

**THE EFFECT OF APPLYING PICK, LIST, EVALUATE,
ACTIVATE, SUPPLY, END (PLEASE) STRATEGY
ON THE STUDENTS ACHIEVEMENT IN
WRITING DESCRIPTIVE TEXT**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

By

FADILLAH EFFENDI
NPM. 1302050175



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2017**

ABSTRACT

Fadillah Effendi. 1302050175. “The Effect of Applying Pick, List, Evaluate. Activate, Supply, and End (PLEASE) strategy on the Students’ achievement in Writing Descriptive Text” : Skripsi. English Program of Teacher Training and Education, University of Muhammadiyah Sumatera Utara, Medan 2017.

This research was intended to investigate The Effect of Applying Pick, List, Evaluate. Activate, Supply, and End (PLEASE) strategy on the Students’ achievement in Writing Descriptive Text. The objective of this research was to find out the significant effect of applying PLEASE strategy on the students achievement on writing descriptive text. This research was conducted at SMP MUHAMMADIYAH 1 Medan of academic year 2016/2017 Jalan Demak No.3, Sei Rengas Permata, Medan Area, Kota Medan. The population of this study was the seventh grade students, that consisted of five classes; they were VII-T1, VII-T2, VII-T3, VII-T4, VII-T5. Purposive sampling technique was applied in this research, so the sample were VII-T1 and VII-T3. The sample was divided into two groups : VII-T1 as experimental class taught by applying PLEASE strategy and VII-T3 as control class taught without applying PLEASE strategy. The study was conducted by using an experimental research design. Each group was given a pre-test, treatment, and post-test. This data were acquired by administrating an written test which was given in pre-test and post-test. After analyzing the data by using t test formula, it was obtained that $t_{observe}$ was higher than t_{table} ($7.12 > 2.00$) with $\alpha = 5\%$ and the degree of freedom (df) 58. The finding showed that the students achievement in writing descriptive text by applying PLEASE strategy was more significant than those without applying PLEASE strategy. Based on this research, it was revealed that the percentage of the effect of applying PLEASE strategy was 64% and 36% was influenced by other factors.

Keyword : Pick, List, Evaluate. Activate, Supply, and End (PLEASE), Writing, Descriptive Text.

ACKNOWLEDGEMENTS



First of all, the researcher would like to express her thanks to Allah SWT, who has given her blessing and mercies, so that she could finish the study. Secondly, the researcher would like to express her thanks to our prophet Muhammad SAW, who has brought human from jahiliyah into the islamiyah era. Thirdly, she would like to thanks her beloved parents, Sofyan Effendi and Masyitah for their sincere prayers, love and support in moral and material during her academic year in completing her study.

In writing this study entitled "*The Effect of Applying Pick, List, Evaluate. Activate, Supply, and End (PLEASE) strategy on the Students achievement in Writing Descriptive Text*". In writing this skripsi, there were many difficulties and problem faced by her and without much help from the following people, it might be imposibble for her to finish it. Therefore, she would like to thanks to the people mention bellow :

1. **Dr. Agussani, M.AP** the Rector of University of Muhammadiyah Sumatera utara.
2. **Dr. Elfrianto Nasution, S.Pd.M. Pd** the Dean 1 of FKIP UMSU, who has given her recomendation to carry out this research.
3. **Dra. Hj. Syamsuyurnita, M. Pd** the Vise dean 1 of FKIP UMSU, who has encourage her education in FKIP.

4. **Mandra Saragih, S. Pd. M. Hum** Head and **Pirman Ginting, S. Pd. M. Hum** Secretary of English Departement FKIP UMSU for their encouragement to the research during the process of writing this study.
5. **Hj. Darmawati, S. Pd. M. Pd**, her supervisor who has given her suggestion, ideas, comments, and guidance in writing this study.
6. **Paiman, S. Pd** Headmaster of SMP MUHAMMADIYAH 1 Medan to help the reseracher to do this research.
7. **All lectures**, especially those of English Departement for their guidance advice, suggestion, and encouragement during her academic year at FKIP UMSU.
8. Her beloved brother **Fadlon Hanif, Amd** and **Fahri Effendi**, who always given support, motivation, and spirit in finishing her study.
9. A lot of thanks to her friend more than family **Addinur Hatta Sembiring, Rio Azhari Sipahutar, Imam Rivai Harahap, Fahmi Agung Marpaung, Martin Siregar**, who have given support in her study.
10. Her classmate of VII D morning class of 2013/2016 academic year. Especially **Aisyah, Dwi Anzar Sari, Ema Marisa, Rifa Aulia, Indah Chairunnisa**. And for all people who unmentioned in this study, thanks for everything and help, may Allah bless them all.

The researcher realizes that this skripsi is still far from being perfect. So, the researcher hopes suggestion and comments from all the readers or other researchers who want to study this study.

Finally, the researcher hopes that this study will be useful for the readers, especially the students of English Departement who want to do simillar research and also for researcher herself. May Allah bless all of us.

Medan, April 2017
The researcher

Fadillah Effendi
NPM. 1302050175

TABLE OF CONTENTS

ABSTRACT	i
-----------------------	----------

ACKNOWLEDGMENT	ii
TABLE OF CONTENTS	v
LIST OF THE TABLES	vii
LIST OF APPENDICES	viii
CHAPTER I INTRODUCTION	1
A. The Background of the Study	1
B. The Identification of Problem	4
C. The Scope and Limitation	4
D. The Formulation of Problem.....	4
E. The Objectives of the Study	5
F. The Significant of the Study	5
CHAPTER II REVIEW OF LITERATURE	7
A. Theoretical Framework	7
1. The Description of Writing.....	7
1.1 The Process of Writing	9
2. The Definition of Descriptive Text.....	9
2.1 Definition of Writing Paragraph.....	15
3. Definition of PLEASE Strategy	20
3.1 The Procedure in using PLEASE Strategy in Teaching Writing..	21
3.2 The Advantage of using PLEASE Strategy.....	26
B. Relevant Study.....	27
C. Conceptual Framework.....	27
D. Hypothesis	29

CHAPTER III METHOD OF RESEARCH.....	30
A. Location and