writing Descriptive Text at Grade VIII Students MTs Al- Mukhlishin Sibuhuan Padang Lawas.

Key Words: *Pick, List, Evaluate, Activate, Supply and End (PLEASE) Strategy, Writing Descriptive Text.*

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ABSTRACT

Penelitian ini menjelaskan tentang pengaruh dari strategy pick, list, evaluate, activate, supply dan end (PLEASE) terhadap kemampuan siswa dalam menulis teks deskriptif pada siswa kelas VIII di MTs Al-Mukhlisin Sibuhuan Padang Lawas. Tujuan dari penelitian ini yaitu untuk menemukan pengaruh yang signifikan yang dihasilkan dari penggunaan strategy pick, list, evaluate, activate, supply dan end (PLEASE) pada kemampuan menulis siswa dalam teks deskriptif di kelas VIII MTs Al-Mukhlisin Sibuhuan Padang Lawas.

Jenis dari penelitian ini adalah penelitian eksperimental. Populasinya adalah seluruh siswa kelas VIII di MTs Al-Mukhlisin Sibuhuan Padang Lawas yang berjumlah sekitar 576 siswa. Sedangkan sampelnya adalah kelas VIII 7 sebagai kelas eksperimental dan kelas VIII 8 sebagai kelas kontrol yang berjumlah 90 siswa, 45 siswa di kelas eksperimental dan 45 siswa di kelas kontrol. Instrumen yang digunakan dalam penelitian ini adalah memberikan tes dalam bentuk essay tes. Sedangkan untuk menganalisis hipotesisnya menggunakan rumus t-test.

Berdasarkan data, ditemukan bahwa kemampuan menulis teks deskriptif siswa lebih baik setelah menggunakan strategi pick, list, evaluate, activate, supply dan end (PLEASE). Dapat dilihat berdasarkan dari perhitungan mean score dari kelas eksperimental sebelum menggunakan strategy yaitu 53 dan setelah menggunakan strategy yaitu 80. Jumlah nilai di kelas eksperimental juga lebih baik dari pada nilai di kelas kontrol, yang mana nilainya adalah 62,9. Dari hasil perhitungan t-test juga ditemukan bahwa $t_{hitung} = 13,46$ sedangkan $t_{tabel} = 2,00$. Itu berarti t hitung lebih besar dari pada t tabelnya. Dari hasil di atas dapat disimpulkan bahwa hipotesisnya diterima yaitu terdapat pengaruh yang significant dari penggunaan strategi pick, list, evaluate, activate, supply dan end pada kemampuan menulis teks deskriptif pada siswa kelas VIII di MTs Al-Mukhlisin Sibuhuan Padang Lawas.

Kata Kunci: *Pick, List, Evaluate, Activate, Supply and End (PLEASE) Strategy, Writing Descriptive Text.*

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This thesis is presented to the English Education Study Program of the State Institute for Islamic Studies Padangsidimpuan (IAIN Padangsidimpuan) as partial fulfillment of the requirement for degree strata 1 (S1).

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Padangsidempuan, 2020
Researcher

NUR WAHIDAH SIREGAR

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In studying English, students learn language skills they are speaking, listening, reading and writing. Writing is a part of language skills, it becomes one of the important aspects in learning a language no exception in English language. Writing is a language skill that uses communicate indirectly and does not face to face with others. This shows that writing is an activity to deliver idea, thoughts, and meaning that is in writer's mind.

Moreover, writing is a social event that effected by the social roles and used to communicate, in conversation as same as a speaker. It can be seen that writing can also speak out the writer's mind in written letters. Writing can also be a tool for writers to express their feeling and idea in written text. In this case, writer can speak their writing to readers.

Writing is an important thing in learning a language because it provides a very good means of foxing vocabulary, spelling, and sentence pattern. Moreover, writing ability is important for students in process of learning language no exception in learning English, because by writing students could remember and memorize vocabularies and organize into good paragraph and text. As all of students in Junior High School have to master the skill. In fact, many of students still find difficult in study English. They have some problems in studying in every skill that they learn. In this case, the

researcher try to solve their problems in writing English by choosing one of the strategies from some strategies in writing to help students writing skill.

Base on the pre-research that researcher has done in Mts Al-Mukhlishin Sibuhuan, researcher has interviewed the teachers and the students that study English has happen there in the school every day. The teacher said that they have some problems when they are teaching English in class especially in writing. They are difficult how to start to writing and what should they write about. The teacher also said that the students have some problems when they study about English in class. Such as, students have no interest and they have no understanding about English, they feel bored when they study English. Also, they have no motivation to study about English, the end they are lazy to study about English.¹

Some students are passive in the learning process, they have no good responses when the teacher asks them about the lesson. They are difficult when the teacher asks them to write a text, they will complain about how hard to write some texts because they do not know what should to write about.

From the student sides, they feel no interesting to study about English.² Though the teacher always gives them motivation to study English well but they still did not understand about the lesson and still confused when they study about it.

¹ Private interview to the teacher of MTs Al-Mukhlishin Sibuhuan, (Sibuhuan: MTs Al-Mukhlishin Sibuhuan, August 04th, 2020)

² HA (Initial), private interview to the student of MTs Al-Mukhlishin Sibuhuan, (Sibuhuan: MTs Al-Mukhlishin Sibuhuan, August 04th, 2020)

Fortunately, some of them like English subject when the teacher makes them singing a song or play a game, and the problems are they often found it in the class.³ Based on them, English is difficult especially in writing because they are difficult to organize the text. They spend considerable time to find the idea and to find the effective way to make a good writing.⁴ Other students said that they get hard when they want to try in writing because they hard to write their idea and they do not understand about the text that they want to write.⁵

Basically, to make students easy in writing, teacher needs strategy in teaching writing process. Because by using good strategy can help students to solve their problems in writing. By using good strategy also can make the students easier in learning English especially in writing ability.

There are many writing strategies that can help students learn in writing such as DEFENDS strategy, Sentence combining strategy, Quick writes strategy, Cubing strategy, PLEASE strategy, etc. PLEASE strategy is developed as a met cognitive strategy to assist students in planning and writing composition with step by step procedure.⁶ This strategy will help the students to develop their writing through developing their topic that they list.

³ RHP (Initial), private interview to the student of MTs Al-Mukhlisin Sibuhuan, (Sibuhuan: MTs Al-Mukhlisin Sibuhuan, August 04th, 2020)

⁴ RA (Initial), private interview to the student of MTs Al-Mukhlisin Sibuhuan, (Sibuhuan: MTs Al-Mukhlisin Sibuhuan, August 04th, 2020)

⁵ MR (Initial), private interview to the student of MTs Al-Mukhlisin Sibuhuan, (Sibuhuan: MTs Al-Mukhlisin Sibuhuan, August 04th, 2020)

⁶ Marshall Welch, "The PLEASE Strategy: A Metacognitive Learning Strategy for Improving the Paragraph Writing of Students with Mild Learning Disabilities," *Learning Disabilities Quarterly* 15, no. 2 (1992): 119–28, <http://www.jstor.org/stable/1511013>.

PLEASE strategy is one of the teaching strategies consist of six steps to help students in writing. This strategy start from pick the topic, list the idea about the topic, evaluate the list, active the paragraph with a topic sentence, supply supporting sentences and end with concluding paragraph.⁷ The strategy provides a structure to help student generate and organize idea and write sentence and text. It is useful because this strategy provides cues to help students with inability of applying activities involved and remembering in the planning and writing process.

Based on explanation above, the researcher is interested to conduct the research and try to solve the students' problem in writing by writing strategy. The researcher also wants to examine the significant of Pick, List, Evaluate, Activate, Supply, End (PLEASE) strategy on writing descriptive text in MTs Al-Mukhlishin Sibuhuan. By using this strategy, hopefully the students are able to write clearly, especially in writing descriptive text.

B. Identification of the Problem

In MTs Al-Mukhlishin Sibuhuan that the researcher has done the preliminary research, researcher found that there are some problems. It can be seen as following:

1. Some of the students were not able to express their ideas in descriptive text.
2. Some of the students were not able to write descriptive text that contains identification and description.

⁷ Welch.

3. Some of the students were not able to use correct grammatical order in descriptive text.
4. Some of the students were not able to describe some particular person, place or thing although they have studied about descriptive text.
5. Some of the students do not have enough vocabulary to develop their idea while writing descriptive text.
6. The teacher did not have an interesting strategy in teaching writing.

C. Limitation of the Problem

Based on identification of the problem above, there are many problems that happen in MTs Al-Mukhlisin Sibuhuan. Here, the researcher did not study all those problems. The researcher just focused on the teaching strategy that used by the teacher. The strategy that researcher used here is PLEASE strategy. The study is focused on using Pick, List, Evaluate, Activate, Supply, End (PLEASE) strategy on teaching the generic structure of writing descriptive text at the seventh grade of MTs Al-Mukhlisin Sibuhuan Padang Lawas.

D. Formulation of the Problem

From the limitation of the problems above, researcher formulates the formulation of the problem in the following research questions as follow:

1. How is the students' writing descriptive text before using Pick, List, Evaluate, Activate, Supply, End (PLEASE) strategy at VIII grade of MTs Al-Mukhlisin Sibuhuan?

2. How is the students' writing descriptive text after using Pick, List, Evaluate, Activate, Supply, End (PLEASE) strategy at VIII grade of MTs Al-Mukhlishin Sibuhuan?
3. Is there any significant difference between conditions of using Pick, List, Evaluate, Activate, Supply, End (PLEASE) strategy toward students' writing descriptive text at VIII grade of MTs Al-Mukhlishin Sibuhuan?

E. Objective of the Research

According to formulation of the problem before, the objectives of the problems are:

1. To know the students' writing descriptive text before using Pick, List, Evaluate, Activate, Supply, End (PLEASE) strategy at VIII grade of MTs Al-Mukhlishin Sibuhuan.
2. To find out the information about the students' writing descriptive text after using Pick, List, Evaluate, Activate, Supply, End (PLEASE) strategy at VIII grade of MTs Al-Mukhlishin Sibuhuan.
3. To examine the significant effect of using Pick, List, Evaluate, Activate, Supply, End (PLEASE) strategy toward students' writing descriptive text at VIII grade of MTs Al-Mukhlishin Sibuhuan.

F. Significances of the Research

The significances of this research are:

1. Giving information to the teacher of using the strategy when they teach about English subject especially in writing.

2. To complete the writer's task in fulfilling the writer's requirements for undergraduate degree in English Department of Teacher and Training Faculty of IAIN Padangsidempuan.

G. Definition of Operational Variables

To avoid misunderstanding of the research, there are some theories that related to each variable of this research that researcher has conclude. As follows:

1. Writing Descriptive Text

Writing descriptive text is process of writing text that describes people, place or thing that has identification and description in detail.

2. Pick, List, Evaluate, Activate, Supply, End (PLEASE) strategy

PLEASE strategy is a strategy that consists of pick, list, evaluate, activate, supply and end. It leads the students to arrange their idea in writing paragraph or text.

H. Outline of the Thesis

The outline of the research as follow: the first chapter is explain about background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objectives of the research, significances of the research and the last is definition of the operational variable.

The second chapter is explained about the theoretical description. Tell about all of the related with the variable of the research. The explanation is consists of writing, Pick, List, Evaluate, Activate, Supply, End (PLEASE) strategy and descriptive text.

The third chapter is study about the research methodology, which consist of time and place of the research, research design, population and sample, instrument of the research, the technique of the collecting data, technique of analyze the data and outline of the research.

The fourth chapter is consist of the result of the research that about the effect of using Pick, List, Evaluate, Activate, Supply, End (PLEASE) strategy on writing ability in descriptive text at grade VIII Students MTs Al-Mukhlisin Sibuhuan Padang Lawas.

The last chapter is the fifth chapter that consist of conclusion of the research and suggestion that will improve the researcher writing about.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description Research

1. Writing Descriptive Text

a. Writing

1) Definition of writing

Writing comes from the word write which is a verb that is added –ing so it turns to be a noun. This process is happening called gerund. In this era, writing does not used pencil and paper only, but write can use electronic media such as computers, gadget or even handphone and the others. By using electronic media, the writers can write more easily because writing in electronic media more efficient than usual.

Writing is a language skill that used to communicate indirectly and not face to face with others. Writing is the ability to put pen and paper to express ideas through symbol, this way, representation on the paper will have meaning and content that could be communicated to other people by the writer.⁸ Writing also is the product of thinking, drafting, and revising procedures that requires specialized skills. Writing is a process in which the students should

⁸Dewi N.L.K, Artini L.P, and Piscayanti K.S, “A Comparative Study on The Implementation of DEFENDS and PLEASE Strategy Toward Students Writing Competency in SMP N2 Singaraja,” n.d., 1–10, <https://doi.org/http://dx.doi.org/10.23887/jpbi.v5i2.13586>.

consider the choice of words and sentences, that idea to be expressed, structure and sequence of world.

According to Harmer writing is one of the four skills in English. Writing is considered as the productive skill since it allows the language user to produce texts. Writing has always formed part of the syllabus in the teaching of English.⁹ By writing, the writers can express their ideas in written form. In this case the writers should be able to set words to produce a good writing and the information contain in these writing easy to understand by the readers. It's mean that writing can be a tool for writers to express their writing by their ideas and feeling, especially the writers can speak and doing conversation with their writing to the readers.

Meanwhile, Nunan said writing can be defined into two by a series of contrast.¹⁰ First, writing is a physical and mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium. On the other hand, writing is the mental work of investing ideas, thinking about how to express them, and organizing them into statement and paragraph that will be clear to a reader. Second, its purpose is both to express and impress.

Writers typically serve two masters: their selves and their own desire an idea or feeling. Writers must choose the best form for their writing depending on its purpose. Third, it is both a process and

⁹ Jeremy Harmer, *How to Teach Writing* (Malaysia: Pearson Longman, 2007).

¹⁰ Cariline T. Linse and David Nunan, *Practical English Language Teaching: Young Learners*, First Edit (New York: McGraw-Hill Companie, Inc, 2005), <http://playbooks.google.com>.

a product. The writer imagines, organizes, drafts, edits, reads and rereads, this is the process of writing. The product is what the audience sees whether it is an instructor or a wider audience.

Based on explanation before, the researcher can conclude that writing is the process of thinking, imagine, organizing the writer's ideas that can express by writing some written text that can develop communication between the writer and reader by reading the text.

2) Process of Writing

Writing is a complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. Writing also is a continuous process of thinking and organizing, rethinking and reorganizing. The writer must be able to structure and integrate information into cohesive and coherent paragraphs and text. According to Ken Hyland that the process approach to writing teaching emphasizes the writer as an independent producer of text, but it goes further to address the issue of what teacher should do to help learners perform a writing task. A process model of writing instruction:

- (1) Selection of topic: fixed the topic that will be discussed.
- (2) Prewriting: brainstorming, collecting data, note taking, outlining, etc.
- (3) Composing: getting ideas down on paper.
- (4) Response to draft: respond to ideas, organizing, and style.
- (5) Revising: revising the idea that is unsuitable.
- (6) Response to revision
- (7) Proofreading and editing: checking and correcting.
- (8) Evaluation: evaluate the progress over the process.
- (9) Publishing: showing to another about the writing.

(10) Follow-up tasks.¹¹

The process of writing based on Ken Hyland said that the process must be step by step and suitable with the steps.



Picture 1: the process of writing

According to Harmer, the stages on writing are planning, drafting, revising, and final drafting. Writing process is a classroom activity that incorporates those four stages.¹² It can be seen as a process wheel in which it clearly shows the directions that the writers may take during their process in writing.

Planning purposes that students obtain new writing ideas through brainstorming, group work, or note-taking in order to avoid the well-known writer's block. Drafting entails choosing and sequencing the optimal ideas to be included in the piece of writing. Then, editing means putting everything together in a coherent and cogent manner whereas revising asks the learners to check their

¹¹ Ken Hyland, *Second Language Writing* (New York: Cambridge University Press, 2004), <http://playbooks.google.com>.

¹² Harmer, *How to Teach Writing*.

written work one more time for the sake of crossing out any possible in advertences. Although paying attention to writing as a process in a time consuming activity, it is quite helpful when teacher require students to decide together on the stage of composition even before engaging in planning writing.

In addition, Blanchard and Root¹³ state that there are at last three steps in involved in writing process:

(1) Step one: Before writing/ Prewriting

Thinking about your topic and organizing your ideas.

(2) Step two: Writing

Use your idea that you have organized to write the draft.

(3) Step three: Revising

Improving and checking what you have written about.

From explanation above, it can be concluded that writing process that should students pass to write the best written. So that the writing process are think first what you want to write about. Organize the ideas base on your related topic. Write the ideas that you have as related as possible and easy to understand by the reader. Checking and correcting which one the correct one or which one the related or unrelated one to the topic with the supporting sentence of the text.

¹³ Karen Blanchard and Christine Root, *Ready to Write: A First Composition Text, Second Edition* (Addison-Wesley Publishing Company, 1994), <http://google.playbook.com>.

3) Teaching Writing

(a) Teaching

Teaching is the process of attending that people need expression, feeling and intervening so that learn about something. Teaching also to help and share knowledge to other people and also can give information on how to do something. Component teaching to selling commodities, no one can sell unless someone buys. There is the same exact equation between teaching and learning as there is selling and buying.¹⁴ So that in teaching you must have the thing to sell that can buy by other people, the thing here is the knowledge that people need to learn about.

Teaching may be defines as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.¹⁵ Teaching is the way to give a new knowledge to other people.

In conclusion, teaching is the process of sharing the knowledge and help the other how to do something that needs attending and expression. A teaching is grade based on the

¹⁴ Tossi Ana Ari Utami, "Improving The Ability in Writing Descriptive Texts Through Brainstorming Technique for Grade VIII Students at SMPN 1 Piyungan" (Yogyakarta State University, 2014), <http://eprints.uny.ac.id>.

¹⁵ Jhonni Iskandar, "Teaching Decriptive Writing by Using Cubing Strategy to The Eighth Grade Students of SMP N 22 Palembang," n.d., 1–15, <http://jurnal.radenfatah.ac.id>.

teacher. A good teacher will teach a great teaching and will make the students become a good learner.

(b) Teaching Writing

Teaching writing is not easy skill. Teaching writing is to facilitate the students in developing ideas and a knowledge in the process of writing.¹⁶ In learning process, some student get language in a purely oral way, but written down has big influence for most of students.

According to Harmer, the reason for teaching writing to students of English as a foreign language include reinforce-men, language development, learning style most importantly, writing as a skill its own right.¹⁷ It means that teaching writing is a tool to produce the students run well to express their writing. Also a way to manage the students to be easy to express their ideas and thinking into some paragraph by teaching writing. Then makes the students more understand how to write clearly.

Furthermore, teaching writing is an activity that provides opportunities for students to develop clear thinking skills.¹⁸ It means that can help students to develop a way to analyze what their think by learning activities in teaching writing.

¹⁶ Cici Sriwahyuni and Belinda Analido, "Teaching Writing of Descriptive Text by Using PLEASE Strategy Combining with Sentence Combining Strategy at Junior High School," 2015, 1–6, <http://www.google.com/url?q=https://jim.stkip-pgri-sumbar.ac.id>.

¹⁷ Jeremy Harmer, *How to Teach English: An Introduction to The Practice of English Language Teaching* (Malaysia: Longman Graw Hill Companies, Inc., 1998).

¹⁸ Novear Dion Abitra and Melvina, "Teaching Writing by Combining Quick Writes with PLEASE Strategy at Senior High School," n.d., 1–7, <http://jim.stkip-pgri-sumbar.ac.id>.

Based on explanation above, the researcher concluded that teaching writing can help students when they want to write text or paragraph. To make them express their idea and increase their knowledge in writing.

(c) Principle of Teaching Writing

There are some principles of teaching writing to make sure that the process of teaching and learning writing run well. Teacher should follow the principles to evaluate the teaching and learning process so that it always runs on the right track. The principles are:

1) Meaning-Focused Input

The principle tells us that learning should bring experience and knowledge to the participant. The experience and knowledge guide the participants to be able to write.

2) Meaning-Focused Output

Participant should be aware that there are many kinds of genre in writing. They should learn to write different kind of genre. This principle also tells us that writing activity should be based on their interest. Its means that what they want to write and which kinds of genre that their writing to be.

3) Language-Focused Learning

In this principle, participants should pay more attention to clarity and fluency. Also be aware of ethical involved in writing.

4) Fluency Development

Make sure that participants have reasonable speed for a very simple set and material. The material should be familiar for them so that they are encouraged to have some activities and to write more.¹⁹

All of the principles are have relation to make writing good and rational. By understanding all the think that related to the writing, the writer easier to write and get the best writing.

b. Descriptive Text

1) Definition of Text

A text is a meaningful linguistic unit in a context. A text is a both a spoken text and written text.²⁰ In addition to, in a text contain of meaning morpheme, phrase, clause, sentence and discourse or another linguistic unit. A text is not only ideas that conveyed in form of written but also ideas or information delivered orally such as speech, conversation, etc.

¹⁹ I. S. P. Nation, *Teaching ESL/EFL Reading and Writing* (New York: Routledge Taylor and Francis GRoup, 2008).

²⁰ Sanggam Siahaan, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008).

According to Anderson, a written text is any meaningful written text.²¹ It means that text is a number of words to give a message to somebody in written or spoken. Text have a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.²² It means that text is used as a communication by the writer with organized the structure of text on grammatical of word, clause and sentences.

Furthermore, Anderson said that a text is when these words are putting together to communicate a meaning, a piece of text is created. There are two main categories of texts literary and factual.²³ It means that, text is arranging of words to be a sentence in order to deliver a message or information.

(a) Literacy Text

Literacy text include Aborigin dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes, and soap operas are constructed to appeal the emotions and imagination. Literacy text can make the readers laugh or cry. These are the main text types in this category: narrative, poetic, and dramatic. Media text such as films, videos, television shows, and CDs can also fall in this category.

²¹ Mark Anderson and Kathy Anderson, *Text Type in English* (Shout Yarra: Mackmillan, Education Australia, 1997).

²² Ken Hyland, *Teaching and Researching Writing*, Second Edi (Edinburgh Gate: Pearson, 2009).

²³ Anderson and Anderson, *Text Type in English*.

(b) Factual Text

Factual text include advertisements, announcements, internet web sites, current affairs shows, debates, recipes, report and instructions present information or ideas and aim to show, tell or persuade the audience. The main text types in this category are recount, response, explanation, discussion, information report, exposition and procedure.

From explanation above, in addition to there are several kinds of text related to teaching and learning English. From those explanations, it can be concluded that text is an original words of something written or spoken to give information about something for one people to another.

2) Definition of Descriptive Text

A descriptive text is a text which a writer tries to picture what he is describing. Description is use to describe a particular thing/object, place or person.²⁴ Descriptive text is a text which is intended to describe a particular person, place or think that have the schematic structure that divided into two, they are identification and description.²⁵

Descriptive text is the type of written text which has the specific function to give description about an object can be person,

²⁴ Lailatul Husna, Zainil, and Yenni Rozimela, "An Analysis of Students' Writing Skill in Descriptive Text at Grade XI IPA 1 of MAN 2 Padang," *Journal English Language Teaching* 1, no. 2 (2013): 1–16, <http://ejournal.unp.ac.id>.

²⁵ Zulaikkah, Eka Agustina, and M. Muklas, "An Analysis Student's Ability in Writing Decriptive Text of Second Semester of English Educational Program at STKIP Nurul Huda Oku Timur," *Jurnal Darussalam* X, no. 1 (2018): 12–30, <http://journal.stkipnurulhuda.ac.id>.

place or things.²⁶ Descriptive text is also considered a text that explain an object. The object can be anything. It can be concrete object such as person, animal, plan, place and etc. It can be also an abstract object such as opinion, idea, love, hate, belief and etc.²⁷

So descriptive text is the types of the written text that describe can be person, place or thing. It tells how something look like, the feels, the smells, the taste or the sounds of the things.

3) Generic structure of Descriptive text

Descriptive text should consist of generic structure, they are: identification and description. Descriptive text follows some particular stages.²⁸

(a) Identification

Identification or introduction is choose the topic that want to describe. In identification have to find the topic or the object that going to be describe. The topic or the object that will be describe must interesting and unique or the familiar thing also the able to know o that easy to describe and they able to describe.

(b) Description

²⁶ Isrina Fitri, Eripuddin, and Pipit Rahayu, "An Analysis Of The Students' Skill In Writing Descriptive Text At The Eighth Grade Of SMP N 7 Tambusai Utara," 2017, 1–6, <http://e-jurnal.upp.ac.id/index.php/binggrifkip/article/view/1319>.

²⁷ Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2017).

²⁸ Dasep uprijadi Siti Masitoh, "Improving Students' Ability In Writing Descriptive Text Using Genre Based Approach (GBA) At The Eighth Grade Students Of SMA Islami Terpadu Fitrah Inani," *ELTIN Journal* 3, no. April (2015): 38–52, <https://doi.org/https://doi.org/10.22460/eltin.v3i1.p%25p>.

After found the topic and choose the object that going to describe, then think the idea or how the thing look like. It means the process of describe the object. In the process of describe must be found or mention the idea or the characteristic of the object as many as possible. Then the more ideas that use it will make the better paragraph.

(c) Conclusion

The topic that you choose and build with any idea that related with the topic then make the conclusion of the text about. Some conclusion that can conclude all object about.

In descriptive text should be consist of identification first. Identifying what is the topic talking about and what should be discuss about. The second is description, describe what has been identified. The last is give the conclusion about the topic.

4) Grammatical features in descriptive text

Knapp and Watkins said that there are some grammatical features in descriptive text as the following:²⁹

- (a) Using present tense in literary description
- (b) Using past tense that tends to dominate
- (c) When classifying and describing appearance/qualities and part of function of phenomenon is using relational verbs.
- (d) Describing behaviours/users use action verbs.

²⁹ Siti Masitoh.

- (e) Mental verbs are use when describing feeling in literary description.
- (f) Adjective are used to add extra information.
- (g) Personal and literary description generally deal with individual things.

To make the best writing especially in writing descriptive text should be appropriate with some points above. Because the writing that matches the rule it will produce a very meaningful writing.

5) Purposes of Description text

Based on the definition of descriptive text before that the purposes of descriptive text is to make the writer is able to describe some particular thing, person or place. There are several aims of descriptive text, they are:³⁰

- (a) To see

It means to help the writer to see the object or to found the object. Also make the more thorough about the thing that they found although the object around them.

- (b) To explain

It means they are able to explain anything. Descriptive text can improve their ideas and increase their ability to produce their thinking.

³⁰ Muhammad Bagus Nawawi, "Improving Students' Writing Skill Of Descriptive Text Through Guided Questions" (Syarif Hidayatullah State Islamic University, 2011), <http://repository.uinjkt.ac.id>.

(c) To persuade

It means the writer describe something to make readers interested.

(d) To re-create

It means the writer making something new. To create another new experience.

(e) To demonstrate

It means the writer can demonstrate something to another.

6) Example of Descriptive Text

My grandmother

- **Identification:** *introduces the person described.*

My grandmother is a very gentle, loving, and caring person. She never raises her voice at anyone. She has lived with me for as a long as I can remember. She cakes cake of me when mom and dad go to work.

- **Description:** *gives the details of the person described.*

My grandmother is a very neat and tidy person. She has very dry grey hair which she usually pulls up into a bun. She has dark brown eyes that twinkle whenever she sees me. I hardly ever see them wet

Grandmother likes to tell stories. She usually tells me brief stories of her childhood and expresses them very

well with her tired, old, wrinkled hands. Sometimes, she also tells story about grandfather who has passed away. My dear grandmother always says good things about him. She once told me that he was the nicest person she had ever met.

- **Conclusion:** *optional statement to sum up main ideas.*

I really love my grandmother.

So, writing descriptive text is a process to gather our ideas, information or though becomes a text that describes a particular person, place or tings.³¹ It explains about person, place or thing which can make the readers imagine what is described clearly.

2. Pick, List, Evaluate, Activate, Supply and End (PLEASE) Strategy

a. Definition of Pick, List, Evaluate, Activate, Supply and End (PLEASE) Strategy

PLEASE strategy is a strategy that can be used in writing class. According to Welch PLEASE strategy is a metacognitive learning strategy for improving the paragraph writing of students with mild learning disabilities.³² It means that is PLEASE strategy can improve students' writing paragraph.

Based on Boyle and Scanlon quoted by Sriwahyuni and Analido, this strategy incorporates components of the process approach

³¹ Wulan Sari Panggabean, Fitriadi Lubis, and Rayendriani Fahmei Lubis, "Mind Mapping on Students' Writing Descriptive Text" 07, no. 02 (2019): 164–74, <http://jurnal.iainpadangsidimpuan.ac.id>.

³² Marshall Welch, "The PLEASE Strategy: A Metacognitive Learning Strategy for Improving the Paragraph Writing of Students with Mild Learning Disabilities," *Learning Disabilities Quarterly* 15, no. 2 (1992): 119–28, <http://www.jstor.org/stable/1511013>.

into a strategy format using the mnemonic.³³ This strategy learns to write all of paragraph using the planning, composing and revising of the process approach. Each steps means to elicit a specific action with writing. The steps are: Pick the topic, List the idea about the topic, Evaluate the idea, Activate the paragraph with the ideas, Supply the supporting sentence, End with concluding sentence and Evaluate the paragraph.

On the other hand, Jensen said quoted by Abitra and melvina that PLEASE strategy is metacognitive for written expression, to assist students planning and writing composition by modifying a highly structured step by step procedure.³⁴ In addition, PLEASE strategy effective to improving the students' ability in writing a text and an essay.³⁵ Because the teacher will teach the students how to use the PLEASE strategy so that they can implemented when they are writing text or paragraph.

Milford and Harrison also said that PLEASE strategy had positive effect in increasing in both quality and quantity of students' written product.³⁶ Positive effect here is the quality of the writing is

³³ Sriwahyuni and Analido, "Teaching Writing of Descriptive Text by Using PLEASE Strategy Combining with Sentence Combining Strategy at Junior High School."

³⁴ Abitra and Melvina, "Teaching Writing by Combining Quick Writes with PLEASE Strategy at Senior High School."

³⁵ Mona Liza and Refnaldi, "Using PLEASE Strategy in Teaching Writing a Decriptive Text," *Journal of English Language Teaching* 1, no. 2 (2013): 436-44, <https://www.google.com/url?q=http://journal.unp.ac.id>.

³⁶ N.L.K, L.P, and K.S, "A Comparative Study on The Implementation of DEFENDS and PLEASE Strategy Toward Students Writing Competency in SMP N2 Singaraja."

good because of the content are appropriate with all the elements in writing such as grammar, vocabulary, kinds of the text, etc.

This strategy consists of six steps to help students in writing recount and descriptive text. The steps are: Pick, List, Evaluate, Activate, Supply and End. They are:

1) Pick

Pick the topic, choose the best one topic that will be discuss about.

2) List

List the ideas about the topic, think the related idea with the topic.

3) Evaluate

Evaluate the topic that you have, determine the topic is complete and relevant with the topic.

4) Activate

Activate each the paragraph with the ideas that will become a topic sentences.

5) Supply

Supply the supporting sentences with use the ideas that related one.

6) End

End the paragraph with the concluding sentence to summarize the paragraph and hold the ideas.

Based on explanation above, the researcher can conclude that PLEASE strategy is the strategy that teacher can use in teaching writing

and help the students to easy in writing paragraph especially in descriptive text.

b. Procedure of Pick, List, Evaluate, Activate, Supply and End (PLEASE) Strategy

There is a procedure that must be followed in applying strategy. To make the procedure of doing the strategy is run well so this procedure is very useful. There are six steps in this strategy to help students to write the paragraph. The procedures are:³⁷

1) Pick a topic

Teacher gives instruction to students that they should choose one topic, purpose and audience.

2) List the idea about the topic

Tell the way to making list and generate idea that related with the topic. Generating the idea can include asking various questions about the topic and then answering them, as well as listing and mapping out ideas.

3) Evaluate the list

Students look over their list that is correct and related ideas with the topic that will be generate supporting sentence.

4) Activate the paragraph with a topic sentence

Students are taught to activate the paragraph by writing a topic sentence.

³⁷ Sriwahyuni and Analido, "Teaching Writing of Descriptive Text by Using PLEASE Strategy Combining with Sentence Combining Strategy at Junior High School."

5) Supply supporting sentence

Teacher gives instruction to students on how to supply their supporting sentence to their topic. The students support their supporting sentence with their idea on their paragraph.

6) End with a concluding sentence and Evaluate work

The last is students taught and write concluding sentences and edit sentences in their paragraph then evaluate the paragraph.

All these procedures should follow by students to make them easier in writing text. If the students understand enough of the steps, their writing will be better soon.

c. Advantages and Disadvantages of Pick, List, Evaluate, Activate, Supply and End (PLEASE) Strategy

PLEASE strategy is included in prewriting activity. This strategy is very useful for describing the sequence of event of descriptive paragraph. Meanwhile, using PLEASE strategy has advantages and disadvantages in writing process.

1) Advantages of using PLEASE strategy are:³⁸

a) PLEASE strategy can help student how to start their writing. Also can help the students how to plan what they want to write. And can generate the good ideas from their topic for their writing.

b) PLEASE strategy can improve students writing ability especially in writing descriptive paragraph.

³⁸ Syarifah Noh Nasution, "The Effect Of Using PLEASE Strategy On The Students' Achievement In Writing Descriptive Paragraph at SMPN 1 Bilah Hulu" (UIN Sumatera Utara, 2018), <http://www.google.com/url?q=http://repository.uinsu.ac.id>.

c) PLEASE strategy can make the students independently in writing.

Because in PLEASE strategy students find their own topic with their self also the idea, supporting sentence and concluding from their topic for their writing.

d) PLEASE strategy can help the students to generate, organize, and make students easy to write sentence and also paragraph.

e) PLEASE strategy can help the students to remember and apply activities in the process of planning that their do since find the topic until make the concluding for their writing.

2) Disadvantages of using PLEASE strategy:

Based on advantages' explanation before also from some journals and thesis that researcher found and read, researcher can conclude that disadvantages of using PLEASE strategy is:³⁹

PLEASE strategy makes students spent most their time for doing the stage.

d. The requirement of using Pick, List, Evaluate, Activate, Supply and End (PLEASE) strategy

In using PLEASE strategy in writing, there are some requirements that must teacher know the learning process is success in

³⁹ 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" (Raden Intan Lampung State Islamic University, 2019), <http://repository.radenintan.ac.id>.

the class also the students are easy and enjoy in learning process, they are.⁴⁰

- 1) PLEASE strategy can be taught for every level that has difficulties in writing.
- 2) Teacher teaches the students the following acronym to remember each step by step.

This strategy can be tough in every level of students that should full understanding of each step in the strategy. The teacher also should give the explanation as clear as possible in each step so that students get the best understanding.

B. Related Findings

Actually, this research is not the first research that has done, there are some related researches that have done by another people before. The research is related to this research the first is by Windi Kurniati. In her research found that there is differences of students' descriptive text writing outcome those who were taught through PLEASE strategy and those who were taught through Ideas Details Strategy. It can be seen from Sig.(2-tailed) of the equal variance assumed in the independent sample t-test table where the Sig.(2-tailed) is 0.008. it is lower than $\alpha=0.05$ and its mean H_0 was rejected and H_a was accepted. It means that there are many advantages of using PLEASE strategy

⁴⁰ Sri Marmanto Dyah Aminatun, Ngadiso, "Applying PLEASE Strategy to Teach Writing Skill to Students With Different Linguistic Intelligences," *Teknosastik* 16, no. 1 (2018): 34–40, <https://www.google.com/url?q=https://pdfs.semanticscholar.org>.

towards students' descriptive text writing at the second semester of the eighth grade at SMP Negeri 2 Menggala in the Academic Year of 2018/2019.⁴¹

The second research is by Syarifah Noh Nasution. In her research, found that the result of the students' achievement on writing descriptive paragraph by using PLEASE strategy is higher than by using conventional strategy was served by random method 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 t_{observed} is 26.36 and t_{table} is 2.00 ($t_{\text{observed}} > t_{\text{table}}$). 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.⁴²

The third research is by Suri Handayana. In her research found that the students' writing ability on descriptive paragraph by using PLEASE strategy was higher than the students' writing ability on descriptive paragraph taught without using PLEASE strategy at the second year of Al-Huda Islamic Junior High School. The treatment of experimental class using PLEASE strategy and control class was served by three-phase-technique. It can be seen from H_0 is rejected and H_a is accepted. It means that there was a significant difference

⁴¹ 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."

⁴² Nasution, "The Effect Of Using PLEASE Strategy On The Students' Achievement In Writing Decriptive Paragraph at SMPN 1 Bilah Hulu."

between conditions of using PLEASE strategy toward students' writing ability on descriptive paragraph.⁴³

The fourth research is by Vildan Akincilar. Said that by PLEASE strategy some students transferred the strategy knowledge gained during the intervention phase to other context. Students also reported that the strategy eased the writing process. Students could self-regulate their writing process as they could adapt the PLEASE strategy according to their own needs and could transfer strategy knowledge to other context. This strategy compared with using The Self Regulated Development (SRSD) in control class while in experimental class using PLEASE strategy as treatment. So PLEASE strategy is effective for improving the students' ability in writing paragraph.⁴⁴

Based on four related finding researches above conclude that Pick, List, Evaluate, Activate, Supply and End (PLEASE) strategy is significant with writing ability in descriptive paragraph. Therefore, researcher also chose the Pick, List, Evaluate, Activate, Supply and End (PLEASE) strategy for this research and hopefully that strategy give good effect and significant for students in another place that will researcher do with.

⁴³ Suri Handayana, "The Effect of Usisng Pick-List-Evaluate-Activate-Supply-End (PLEASE) Strategy Toward Students' Writing Ability on Descriptive Paragraph at The Second Year of Al-Huda Islamic Junior High School Pekanbaru" (State Islamic University Of Sultan Syarif Kasim Riau, 2013), <http://repository.uin-suska.ac.id>.

⁴⁴ Vildan Akincilar, "The Effect of PLEASE Strategy Training Through The Self-Regulated Strategy Development (SRSD) Model on Fifth Grade EFL Students' Descriptive Writin: Strategy Training on Planning" (Middle East Technical University, 2010), <http://www.google.com/url?q=http://citeseerx.ist.psu.edu>.

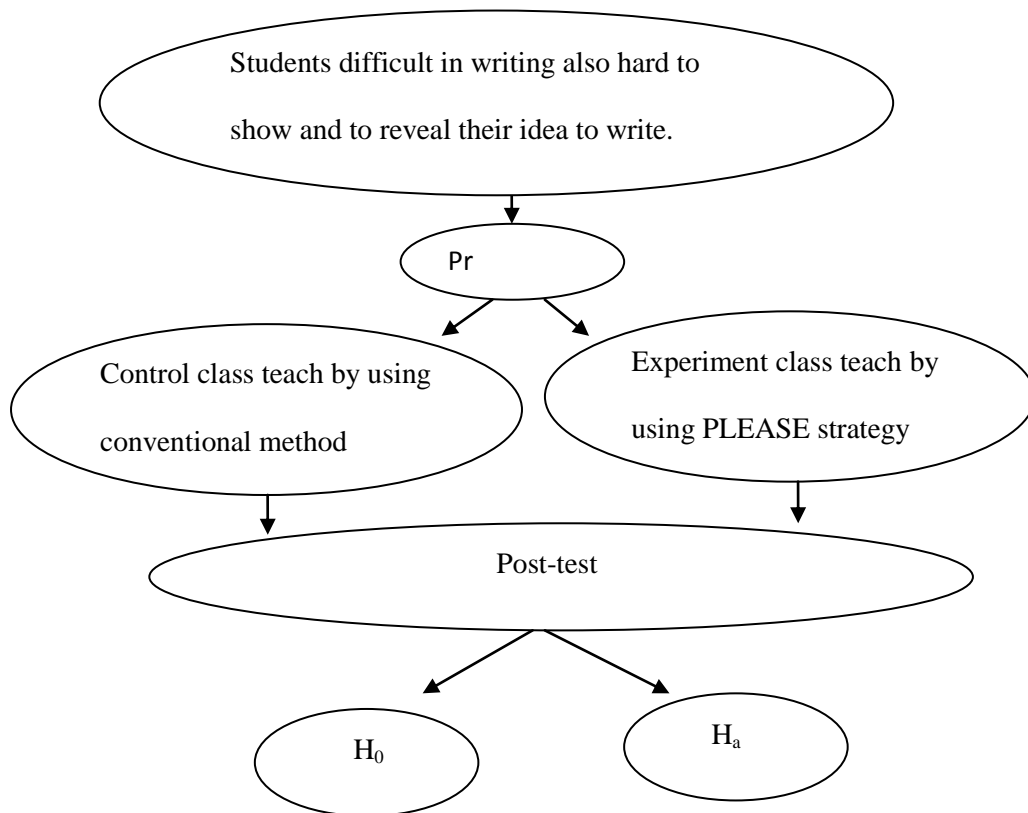
C. Conceptual Framework

Writing is one of the important skills for students. Conducting a strategy in teaching strategy is the important thing that must be considered by the teacher to success the writing process. The teacher must choose the suitable strategy in writing for students to make them easy to write, specifically for students in practicing writing text. By using the strategy the students will be more enthusiasm and interest to write and easy to composing organizing the paragraph.

The researcher found some problem that happen on students, students are has no interest to study about English, the student are difficult in writing also they hard to showing or telling their own idea. Therefore, in this case the researcher use the Pick, List, Evaluate, Activate, Supply and End (PLEASE) strategy to solve the problem.

First, researcher determined the class become one class for control class and one class for experiment class. Then, researcher gave pre-test to both of the class, and continued with teaching writing with Pick, List, Evaluate, Activate, Supply and End (PLEASE) strategy to experiment class and also to the control class taught by conventional teaching. The last researcher gave the post-test to both classes and then compare the writing result of pre-test and post-test between experiment and control class to prove the hypothesis.

Conceptual framework



D. Hypothesis

Connecting to the theories and the frame of thinking, the researcher present to hypothesis as follows:

H_a : there is a significance effect of using Pick, List, Evaluate, Activate, Supply and End (PLEASE) strategy on writing descriptive text at grade VIII students MTs Al-Mukhlisin Sibuhuan Padang Lawas.

H₀ : there is no significant effect of using Pick, List, Evaluate, Activate, Supply and End (PLEASE) strategy on writing descriptive text at grade VIII students MTs Al-Mukhlisin Sibuhuan Padang Lawas.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

The location of the research has done at MTs Al- Mukhlishin Sibuhuan Padang Lawas. It is locate at Jl. Bhakti No.78 Lingkungan II Pasar Sibuhuan Kec. Barumun Kab. Padang Lawas. The time of this research have started from January up to October 2020.

B. Research Design

In this study, the researcher has used an experimental research with quantitative method. The experimental research is kinds of research that to know the effect between one or more variables. Two classes have teaching, one class for experiment class and one class for control class. The experimental class is the class that taught with PLEASE strategy as the treatment. Meanwhile the control class is the class that taught with using conventional method or without treatment.

Table 1: Experimental and Control class

Class	Pre-test	Treatment	Post-test
Experimental class	√	√	√
Control class	√	X	√

C. Population and Sample

1. Population

Population is whole of the students which are used as the subject of research in the research. Population also is a collection of the element

processing one or more attributes. In this research, the population is all of the students in VIII class in MTs Al- Mukhlishin Sibuhuan Padang Lawas that consist of 12 classes. For more details can be seen from the table below.

Table 2: Total of the population
Population of grade VIII MTs Al- Mukhlishin Sibuhuan

No.	Class	Total students
1.	VIII 1	44
2.	VIII 2	48
3.	VIII 3	50
4.	VIII 4	45
5.	VIII 5	50
6.	VIII 6	49
7.	VIII 7	45
8.	VIII 8	45
9.	VIII 9	51
10.	VIII 10	51
11.	VIII 11	50
12.	VIII 12	48
TOTAL		576

2. Sample

The sample is a part of population that is chosen as respondent of the research. Experimental research decides to take two classes as a sample. They are experimental class and control class. The sample of the research using purposive sampling technique with recommendation from the English teacher at the school resulting two classes they are VIII 7 and VIII 8.

The VIII 7 class consist of 45 students and the VIII 8 class consists of 45 students also. Therefore, total sample are 90 students. Those classes are considered homogeneous which have the same knowledge and

characteristics. VIII 7 as the experimental class and VIII 8 as the control class.

Based on explanation above, the population is the twelve classes while the sample is two classes. A class as experimental class (VIII 7) consists of 45 students and a class as control class (VIII 8) consists of 45 students. Therefore, total of sample are 90 students.

Table 3: Sample of the research

	Class	Total students
Experimental class	VIII 7	45
Control class	VIII 8	45
TOTAL		90

D. Instrument of Collecting Data

Instrument is the important tool in the research. The researcher has to choose the appropriate instrument to produce the good and validate research. In this research, the researcher uses the test as the instruments of collecting the data. The test measured the current status of individuals on school. The researcher will do it by giving essay test for the students. Essay test is a traditional method for getting students to produce a sample of connecting writing, the stimulus is normally written and can different in length from a limited number of words to several sentence.

There are some indicators used by researcher to measure students' writing descriptive text. It can be seen from table below:

Table 4. Indicators of writing

No.	Indicators	Items will be scored	Score
1.	Grammar	The students can write simple present tense correctly.	25
2.	Vocabulary	The students can write the words correctly according to the title of the text.	25
3.	Mechanic	The students can write all needed capitals and punctuations correctly.	25
4.	Organization	The students can write ideas that are in organized text and elaborate text.	25
Result score			100

E. Validity of Instrument

Validity is probably the single most important aspect of the design of any measurement instrument in educational research.⁴⁵ Validity is the chance which shows the level of instrument about measurement the data. In this research, the researcher uses construct validity to demand instrument valid or not. Construct validity is a test validity based on the judgment of expert. In this case, expert gives opinion about the instrument, what is instrument can be used or still need improving, or may be the instrument is failed.

F. Technique of Data collection

The technique for collecting the data the researcher gave two tests to the student, pre-test and post-test. And the process for collecting the data a follow:

⁴⁵ Daniel Muijs, *Doing Quantitative Research in Education with SPSS*, First Edit (London: Sage Publications, 2004).

1. Pre-test

Pre-test is conducted to find out the homogeneity of the sample.

The function of pre-test is to find the mean score of the experimental class and control class.

- a) Preparing the test
- b) Distributing the test to the students on experimental and control classes
- c) Explaining and giving the instruction that what should they do with the test
- d) Giving time to do the test
- e) Doing the test and answering the question
- f) Collecting the test
- g) Checking the students answer and find the mean score of experiment and control class

2. Treatment

The research gave the treatment by teaching the experiment class with using PLEASE strategy. The treatment is the teacher gave students the example of the test then gave them explanation how to apply PLEASE strategy in writing. While the control class teaching by using conventional method.

In experimental class:

- 1) Explain about descriptive text clearly
- 2) Gives the example based on the generic structure of the text
- 3) Explain about PLEASE strategy and how to apply the strategy in writing descriptive text.

4) Teaching PLEASE strategy together.

5) Giving test to the students

In control class:

1) Explain about descriptive text clearly

2) Gives the example based on the generic structure of the text

3) Giving test to the students

3. Post-test

After giving the treatment, the research conduct a post-test which the different test with pre-test, and has not been conducted in the previous of the research. The procedure to do the post-test is same with do the pre-test. But after do the post-test the researcher have to analyze the data to find the effect of using PLEASE strategy on students' writing in experiment class.

G. Technique of Analyzing data

To analyze the data in experimental research, the researcher uses technique of data analysis. The technique is:

1. Requirement test

a) Mean score

To know the mean score of data, the researcher used formula as follow:

$$M_x = \frac{\sum fx}{N}$$

Where :

M_x : mean

\sum_{fx} : total scores

N : number of classes

b) Normality test

The researcher use normality test which using *Chi Quadrate* formula as follow:

$$x^2 = \sum \left(\frac{fo - fn}{fn} \right)$$

where:

x^2 = Chi Quadrate

fo = frequency is gotten from the sample or observation (questioner)

fn = frequency is gotten from the sample as image from frequency is hoped from the population

c) Homogeneity test

To find out whether the students test result homogeneity or not, the researcher use the formula:

$$F = \frac{\text{The biggest variant}}{\text{The smallet variant}}$$

Hypothesis is accepted if $F_{\text{count}} \leq F_{\text{table}}$

Hypothesis is rejected if $F_{\text{count}} \geq F_{\text{table}}$

2. Hypothesis test

Based on the hypothesis, the analysis of the data has done to find out the ability of two groups that have been divided into experiment class and control class. From the hypothesis is to answer the result of the research. So, the data analyzed by using the *t-test*, the formula is:

$$T_t = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

T_t : the value which the statistical significance

M_1 : the average score of the experimental class

M_2 : the average score of the control class

X_1^2 : deviation of the experiment class

X_2^2 : deviation of the control class

n_1 : number of experiment class

n_2 : number of control class

CHAPTER IV

THE RESULT OF RESEARCH

In this chapter, researcher collected the data and gave the test about writing descriptive text to the students as the samples. First, researcher gave a test to the students. Second, researcher collected the students' answer sheet and the last researcher check the students' answer and gave the score. The sample of this research is VIII-7 class as experimental class and VIII-8 as control class.

The test was divided into two aspects, they are pre-test and post-test. Pre-test was done before conducted the treatment, and post-test was done after conducted the treatment. The researcher used the formulation of T-test to test the hypothesis and researcher described the data as follow.

A. Description of Data

1. Description of Data before Using Pick, List, Evaluate, Activate, Supply and End (PLEASE) Strategy

a. Description data of Pre-test Experimental Class

The researcher took class VIII 7 as experimental class. Based on the students' answer in pre-test the researcher has calculated the students' score in appendix 6 that the total score of experimental class in pre-test was 2290, mean was 53, median was 51.8, modus was 52.4, range was 28, interval was 5, standard deviation was 6.2 and variant was 47.46, the researcher got the highest score was 68 and the lowest score was 40.

Table 5
The score of Experimental Class in Pre-test

Total	2290
Highest score	68
Lowest score	40
Mean	53
Median	51.8
Modus	52.4
Range	28
Interval	5
Standard deviation	6.2
Variant	47.46

From the table below, it can be concluded that the most students are in interval 50-54 (15 students/33.33%). The least students are in interval 65-69 (1 student/2.22%).

Table 6
Frequency Distribution of Experimental Class in Pre-test

No	Distribution	Mid point	F	Percentages
1	40-44	42	8	17.77%
2	45-49	47	8	17.77%
3	50-54	52	15	33.33%
4	55-59	57	10	22.22%
5	60-64	62	3	6.66%
6	65-69	67	1	2.22%
<i>i</i> = 5			45	99.97%

Clear description of the data is presented in histogram. Based on figure above, the frequency of students' score from 40 up to 44 was 8, 45 up to 49 was 8, 50 up to 54 was 15, 55 up to 59 was 10, 60 up to 64 was 3 and 65 up to 69 was 1. The histogram shows that the highest interval (50-54) was 15 and the lowest interval (65-69) was 1.

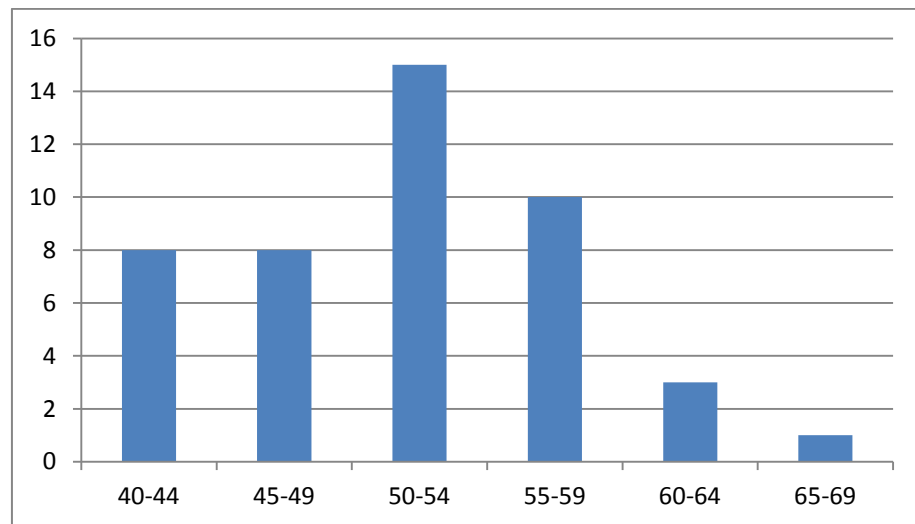


Figure 1. Histogram Result Score of Students' Writing Descriptive Text in Experimental Class in Pre-test

b. Description data of Pre-test Control Class

In pre-test of control class, the researcher calculated the result that had gotten by the students in answering the question. The total score of control class in pre-test was 2228, mean was 56.66, median was 55.18, modus was 54.7, range was 22, interval was 4, standard deviation was 5.88 and variant was 35.943, the researcher got the highest score was 62 and the lowest score was 40.

Table 7
The score of Control Class in Pre-test

Total	2228
Highest score	62
Lowest score	40
Mean	56.66
Median	55.18
Modus	54.7

Range	22
Interval	4
Standard deviation	5.88
Variant	35.93

From the table below, it can be concluded that the most students are in interval 52-55 (12 students/26.66%). The least students are in interval 60-63 (3 students/6.66%).

Table 8
Frequency Distribution of Control Class in Pre-test

No	Distribution	Mid point	F	Percentages
1	40-43	41.5	8	17.77%
2	44-47	45.5	8	17.77%
3	48-51	49.5	9	20%
4	52-55	53.5	12	26.66%
5	56-59	57.5	5	11.11%
6	60-63	61.5	3	6.66%
<i>i = 5</i>			45	99.97%

Clear description of the data is presented in histogram. Based on figure above, the frequency of students' score from 40 up to 43 was 8, 44 up to 47 was 8, 48 up to 51 was 9, 52 up to 55 was 12, 56 up to 59 was 5 and 60 up to 63 was 3. The histogram shows that the highest interval (52-55) was 12 and the lowest interval (60-63) was 3.

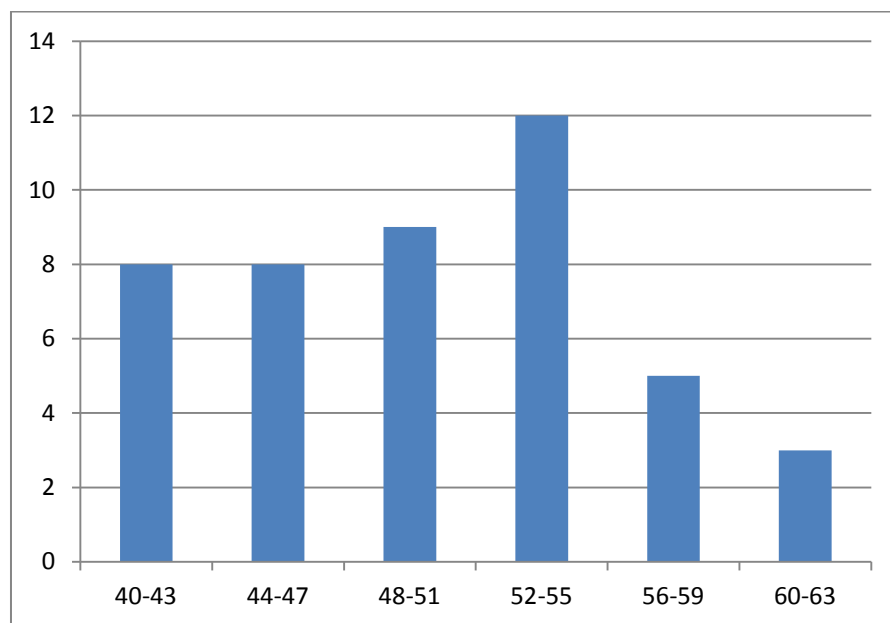


Figure 2. Histogram Result Score of Students' Writing Descriptive Text in Control Class in Pre-test

2. Description of Data after Using Pick, List, Evaluate, Activate, Supply and End (PLEASE) Strategy

c. Description data of Post-test Experimental Class

The calculation of the result that had been gotten by the students in answering the test after the researcher did the treatment by PLEASE strategy. The total score of experimental class in post-test was 3290, mean was 80, median was 76.75, modus was 77.25, range was 29, interval was 5, standard deviation was 7.05 and variant was 54.73, the researcher got the highest score was 89 and the lowest score was 60.

Table 9
The score of Experimental Class in Post-test

Total	3290
Highest score	89

Lowest score	60
Mean	80
Median	76.75
Modus	77.25
Range	29
Interval	5
Standard deviation	7.05
Variant	54.73

From the table below, it can be concluded that the most students are in interval 75-79 (13 students/28.88%). The least students are in interval 85-89 (2 student/4.44%).

Table 10
Frequency Distribution of Experimental Class in Post-test

No	Distribution	Mid point	F	Percentages
1	60-64	62	6	13.33%
2	65-69	67	7	15.55%
3	70-74	72	8	17.77%
4	75-79	77	13	28.88%
5	80-84	82	9	20%
6	85-89	87	2	4.44%
<i>i</i> = 5			45	99.97%

Clear description of the data is presented in histogram. Based on figure above, the frequency of students' score from 60 up to 64 was 6, 65 up to 69 was 7, 70 up to 74 was 8, 75 up to 79 was 13, 80 up to 84 was 9 and 85 up to 89 was 2. The histogram shows that the highest interval (85-89) was 2 and the lowest interval (60-64) was 6.

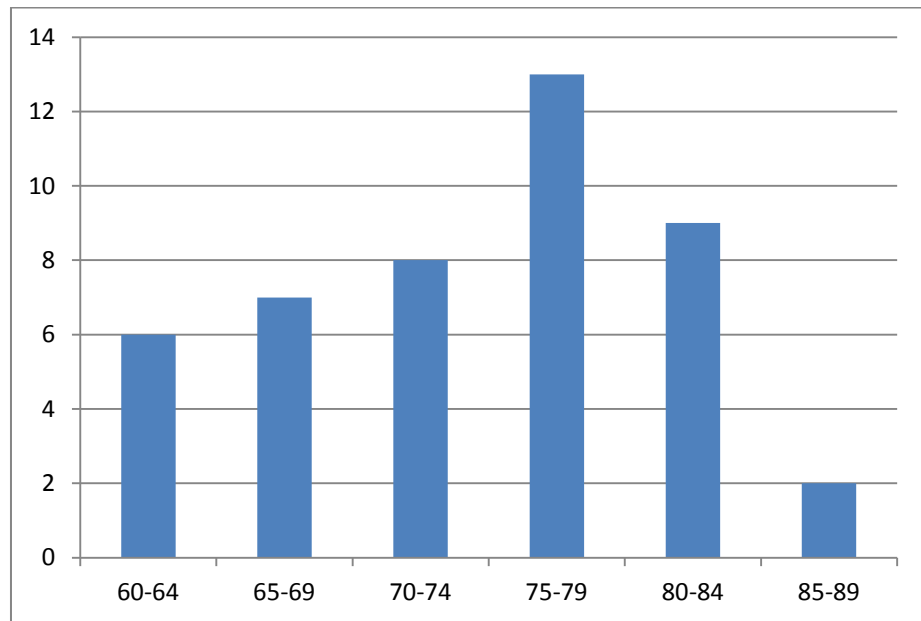


Figure 3. Histogram Result Score of Students' Writing Descriptive Text in Experimental Class in Post-test

d. Description data of Post-test Control Class

The calculated of result that have gotten from students in control class in answering the question after taught writing by conventional technique. The total score of control class in post-test was 2989, mean was 62.9, median was 67.1, modus was 65.82, range was 21, interval was 4, standard deviation was 5.28 and variant was 27.06, the researcher got the highest score was 80 and the lowest score was 59.

**Table 11
The score of Experimental Class in Post-test**

Total	2989
Highest score	80
Lowest score	59
Mean	62.9
Median	67.1
Modus	65.82

Range	21
Interval	4
Standard deviation	5.28
Variant	27.06

From the table below, it can be concluded that the most students are in interval 63-66 (14 students/31.11%). The least students are in interval 79-82 (1 student/2.22%).

Table 12
Frequency Distribution of Experimental Class in Post-test

No	Distribution	Mid point	F	Percentages
1	59-62	60.5	13	28.88%
2	63-66	64.5	14	31.11%
3	67-70	68.5	12	26.66%
4	71-74	72.5	0	0%
5	75-78	76.5	5	11.11%
6	79-82	80.5	1	2.22%
<i>i</i> = 5			45	99.98%

Clear description of the data is presented in histogram. Based on figure above, the frequency of students' score from 59 up to 62 was 13, 63 up to 66 was 14, 67 up to 70 was 12, 71 up to 74 was 0, 75 up to 78 was 5 and 79 up to 82 was 1. The histogram shows that the highest interval (79-82) was 1 and the lowest interval (59-62) was 13.

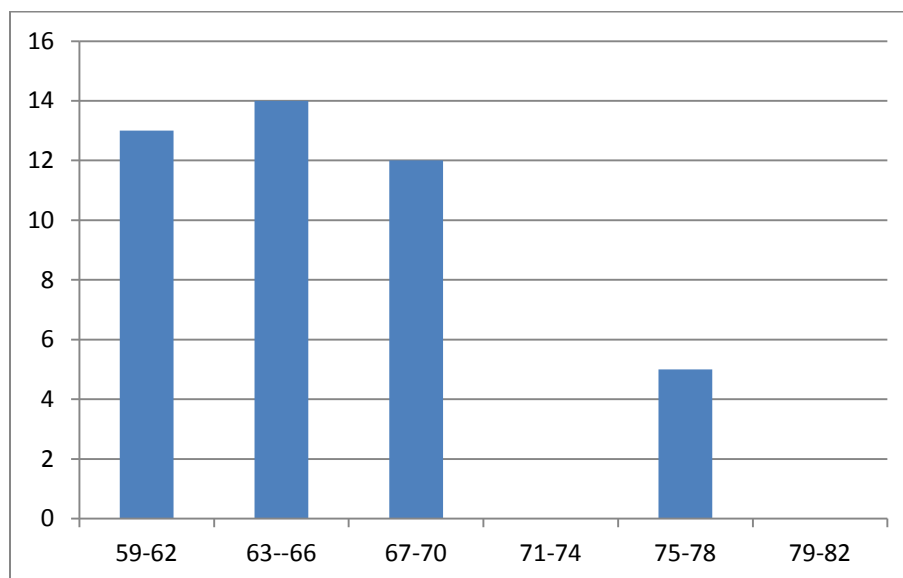


Figure 4. Histogram Result Score of Students' Writing Descriptive Text in Control Class in Post-test

B. Comparison Score between Pre-test and Post-test of Experimental Class

In experimental and control class, before giving the treatment the researcher give the pre-test first. By this pre-test the researcher knew the students' writing in descriptive text before using the treatment. After that, the researcher gave the treatment to experimental class by using PLEASE strategy and control class by using conventional method.

The researcher got the comparison data between pre-test and post-test in experimental class. The comparison data can be seen on the following table below:

Table 13
Comparison Score of Pre-test and post-test in Experimental Class

Frequency				
No.	Interval	Mid point	Pre-test	Post-test
1	85-89	87	0	2
2	80-84	82	0	9
3	75-79	77	0	13
4	70-74	72	0	8
5	65-69	67	1	7
6	60-64	62	3	6
7	55-59	57	10	0
8	50-54	52	15	0
9	45-49	47	8	0
10	40-44	42	8	0

The frequency of mid point above is 42 there were 8 students in pre-test and 0 student in post-test, on 47 there were 8 students in pre-test and 0 student in post-test, on 52 there were 15 students in pre-test and 0 student in post-test, on 57 there were 10 students in pre-test and 0 student in post-test, on 62 there were 3 students in pre-test and 6 students in post-test, on 67 there were 1 student in pre-test and 7 students in post-test, on 72 there were 0 students in pre-test and 8 students in post-test, on 77 there were 0 student in pre-test and 13 students in post-test, on 82 there were 0 student in pre-test and 9 students in post-test and on 87 there were 0 student in pre-test and 2 students in post-test.

The interval which had highest frequency was 15 students and the interval which had lowest frequency was 1 student. For more clear information, let see from histogram below:

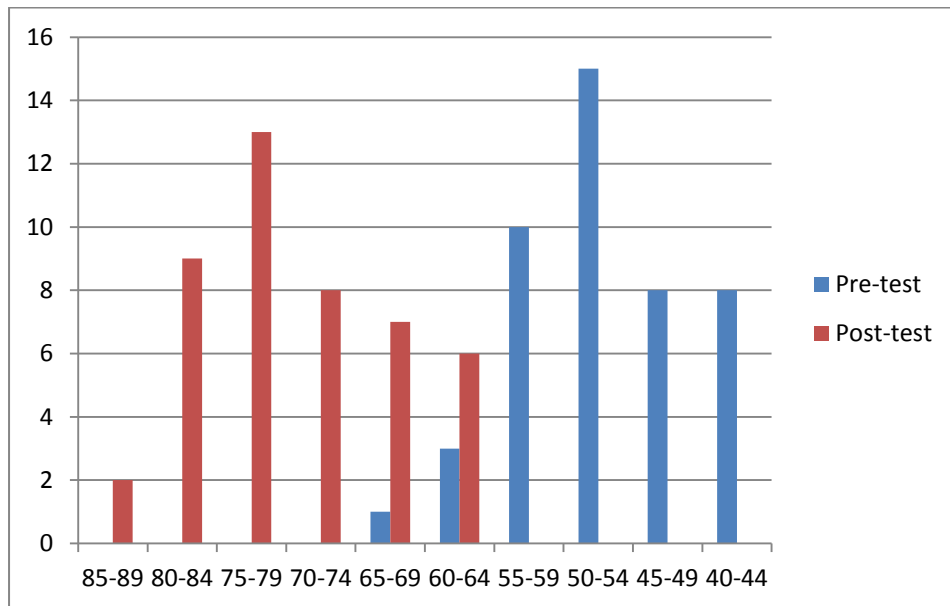


Figure 5: Comparison of pre-test and post-test in Experimental Class

C. Data Analysis

To analyze the data, the researcher used requirement test and hypothesis test. To clear explanation can be seen in description below:

3. Requirement Test

Requirement test is the test to find out mean score of the data also to prove whether the data is normality and homogenous or not.

c. Normality and Homogeneity of Experimental and Control Class in

Pre-test

3) Normality of Experimental and Control Class

The researcher calculation found that the score of experimental class $L_o = -1.72 < L_t = 5.991$ with $n = 45$ and control class $L_o = -14.75 < L_t = 3.481$ with $n = 45$ and real level $\alpha = 0.05$.

Cause $L_o < L_t$ in the both classes. So H_a was accepted. It means that

experiment class and control class were distributed normal. To clear information can be seen in the table below:

Table 14
Normality in Pre-test

Class	Normality Test	
	X_{count}	X_{table}
Experimental Class	-1.72	5.991
Control Class	-14.75	3.481

4) Homogeneity of Experimental and Control Class in Pre-test

The coefficient of $f_{count} = 1.32$ was compare with f_{table} . Where f_{table} was determined at real level $\alpha 0.05$, and the different numerator $dk = N-1 = 45-1 = 44$ and denominator $dk = N-1 = 45-1 = 44$. So, by using the list of critical value at F distribution is got from $f_{table} = 4.08$. It showed that $f_{count} 1.32 < f_{table} 4.08$. So, the researcher concluded that the variant from data of students' writing ability in descriptive text at MTs Al- Mukhlisin Sibuhuan Padang Lawas by experimental and control class was homogenous.

Table 15
Homogeneity in Pre-test

Class	Normality Test	
	f_{count}	f_{table}
Experimental Class	1.32 < 4.08	
Control Class		

d. Normality and Homogeneity of Experimental and Control Class in Post-test

3) Normality of Experimental and Control Class

The researcher calculation found that the score of experimental class $L_o = -12.94 < L_t = 5.991$ with $n = 45$ and control

class $L_o = -8.67 < L_t = 3.481$ with $n = 45$ and real level $\alpha = 0.05$.

Cause $L_o < L_t$ in the both classes. So H_a was accepted. It means that experiment class and control class were distributed normal.

Table 16
Normality in Post-test

Class	Normality Test	
	X_{count}	X_{table}
Experimental Class	-12.92	5.991
Control Class	-4.06	3.481

4) Homogeneity of Experimental and Control Class in Post-test

The coefficient of $f_{count} = 2.02$ was compare with f_{table} . Where f_{table} was determined at real level $\alpha 0.05$, and the different numerator $dk = N-1 = 45-1 = 44$ and denominator $dk = N-1 = 45-1 = 44$. So, by using the list of critical value at F distribution is got from $f_{table} = 4.08$. It showed that $f_{count} 2.02 < f_{table} 4.08$. So, the researcher concluded that the variant from data of students' writing ability in descriptive text at MTs Al- Mukhlisin Sibuhuan Padang Lawas by experimental and control class was homogenous. The calculation can be seen in appendix 10.

Table 17
Homogeneity in Post-test

Class	Normality Test	
	f_{count}	f_{table}
Experimental Class	2.02 < 4.08	
Control Class		

4. Hypothesis Test

After calculated the data of post-test, researcher has found that post-test result of experimental and control class is normal and homogeneous. Based on the result, to analyze the hypothesis the researcher used parametric test by using T-test. Hypothesis alternative (H_a) of the research was “there was the significant effect of Pick, List, Evaluate, Activate, Supply and End (PLEASE) strategy on writing ability in descriptive text.

Table 18
Result of T-test from Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
-2.83	2.00	13.46	2.00

Based on table above, researcher found that t_{count} 13.46 while t_{table} 2.00 in post-test with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 45 + 45 - 2 = 88$. Cause $t_{count} > t_{table}$ ($13.46 > 2.00$), it means that hypothesis H_a was accepted and H_0 was rejected. So, there was significant

effect of Pick, List, Evaluate, Activate, Supply and End (PLEASE) strategy on writing ability in descriptive text.

D. Discussion

The result of this research found that Pick, List, Evaluate, Activate, Supply, End (PLEASE) strategy gives the significant effect for students in VIII class. It can be seen from the research hypothesis that there is the significant effect of Pick, List, Evaluate, Activate, Supply, End (PLEASE) strategy on writing descriptive text at grade VIII students Mts Al-Mukhishin Sibuhuan Padang Lawas.

The researcher also provided the result of the research to Miss. Windi Kurniati. In her research found that there is differences of students' descriptive text writing outcome those who were taught through PLEASE strategy and those who were taught through Ideas Details Strategy. It can be seen from Sig.(2-tailed) of the equal variance assumed in the independent sample t-test table where the Sig.(2-tailed) is 0.008. it is lower than $\alpha=0.05$ and its mean H_0 was rejected and H_a was accepted. It means that there are many advantages of using PLEASE strategy towards students' descriptive text writing at the second semester of the eight grade at SMP Negeri 2 Menggala in the Academic Year of 2018/2019.⁴⁶

Pick, List, Evaluate, Activate, Supply, End (PLEASE) strategy can use for teaching writing. This research supports the theory used by Syarifah Noh Nasution. In her research, found that the result of the students'

⁴⁶ 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."

achievement on writing descriptive paragraph by using PLEASE strategy is higher than by using conventional strategy was served by random method 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 t_{observed} is 26,36 and t_{table} is 2,00 ($t_{\text{observed}} > t_{\text{table}}$). 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.⁴⁷

The result of this research also supports what has found by Suri Handayana. In her research found that the students' writing ability on descriptive paragraph by using PLEASE strategy was higher than the students' writing ability on descriptive paragraph taught without using PLEASE strategy at the second year of Al-Huda Islamic Junior High School. The treatment of experimental class using PLEASE strategy and control class was served by three-phase-technique. It can be seen from H_0 is rejected and H_a is accepted. It means that there was a significant difference between conditions of using PLEASE strategy toward students' writing ability on descriptive paragraph.⁴⁸

So, the result of this research found that the students writing ability in descriptive text by using pick, list, evaluate, activate, supply, end (PLEASE) strategy is higher than the students writing ability in descriptive text without

⁴⁷ Nasution, "The Effect Of Using PLEASE Strategy On The Students' Achievement In Writing Decriptive Paragraph at SMPN 1 Bilah Hulu."

⁴⁸ Suri Handayana, "The Effect of Usisng Pick-List-Evaluate-Activate-Supply-End (PLEASE) Strategy Toward Students' Writing Ability on Descriptive Paragraph at The Second Year of Al-Huda Islamic Junior High School Pekanbaru" (State Islamic University Of Sultun Syarif Kasim Riau, 2013), repository.uin-suska.ac.id.

using pick, list, evaluate, activate, supply, end (PLEASE) strategy at VIII grade in MTs Al-Mukhlishin Sibuhuan Padang Lawas.

The treatment of experimental class using PLEASE strategy and control class was conventional method. It can be seen from H_0 is rejected and H_a is accepted. It means that there was a significant effect of using PLEASE strategy toward students' writing descriptive text at VIII grade MTs Al-Mukhlishin Sibuhuan Padang Lawas.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

Based on the result of the research and calculation of the data that had described in the previous chapter, the researcher got the conclusions as follow:

1. Before using Pick, List, Evaluate, Activate, Supply and End (PLEASE) strategy, students' writing was unsatisfied. The mean score of pre-test for experimental class was 53, the students writing ability is enough.
2. After using Pick, List, Evaluate, Activate, Supply and End (PLEASE) strategy, the mean score of experimental class was higher than before. The mean score of pos-test for experimental class was 80, the students writing ability is good.
3. There is the significant effect of Pick, List, Evaluate, Activate, Supply and End (PLEASE) strategy on writing descriptive text at grade VIII students MTs Al-Mukhlisin Sibuhuan Padang Lawas. It can be seen from the calculation of t_0 was 13.46 while t_t was 2.00, and the hypothesis alternative (H_a) is accepted.

B. Suggestion

The researcher got many information in English teaching and learning after finishing this research. Therefore, from the experience, the researcher saw some things need to be improve. It makes the researcher gives some

suggestions below:

1. For the headmaster, to give the motivation the English teacher to use Pick, List, Evaluate, Activate, Supply and End (PLEASE) strategy and another strategies in teaching English especially in teaching writing.
2. For the English teacher, it is hoped to use Pick, List, Evaluate, Activate, Supply and End (PLEASE) strategy in teaching descriptive text. Because that strategy makes students more active and creative in writing.
3. For the other researchers, this research can help the other researchers who will conduct further research in the same topic.

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CURRICULUM VITAE



A. Identity

Name : Nur Wahidah Siregar
Reg. No. : 16 203 00066
Place/Birth : Parmainan, December 27th 1997
Sex : Female
Religion : Islam
Address : Parmainan, Huta Raja Tinggi, Padang Lawas

B. Parents

Father's name : Alm. H. Mangaraja Purba Sori Siregar
Mather's name : Hj. Ratna Hasibuan

C. Educational Background

Elementary School : SD N 0701 Rotansogo, Sibodak Sosa Jae, Kec. Huta Raja Tinggi (2010)
Junior High School : MTs Al-Mukhlisin Sibuhuan (2013)
Senior High School : SMK S Kesehatan Sidimpuan Husada Padangsidimpuan (2016)
Institute : IAIN Padangsidimpuan (2020)

Appendix 1

Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MTs Al-Mukhlisin SIBUHUAN

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Alokasi Waktu : 2 x 40 menit

Jenis teks : Descriptive text

Aspek/Skill : Writing

A. Kompetensi Inti

- KI 1 : Menanggapi dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghargai perilaku jujur, disiplin, tanggung jawab, peduli (gotongroyong, toleransi), santun, percaya diri dalam berinteraksi secara effective dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang di pelajari di sekolah dan sumber lain yang sama dalam sudut pandang atau teori.

B. Kompetensi dasar

1. Memahami fungsi social, struktur teks dan unsure kebahasaan dari teks descriptive dengan menyatakan dan menanyakan tentang descripsi orang, binatang dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
2. Menangkap makna dalam teks descriptive lisan dan tulis, sangat pendek dan sederhana.
3. Menunjukkan perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

C. Indikator

1. Melengkapi teks descriptive dengan 5 rumpang
2. Menulis teks descriptive berdasarkan gambar dan kata kunci yang disajikan dengan runtut dan benar

D. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat dengan cermat, cepat dan tepat:

1. Melengkapi rumpang dalam teks descriptive dengan cermat
2. Menulis teks descriptive sederhana berdasarkan gambar dan kata kunci yang disediakan

E. Metode Pembelajaran

- PLEASE strategy

F. Media Pembelajaran

1. Media

- Worksheet atau lembar kerja (siswa)
- Buku paket

2. Alat/Bahan

- Spidol, papan tulis

G. Materi Pembelajaran

Descriptive text

Definition of descriptive text

Descriptive is a text containing two components, identification and description by which a writer describes a person, animal or things.

Text organization

- Identification, is writing the name of something, place, picture, city and family with brief description.
- Description, is described parts, qualities and characteristics of thing.

H. Sumber Belajar : Buku yang berkaitan

I. Langkah-Langkah Pembelajaran

1. Pendahuluan

- Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
- Memperkenalkan diri pada siswa dan menyampaikan maksud kedatangan ke dalam kelas
- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, pada pertemuan yang berlangsung
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

2. Kegiatan Inti

- Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi yang akan diajarkan dengan cara memberikan siswa text dan membaca text tersebut bersama-sama.
- Guru menjelaskan apa isi yang terkandung dalam text
- Guru menulis komponen dari PLEASE Strategy pada papan tulis
- Guru memberikan contoh teks dengan mengaplikasikan PLEASE strategy pada suatu benda/orang yang ingin di descripsikan
- Siswa bekerja sendiri atau tidak berkelompok
- Guru memberikan siswa lembar kerja dan meminta siswa untuk menjawab lembar kerja tersebut
- Guru membantu dan memandu siswa menjawab lembar kerja dengan menggunakan PLEASE Strategy satu per satu.

3. Penutup

- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
- Mengumpulkan lembar kerja yang telah dikerjakan
- Meminta siswa untuk mengulang dan mempraktekan PLEASE Strategy di rumah agar lebih memudahkan siswa dalam menulis descriptive teks.
- Menutup kelas atau mengakhiri pembelajaran dengan salam

J. Penilaian

1. Instrument

Buatlah sebuah teks descriptive berdasarkan judul di bawah ini:

- a. My mother
- b. My father

2. Indikator penilaian

Grammar	25
Vocabulary	25
Mechanics	25
Organization	25

Sibuhuan,

2020

Mengetahui

Guru Mata Pelajaran

Researcher

Nur Wahidah Siregar

1620300066

Appendix 2

Control Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MTs Al-Mukhlisin SIBUHUAN

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Alokasi Waktu : 2 x 40 menit

Jenis teks : Descriptive text

Aspek/Skill : Writing

A. Kompetensi Inti

KI 1 : Menanggapi dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghargai perilaku jujur, disiplin, tanggung jawab, peduli (gotongroyong, toleransi), santun, percaya diri dalam berinteraksi secara effective dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (factual, konseptual,dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang di pelajari di sekolah dan sumber lain yang sama dalam sudut pandang atau teori.

B. Kompetensi dasar

1. Memahami fungsi social, struktur teks dan unsure kebahasaan dari teks descriptive dengan menyatakan dan menanyakan tentang descripsi orang, binatang dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
2. Menangkap makna dalam teks descriptive lisan dan tulis, sangat pendek dan sederhana.
3. Menunjukkan perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

C. Indikator

1. Melengkapi teks descriptive dengan 5 rumpang
2. Menulis teks descriptive berdasarkan gambar dan kata kunci yang disajikan dengan runtut dan benar

D. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat dengan cermat, cepat dan tepat:

1. Melengkapi rumpang dalam teks descriptive dengan cermat
2. Menulis teks descriptive sederhana berdasarkan gambar dan kata kunci yang disediakan

E. Metode Pembelajaran

- PLEASE strategy

F. Media Pembelajaran

1. Media

- Worksheet atau lembar kerja (siswa)
- Buku paket

2. Alat/Bahan

- Spidol, papan tulis

G. Materi Pembelajaran

Descriptive text

Definition of descriptive text

Descriptive is a text containing two components, identification and description by which a writer describes a person, animal or things.

Text organization

- Identification, is writing the name of something, place, picture, city and family with brief description.
- Description, is described parts, qualities and characteristics of thing.

H. Sumber Belajar : Buku yang berkaitan

I. Langkah-Langkah Pembelajaran

1. Pendahuluan

- Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
- Memperkenalkan diri pada siswa dan menyampaikan maksud kedatangan ke dalam kelas
- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, pada pertemuan yang berlangsung

- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

2. Kegiatan Inti

- Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi yang akan diajarkan dengan cara memberikan siswa text dan membaca text tersebut bersama-sama.
- Guru menjelaskan apa isi yang terkandung dalam text
- Guru memberikan contoh teks descriptive pada siswa
- Siswa bekerja sendiri atau tidak berkelompok
- Guru memberikan siswa lembar kerja dan meminta siswa untuk menjawab lembar kerja tersebut
- Guru membantu dan memandu siswa menjawab lembar kerja

3. Penutup

- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
- Mengumpulkan lembar kerja yang telah dikerjakan
- Meminta siswa untuk mengulang dan mempraktekan PLEASE Strategy di rumah agar lebih memudahkan siswa dalam menulis descriptive teks.
- Menutup kelas atau mengakhiri pembelajaran dengan salam

J. Penilaian

1. Instrument

Buatlah sebuah teks descriptive berdasarkan judul di bawah ini:

- My mother
- My father

2. Indikator penilaian

Grammar	25
Vocabulary	25
Mechanics	25
Organization	25

Sibuhuan,

2020

Mengetahui

Guru Mata Pelajaran

Researcher

Nur Wahidah Siregar

1620300066

Appendix 3

INSTRUMENT FOR PRE-TEST

1. Pengantar

Tes ini bertujuan untuk menjaring data dari siswa/i mengenai students' ability in descriptive text dan jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.

2. Petunjuk

- a. Buatlah sebuah teks descriptive berdasarkan judul yang tertera di dalam soal sesuai dengan pengetahuan anda.
- b. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.

3. Soal

Buatlah sebuah teks descriptive berdasarkan judul di bawah ini

- a. My self

Validator

Researcher

Rayendriani Fahmei Lubis, M.Ag
NIP.19710510200003 2 001

Nur Wahidah Siregar
NIM.1620300066

Appendix 4

INSTRUMENT FOR POST-TEST

1. Pengantar

Tes ini bertujuan untuk menjaring data dari siswa/i mengenai students' ability in descriptive text dan jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.

2. Petunjuk

- a. Buatlah sebuah teks descriptive berdasarkan judul yang tertera di dalam soal sesuai dengan pengetahuan anda.
- b. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.

c. Soal

Buatlah sebuah teks descriptive berdasarkan judul di bawah ini

- a. My best friend

Validator

Researcher

Rayendriani Fahmei Lubis, M.Ag
NIP.19710510200003 2 001

Nur Wahidah Siregar
NIM.1620300066

Appendix 5

Score of Pre-test in Experimental and Control Class

1. Pre-test Score of Experimental Class

No.	Initial name	Pre-test	No.	Initial name	Pre-test
1.	ALL	53	26.	PAL	50
2.	AMA	59	27.	PTR	46
3.	AP	42	28.	RSH	50
4.	ASH	54	29.	RSN	59
5.	ASP	40	30.	RWH	56
6.	DACP	45	31.	RZH	58
7.	ERH	53	32.	SAD	51
8.	FPH	50	33.	SAN	64
9.	HH	68	34.	SBH	51
10.	HO	45	35.	SCS	54
11.	IMH	57	36.	SEL	46
12.	ISN	56	37.	SEMH	40
13.	JH	40	38.	SKH	55
14.	JIH	45	39.	SN	54
15.	LMS	48	40.	SR	60
16.	MAD	46	41.	SRD	57
17.	MH	50	42.	SRL	40
18.	NDS	52	43.	SWH	56
19.	NES	50	44.	YRH	41
20.	NH	46	45.	ZPS	40
21.	NMN	60	TOTAL		2290
22.	NRL	43			
23.	NS	53			
24.	NZH	55			
25.	PAH	52			

2. Pre-test Score of Control Class

No.	Initial name	Pre-test	No.	Initial name	Pre-test
1.	AHH	50	26.	NLNH	45
2.	AKH	54	27.	NWH	56
3.	AOH	50	28.	PHN	52
4.	AS	62	29.	PRD	45
5.	BAH	52	30.	RAL	48
6.	DASJ	45	31.	RAS	50

7.	DIS	56	32.	RRH	50
8.	EH	53	33.	RL	58
9.	EKD	40	34.	SBN	46
10.	ERFH	40	35.	SH	40
11.	ES	53	36.	SGH	52
12.	EW	45	37.	SK	52
13.	HSH	60	38.	SNS	45
14.	IHH	45	39.	SD	57
15.	IPH	48	40.	SR	56
16.	LAS	54	41.	SRS	43
17.	LNSH	40	42.	SN	52
18.	LWN	40	43.	SP	50
19.	LZH	54	44.	WJ	42
20.	MS	45	45.	ZKL	50
21.	MSH	40	TOTAL		2228
22.	NA	44			
23.	NAH	48			
24.	NED	60			
25.	NHS	54			

Appendix 6

Result of Normality in Pre-test

A. Result of Normality Test of VII 7 in Pre-test

1. The score of VII 7 class in pre-test from low score to high score:

40	40	40	40	40	41	42	43	45
45	45	46	46	46	46	48	50	50
50	50	50	50	51	52	52	53	53
53	54	54	54	55	56	56	56	56
57	57	58	59	59	60	60	64	68

2. High = 68

Low = 40

Range = high – low

$$= 68 - 40$$

$$= 28$$

3. Total of classes = $1 + 3.3 \log (n)$
 $= 1 + 3.3 \log (45)$
 $= 1 + 3.3 (1.65)$
 $= 1 + 5.44$
 $= 6.44 = 6$

4. Length of classes = $\frac{\text{range}}{\text{total of classes}} = \frac{28}{6} = 4.66 = 5$

Mean

Interval class	F	X	X'	Fx'	x' ²	Fx' ²
40-44	8	42	+2	16	4	32
45-49	8	47	+1	8	1	8
50-54	15	52	0	0	0	0
55-59	10	57	-1	-10	1	10
60-64	3	62	-2	-6	4	12

65-69	1	67	-3	-3	9	9
I = 5	45			5		71

$$\begin{aligned}
M_x &= M^1 + i \frac{\sum fx'}{N} \\
&= 52 + 5 \left(\frac{5}{45} \right) \\
&= 52 + 0.55 \\
&= 52.55 = 53
\end{aligned}$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n} \right)^2} \\
&= 5 \sqrt{\frac{71}{45} - \left(\frac{5}{45} \right)^2} \\
&= 5 \sqrt{1,57 - 0,01} \\
&= 5 \sqrt{1,56} \\
&= 5 \times 1.24 \\
&= 6.2
\end{aligned}$$

Table of Normality Test with Chi Kuadrat Formula

Interval of score	Real upper limit	Z-score	Limit of large of the area	Large of area	Fh	Fo	$\left(\frac{fo - fh}{fh} \right)$
65-69	69.5	2.66	0.4970				
60-64	64.5	1.85	0.4678	0.02	0.9	1	0.11
55-59	59.5	1.04	0.3508	0.11	4.95	3	-0.39
50-54	54.4	0.24	0.0948	0.25	11.25	10	-0.11
45-49	49.5	-0.56	0.29116	-0.19	-8.55	15	-2.75
40-44	44.5	-1.37	0.08534	0.20	9	8	-0.11
	39.5	-2.17	0.01500	0.07	3.15	8	1.53
						X^2	-1.72

Based on table before, the researcher found that $x^2_{count} = -1.72$

white $x^2_{table} = 5.991$. Cause $x^2_{count} < x^2_{table}$ ($-1.72 < 5.991$) with degree of

freedom (dk) = 5-3 = 2 and significant level $\alpha = 5\%$. So distribution of VII

7 in pre-test is normal.

5. Median

No	Interval	F	Fk
1	40-44	8	8
2	45-49	8	16
3	50-54	15	31
4	55-59	10	41
5	60-64	3	44
6	65-69	1	45

Position of M_e in the interval of classes is in number 3, that:

$$Bb = 49.5$$

$$F = 15$$

$$Fm = 16$$

$$i = 5$$

$$n = 45$$

$$1/2n = 22.5$$

$$\begin{aligned} M_e &= Bb + i \left(\frac{\frac{n}{2} - f}{fm} \right) \\ &= 49.5 + 5 \left(\frac{22.5 - 15}{16} \right) \\ &= 49.5 + 5 (0.46) \\ &= 49.5 + 2.3 \\ &= 51.8 = 52 \end{aligned}$$

6. Modus

No	Interval	F	Fk
1	40-44	8	8
2	45-49	8	16
3	50-54	15	31
4	55-59	10	41

5	60-64	3	44
6	65-69	1	45

$$L = 49.5$$

$$d_1 = 7$$

$$d_2 = 5$$

$$i = 5$$

$$\begin{aligned}
 Mo &= L + i \left(\frac{d_1}{d_1 + d_2} \right) \\
 &= 49.5 + 5 \left(\frac{7}{7+5} \right) \\
 &= 49.5 + 5 (0.58) \\
 &= 49.5 + 2.9 \\
 &= 52.4
 \end{aligned}$$

B. Result of Normality Test of VII 8 in Pre-test

1. The score of VII 8 class in pre-test from low score to high score:

40	40	40	40	40	40	42	43	44
45	45	45	45	45	45	46	48	48
48	50	50	50	50	50	50	52	52
52	52	52	52	53	53	54	54	54
54	56	56	56	57	58	60	60	62

2. High = 62

Low = 40

Range = high – low

$$= 62 - 40$$

$$= 22$$

$$\begin{aligned}
3. \text{ Total of classes} &= 1 + 3.3 \log (n) \\
&= 1 + 3.3 \log (45) \\
&= 1 + 3.3 (1.65) \\
&= 1 + 5.44 \\
&= 6.44 = 6
\end{aligned}$$

$$4. \text{ Length of classes} = \frac{\text{range}}{\text{total of classes}} = \frac{22}{6} = 3.6 = 4$$

5. Mean

Interval class	F	X	X'	Fx'	x' ²	Fx' ²
40-43	8	41.5	+3	24	9	72
44-47	8	45.5	+2	16	4	32
48-51	9	49.5	+1	9	1	9
52-55	12	53.5	0	0	0	0
56-59	5	57.5	-1	-5	1	5
60-63	3	61.5	-2	-6	4	12
i = 4	45			38		130

$$\begin{aligned}
M_x &= M^1 + i \frac{\sum f x'}{N} \\
&= 53.5 + 4 \left(\frac{38}{45} \right) \\
&= 53.5 + 3.36 \\
&= 56.66
\end{aligned}$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum f x'^2}{n} - \left(\frac{\sum f x'}{n} \right)^2} \\
&= 4 \sqrt{\frac{130}{45} - \left(\frac{38}{45} \right)^2} \\
&= 4 \sqrt{2.88 - 0.70} \\
&= 4 \sqrt{2.18} \\
&= 4 \times 1.47 \\
&= 5.88
\end{aligned}$$

Table of Normality Test with Chi Kuadrat Formula

Interval of score	Real upper limit	Z-score	Limit of large of the area	Large of area	Fh	Fo	$\left(\frac{fo - fh}{fh}\right)$
60-63	63.5	1.16	0.3770				
56-59	59.5	0.48	0.1844	0.19	8.55	3	-0.64
52-55	55.5	-0.19	0.42465	-0.24	-10.8	5	-1.46
48-51	51.5	-0.87	0.19215	0.23	10.35	12	0.15
44-47	47.5	-1.55	0.06057	0.13	5.85	9	0.53
40-43	43.5	-2.23	0.01287	0.04	1.8	8	3.44
	39.5	-2.91	0.00181	0.01	-0.45	8	-16.77
						X ²	-14.75

Based on table before, the researcher found that $x^2_{count} = -14.75$ white $x^2_{table} = 3.481$. Cause $x^2_{count} < x^2_{table}$ ($-14.75 < 3.481$) with degree of freedom (dk) = 4-3 = 1 and significant level $\alpha = 5\%$. So distribution of VII 8 in pre-test is normal.

6. Median

No	Interval	F	Fk
1	40-43	8	8
2	44-47	8	16
3	48-51	9	25
4	52-55	12	37
5	56-59	5	42
6	60-63	3	45

Position of M_e in the interval of classes is in number 3, that:

Bb = 53.5

F = 12

Fm = 25

$$i = 4$$

$$n = 45$$

$$1/2n = 22.5$$

$$M_e = Bb + i \left(\frac{\frac{n}{2} - f}{fm} \right)$$

$$= 53.5 + 4 \left(\frac{22,5 - 12}{25} \right)$$

$$= 53.5 + 4 (0.42)$$

$$= 53.5 + 1.68$$

$$= 55.18$$

7. Modus

No	Interval	F	Fk
1	40-43	8	8
2	44-47	8	16
3	48-51	9	25
4	52-55	12	37
5	56-59	5	42
6	60-63	3	45

$$L = 53.5$$

$$d_1 = 3$$

$$d_2 = 7$$

$$i = 4$$

$$M_o = L + i \left(\frac{d_1}{d_1 + d_2} \right)$$

$$= 53.5 + 4 \left(\frac{3}{3+7} \right)$$

$$= 53.5 + 4 (0.3)$$

$$= 53.5 + 1.2$$

$$= 54.7$$

Appendix 7

Homogeneity Test in Pre-test

Calculation of parameter to get variant of the first class as experimental class sample 1 and variant of the second class as control class sample 2 are used homogeneity test by using formula:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypothesis :

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

A. Variant of the VII 7 class is:

No.	Xi	Xi ²	No.	Xi	Xi ²
1.	53	2809	24.	55	3025
2.	59	3481	25.	52	2704
3.	42	1764	26.	50	2500
4.	54	2916	27.	46	2116
5.	40	1600	28.	50	2500
6.	45	2025	29.	59	3481
7.	53	2809	30.	56	3136
8.	50	2500	31.	58	3364
9.	68	4624	32.	51	2601
10.	45	2025	33.	64	4096
11.	57	3249	34.	51	2601
12.	56	3136	35.	54	2916
13.	40	1600	36.	46	2116
14.	45	2025	37.	40	1600
15.	48	2304	38.	55	3025
16.	46	2116	39.	54	2916
17.	50	2500	40.	60	3600
18.	52	2704	41.	57	3249
19.	50	2500	42.	40	1600

20.	46	2116	43.	56	3136
21.	60	3600	44.	41.	1681
22.	43	1849	45.	40	1600
23.	53	2809		2290	118624

$$n = 45$$

$$\sum xi = 2290$$

$$\sum xi^2 = 118624$$

$$\begin{aligned}
S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
&= \frac{45(118624) - (2290)^2}{45(45-1)} \\
&= \frac{5338080 - 5244100}{45(44)} \\
&= \frac{93980}{1980} \\
&= 47.46
\end{aligned}$$

B. Variant of the VII 8 class is:

No.	Xi	Xi ²	No.	Xi	Xi ²
1.	50	2500	24.	60	3600
2.	54	2916	25.	54	2916
3.	50	2500	26.	52	2704
4.	62	3844	27.	56	3136
5.	52	2704	28.	52	2704
6.	45	2024	29.	45	2024
7.	56	3136	30.	48	2304
8.	53	2809	31.	50	2500
9.	40	1600	32.	50	2500
10.	40	1600	33.	58	3364
11.	53	2809	34.	46	2116
12.	45	2024	35.	40	1600
13.	60	3600	36.	52	2704
14.	45	2024	37.	52	2704
15.	48	2304	38.	45	2024
16.	54	2916	39.	57	3249
17.	40	1600	40.	56	3136
18.	40	1600	41.	43	1849

19.	54	2916	42.	52	2704
20.	45	2024	43.	50	2500
21.	40	1600	44.	42	1764
22.	44	1936	45.	50	2500
23.	48	2304		2228	111892

$$n = 45$$

$$\sum xi = 2226$$

$$\sum xi^2 = 111648$$

$$\begin{aligned}
S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
&= \frac{45(111892) - (2226)^2}{45(45-1)} \\
&= \frac{5035140 - 4963984}{45(44)} \\
&= \frac{71156}{1980} \\
&= 35.93
\end{aligned}$$

To test the hypothesis the formula was:

$$\begin{aligned}
F &= \frac{T \square e \text{ Biggest Variant}}{T \square e \text{ Smallest Variant}} \\
&= \frac{47.46}{35.93} \\
&= 1.32
\end{aligned}$$

After doing the calculation, the researcher found that $f_{count} = 1.32$ with $\alpha = 5\%$ and $dk = 45$ and 45 from distribution list f , researcher found that $f_{table} = 4,08$, cause $f_{count} < f_{table}$ ($1.32 < 4,08$). So, there is no different variant between VII 7 and VII 8 class. It means that the variant is homogenous.

Appendix 8

Score of Post-test in Experimental and Control Class

1. Post-test Score of Experimental Class

No.	Initial name	Post-test	No.	Initial name	Post-test
1.	ALL	70	26.	PAL	62
2.	AMA	78	27.	PTR	65
3.	AP	70	28.	RSH	76
4.	ASH	75	29.	RSN	80
5.	ASP	65	30.	RWH	80
6.	DACP	70	31.	RZH	78
7.	ERH	76	32.	SAD	78
8.	FPH	70	33.	SAN	80
9.	HH	72	34.	SBH	80
10.	HO	65	35.	SCS	70
11.	IMH	82	36.	SEL	60
12.	ISN	80	37.	SEMH	74
13.	JH	78	38.	SKH	69
14.	JIH	75	39.	SN	75
15.	LMS	76	40.	SR	83
16.	MAD	76	41.	SRD	80
17.	MH	65	42.	SRL	60
18.	NDS	78	43.	SWH	89
19.	NES	80	44.	YRH	65
20.	NH	60	45.	ZPS	62
21.	NMN	70	TOTAL		3290
22.	NRL	62			
23.	NS	68			
24.	NZH	85			
25.	PAH	78			

2. Post-test Score of Control Class

No.	Initial name	Post-test	No.	Initial name	Post-test
1.	AHH	66	26.	NLNH	60
2.	AKH	65	27.	NWH	62
3.	AOH	78	28.	PHN	60
4.	AS	75	29.	PRD	68
5.	BAH	65	30.	RAL	65
6.	DASJ	66	31.	RAS	70

7.	DIS	75	32.	RRH	62
8.	EH	65	33.	RL	70
9.	EKD	66	34.	SBN	68
10.	ERFH	62	35.	SH	59
11.	ES	65	36.	SGH	68
12.	EW	70	37.	SK	65
13.	HSH	80	38.	SNS	60
14.	IHH	60	39.	SD	76
15.	IPH	60	40.	SR	64
16.	LAS	69	41.	SRS	68
17.	LNSH	70	42.	SN	70
18.	LWN	62	43.	SP	65
19.	LZH	65	44.	WJ	65
20.	MS	59	45.	ZKL	62
21.	MSH	67	TOTAL		2989
22.	NA	66			
23.	NAH	68			
24.	NED	76			
25.	NHS	62			

Appendix 9

Result of Normality in Post-test

A. Result of Normality Test of VII 7 in Post-test

1. The score of VII 7 class in post-test from low score to high score:

60	60	60	62	62	62	65	65	65
65	65	68	69	70	70	70	70	70
70	70	72	74	75	75	75	76	76
76	76	78	78	78	78	78	78	80
80	80	80	80	80	82	83	85	89

2. High = 89

Low = 60

$$\begin{aligned} \text{Range} &= \text{high} - \text{low} \\ &= 89 - 60 \\ &= 29 \end{aligned}$$

$$\begin{aligned} 3. \text{ Total of classes} &= 1 + 3.3 \log (n) \\ &= 1 + 3.3 \log (45) \\ &= 1 + 3.3 (1.65) \\ &= 1 + 5.44 \\ &= 6.44 = 6 \end{aligned}$$

$$4. \text{ Length of classes} = \frac{\text{range}}{\text{total of classes}} = \frac{29}{6} = 4.83 = 5$$

5. Mean

Interval class	F	X	X'	Fx'	x' ²	Fx' ²
60-64	6	62	+3	18	9	54
65-69	7	67	+2	14	4	28
70-74	8	72	+1	8	1	8
75-79	13	77	0	0	0	0
80-84	9	82	-1	-9	1	9
85-89	2	87	-2	-4	4	8
Σ	45			27		107

$$\begin{aligned}
M_x &= M^1 + i \frac{\sum f x'}{N} \\
&= 77 + 5 \left(\frac{27}{45} \right) \\
&= 77 + 3 \\
&= 80
\end{aligned}$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum f x'^2}{n} - \left(\frac{\sum f x'}{n} \right)^2} \\
&= 5 \sqrt{\frac{107}{45} - \left(\frac{27}{45} \right)^2} \\
&= 5 \sqrt{2.37 - 0.36} \\
&= 5 \sqrt{2.01} \\
&= 5 \times 1.41 \\
&= 7.05
\end{aligned}$$

Table of Normality Test with Chi Kuadrat Formula

Interval of score	Real upper limit	Z-score	Limit of large of the area	Large of area	fh	Fo	$\left(\frac{fo - fh}{fh} \right)$
85-89	89.5	1.34	0.4099				
80-84	84.5	0.63	0.2357	0.17	7.65	2	0.73
75-79	79.5	-0.07	0.47210	-0.23	-10.35	9	-1.86
70-74	74.5	-0.78	0.21770	0.25	11.25	13	0.15
65-69	69.5	-1.48	0.06944	0.14	6.3	8	0.26
60-64	64.5	-2.19	0.01426	0.05	2.25	7	2.11
	59.5	-2.90	0.00187	0.01	-0.45	6	-12.33
						X ²	-13.72

Based on table before, the researcher found that $x^2_{\text{count}} = -13.72$

white $x^2_{\text{table}} = 5.991$. Cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($-13.72 < 5.991$) with degree of

freedom (dk) = 5-3 = 2 and significant level $\alpha = 5\%$. So distribution of VII

7 in post-test is normal.

6. Median

No	Interval	F	Fk
1	60-64	6	6
2	65-69	7	13
3	70-74	8	21
4	75-79	13	34
5	80-84	9	43
6	85-89	2	45

Position of M_e in the interval of classes is in number 4, that:

$$Bb = 74.5$$

$$F = 13$$

$$Fm = 21$$

$$i = 5$$

$$n = 45$$

$$1/2n = 22.5$$

$$\begin{aligned} M_e &= Bb + i \left(\frac{\frac{n}{2} - f}{fm} \right) \\ &= 74.5 + 5 \left(\frac{22.5 - 13}{21} \right) \\ &= 74.5 + 5 (0.45) \\ &= 74.5 + 2.25 \\ &= 76.75 \end{aligned}$$

7. Modus

No	Interval	F	Fk
1	60-64	6	6
2	65-69	7	13
3	70-74	8	21
4	75-79	13	34

5	80-84	9	43
6	85-89	2	45

$$L = 74.5$$

$$d_1 = 5$$

$$d_2 = 4$$

$$i = 5$$

$$\begin{aligned} Mo &= L + i \left(\frac{d_1}{d_1 + d_2} \right) \\ &= 74.5 + 5 \left(\frac{5}{5+4} \right) \\ &= 74.5 + 5 (0.55) \\ &= 74.5 + 2.75 \\ &= 77.25 \end{aligned}$$

B. Result of Normality Test of VII 8 in Post-test

1. The score of VII 8 class in post-test from low score to high score:

59	59	60	60	60	60	60	62	62
62	62	62	62	64	65	65	65	65
65	65	65	65	65	66	66	66	66
67	68	68	68	68	68	69	70	70
70	70	70	75	75	76	76	78	80

2. High = 80

Low = 59

Range = high – low

$$= 80 - 59$$

$$= 21$$

$$\begin{aligned}
3. \text{ Total of classes} &= 1 + 3.3 \log (n) \\
&= 1 + 3.3 \log (45) \\
&= 1 + 3.3 (1.65) \\
&= 1 + 5.44 \\
&= 6.44 = 6
\end{aligned}$$

$$4. \text{ Length of classes} = \frac{\text{range}}{\text{total of classes}} = \frac{21}{6} = 3.5 = 4$$

5. Mean

Interval class	F	X	X'	Fx'	x' ²	Fx' ²
59-62	13	60.5	+1	13	1	13
63-66	14	64.5	0	0	0	0
67-70	12	68.5	-1	-12	1	12
71-74	0	72.5	-2	0	4	0
75-78	5	76.5	-3	-15	9	45
79-82	1	80.5	-4	-4	16	16
$i = 4$	45			-18		86

$$\begin{aligned}
M_x &= M^1 + i \frac{\sum f x'}{N} \\
&= 64.5 + 4 \left(\frac{-18}{45} \right) \\
&= 64.5 + (-1.6) \\
&= 62.9
\end{aligned}$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum f x'^2}{n} - \left(\frac{\sum f x'}{n} \right)^2} \\
&= 4 \sqrt{\frac{86}{45} - \left(\frac{-18}{45} \right)^2} \\
&= 4 \sqrt{1.91 - 0.16} \\
&= 4 \sqrt{1.75} \\
&= 4 \times 1.32 \\
&= 5.28
\end{aligned}$$

Table of Normality Test with Chi Kuadrat Formula

Interval of score	Real upper limit	Z-score	Limit of large of the area	Large of area	fh	Fo	$\left(\frac{fo - fh}{fh}\right)$	
79-82	82.5	3.71	0.4999					
75-78	78.5	2.95	0.4984	0.00	0	1	1	
71-74	74.5	2.19	0.4857	0.01	0.45	5	10.11	
67-70	70.5	1.43	0.4236	0.06	-2.7	0	-2.7	
63-66	66.5	0.68	0.2517	0.17	7.65	12	0.56	
59-62	62.5	-0.07	0.47210	-0.22	-9.9	14	-2.41	
	58.9	-0.83	0.20327	0.26	11.7	13	0.11	
							X ²	-8.67

Based on table before, the researcher found that $x^2_{count} = -8.67$

white $x^2_{table} = 3.481$. Cause $x^2_{count} < x^2_{table}$ ($-8.67 < 3.481$) with degree of freedom (dk) = 4-3 = 1 and significant level $\alpha = 5\%$. So distribution of VII 8 in post-test is normal.

6. Median

No	Interval	F	Fk
1	59-62	13	13
2	63-66	14	27
3	67-70	12	39
4	71-74	0	39
5	75-78	5	44
6	79-82	1	45

Position of M_e in the interval of classes is in number 2, that:

$$Bb = 64.5$$

$$F = 14$$

$$Fm = 13$$

$$i = 4$$

$$n = 45$$

$$1/2n = 22.5$$

$$\begin{aligned}
M_e &= Bb + i \left(\frac{\frac{n}{2} - f}{fm} \right) \\
&= 64.5 + 4 \left(\frac{22.5 - 14}{13} \right) \\
&= 64.5 + 4 (0.65) \\
&= 64.5 + 2.6 \\
&= 67.1
\end{aligned}$$

7. Modus

No	Interval	F	Fk
1	59-62	13	13
2	63-66	14	27
3	67-70	12	39
4	71-74	0	39
5	75-78	5	44
6	79-82	1	45

$$L = 64.5$$

$$d_1 = 1$$

$$d_2 = 2$$

$$i = 4$$

$$\begin{aligned}
M_o &= L + i \left(\frac{d_1}{d_1 + d_2} \right) \\
&= 64.5 + 4 \left(\frac{1}{1 + 2} \right) \\
&= 64.5 + 4 (0.33) \\
&= 64.5 + 1.32 \\
&= 65.82
\end{aligned}$$

Appendix 10

Homogeneity Test in Post-test

Calculation of parameter to get variants of the first class as experimental class sample 1 and variant of the second class as control class sample 2 used homogeneity test by using formula:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypothesis :

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

A. Variant of the VII 7 class is:

No.	Xi	Xi ²	No.	Xi	Xi ²
1.	70	4900	24.	85	7225
2.	78	6084	25.	78	6084
3.	70	4900	26.	62	3844
4.	75	5625	27.	65	4225
5.	65	4225	28.	76	5776
6.	70	4900	29.	80	6400
7.	76	5776	30.	80	6400
8.	70	4900	31.	78	6084
9.	72	5184	32.	78	6084
10.	65	4225	33.	80	6400
11.	82	6724	34.	80	6400
12.	80	6400	35.	70	4900
13.	78	6084	36.	60	3600
14.	75	5625	37.	74	5476
15.	76	5776	38.	69	4761
16.	76	5776	39.	75	5625
17.	65	4225	40.	83	6889
18.	78	6084	41.	80	6400
19.	80	6400	42.	60	3600

20.	60	3600	43.	89	7921
21.	70	4900	44.	65	4225
22.	62	3844	45.	62	3844
23.	68	4624		3290	242944

$$\begin{aligned}
 n &= 45 \\
 \sum xi &= 3290 \\
 \sum xi^2 &= 242944
 \end{aligned}$$

$$\begin{aligned}
 S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{45(242944) - (3290)^2}{45(45-1)} \\
 &= \frac{10932480 - 10824100}{45(44)} \\
 &= \frac{108380}{1980} \\
 &= 54.73
 \end{aligned}$$

C. Variant of the VII 8 class is:

No.	Xi	Xi ²	No.	Xi	Xi ²
1.	66	4356	24.	76	5776
2.	65	4225	25.	62	3844
3.	78	6084	26.	60	3600
4.	75	5625	27.	62	3844
5.	65	4225	28.	60	3600
6.	66	4356	29.	68	4624
7.	75	5625	30.	65	4225
8.	65	4225	31.	70	4900
9.	66	4356	32.	62	3844
10.	62	3844	33.	70	4900
11.	65	4225	34.	68	4624
12.	70	4900	35.	59	3481
13.	80	6400	36.	68	4624
14.	60	3600	37.	65	4225
15.	60	3600	38.	60	3600
16.	69	4761	39.	76	5776
17.	70	4900	40.	64	4096
18.	62	3844	41.	68	4624

19.	65	4225	42.	70	4900
20.	59	3481	43.	65	4225
21.	67	4489	44.	65	4225
22.	66	4356	45.	62	3844
23.	68	4624		2989	199727

$$n = 45$$

$$\sum xi = 2989$$

$$\sum xi^2 = 199727$$

$$\begin{aligned}
 S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{45(199727) - (2989)^2}{45(45-1)} \\
 &= \frac{8987715 - 8934121}{1980} \\
 &= \frac{53594}{1980} \\
 &= 27.06
 \end{aligned}$$

To test the hypothesis the formula was:

$$\begin{aligned}
 F &= \frac{T \square e \text{ Biggest Variant}}{T \square e \text{ Smallest Variant}} \\
 &= \frac{54.73}{27.06} \\
 &= 2.02
 \end{aligned}$$

After doing the calculation, the researcher found that $f_{count} = 2.02$ with $\alpha = 5\%$ and $dk = 45$ and 45 from distribution list f , researcher found that $f_{table} = 4.08$, cause $f_{count} < f_{table}$ ($2.02 < 4.08$). So, there is no different variant between VII 7 and VII 8 class. It means that the variant is homogenous.

Appendix 11

T-test of Both Averages in Pre-test

The Formula was used to analyses hypothesis test of both averages was t-test, that:

$$\begin{aligned} T_t &= \frac{M1 - M2}{\sqrt{\left(\frac{(n1-1)s_1^2 + (n2-1)s_2^2}{n_1+n_2-2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\ &= \frac{53 - 56.66}{\sqrt{\left(\frac{(45-1)47.46 + (45-1)35.93}{45+45-2}\right)\left(\frac{1}{45} + \frac{1}{45}\right)}} \\ &= \frac{-3.66}{\sqrt{\left(\frac{44(47.46) + 44(35.93)}{88}\right)(0.02+0.02)}} \\ &= \frac{-3.66}{\sqrt{\frac{2088.24+1580.92}{88} (0.02+0.02)}} \\ &= \frac{-3.66}{\sqrt{\left(\frac{3669.16}{88}\right)(0.04)}} \\ &= \frac{-3.66}{\sqrt{(41.69)(0.04)}} \\ &= \frac{-3.66}{\sqrt{1.667}} \\ &= \frac{-3.66}{1.29} \end{aligned}$$

$$= -2.83$$

Based on researcher calculation result of hypothesis test of both averages, researcher found that $t_{\text{count}} = -2.83$ with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 45 + 45 - 2 = 88$, $t_{\text{table}} = 2.00$. So, $t_{\text{count}} < t_{\text{table}} (-2.83 < 2.00)$ and H_0 is accepted, it means no difference the average between the first class as experimental class and the second class as control class in this research.

Appendix 12

T-test of Both Averages in Post-test

The Formula was used to analyses hypothesis test of both averages was t-test, that:

$$\begin{aligned} T_t &= \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\ &= \frac{80 - 62.9}{\sqrt{\left(\frac{(45 - 1)54.73 + (45 - 1)27.06}{45 + 45 - 2}\right)\left(\frac{1}{45} + \frac{1}{45}\right)}} \\ &= \frac{17.1}{\sqrt{\left(\frac{44(54.73) + 44(27.06)}{88}\right)(0.02 + 0.02)}} \\ &= \frac{17.1}{\sqrt{\frac{2408.12 + 1190.64}{88}(0.02 + 0.02)}} \\ &= \frac{17.1}{\sqrt{\left(\frac{3598.76}{88}\right)(0.02 + 0.02)}} \\ &= \frac{17.1}{\sqrt{(40.89)(0.04)}} \\ &= \frac{17.1}{\sqrt{1.63}} \\ &= \frac{17.1}{1.27} \end{aligned}$$

$$= 13.46$$

Based on researcher calculation result of hypothesis test of both averages, researcher found that $t_{\text{count}} = 13.46$ with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 45 + 45 - 2 = 88$, $t_{\text{table}} = 2.00$. So, $t_{\text{count}} > t_{\text{table}}$ ($13.46 > 2.00$) and H_a is accepted, it means there was the difference average between the first class as experimental class and the second class as control class in this research.

Appendix 13

Chi-Square Table

Dk	Significant level					
	50%	30%	20%	10%	5%	1%
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26,018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

Appendix 14

Z-Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.00368	0.00357
-2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
-2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
-2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
-1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
-1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
-1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551
-1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
-1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
-1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
-1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
-1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
-1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
-0.9	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
-0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
-0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510

-0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
-0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
-0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
-0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
-0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

Z-Table

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964

Appendix 15

Research Documentation









**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Kepada Yth:
1. Eka Sustrī Harida, M.Pd (Pembimbing I)
2. Yusni Sinaga, M.Hum (Pembimbing II)

di-Padangsidimpuan


Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

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Judul Skripsi : **The Effect of Pick, List, Evaluate, Activate, Supply and End (PLEASE) Strategy on Writing Ability in Descriptive Text at Grade VII Students MTs Al-Mukhlisih Sibuhuan PadangLawas**

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

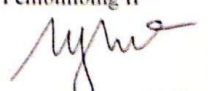

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29 Juli 2020

Yth. Kepala MTs Al-Mukhlisin Sibuhuan
Kabupaten Padang Lawas

Dengan hormat, bersama ini kami sampaikan bahwa :

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adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Pick, List, Evaluate, Activate, Supply and End (PLEASE) Strategy on Writing Ability in Descriptive Text at Grade VII Students MTs Al-Mukhlisin Sibuhuan Padang Lawas".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n.Dekan
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Adalah benar telah menyelesaikan Penelitian di MTs Al-Mukhlisin Sibuhuan dari tanggal 04 s/d 12 Agustus tahun 2020, dengan Judul "The Effect of Pick, List, Evaluate, Active, Supply and End (PLEASE) Strategy on Writing Ability in Descriptive Text at Grade VII Students MTs Al-Mukhlisin Sibuhuan Padang Lawas"

Demikianlah Surat Keterangan ini diperbuat, untuk dapat dipergunakan seperlunya.

Sibuhuan, 12 Agustus 2020
Kepala Madrasah Al-Mukhlisin

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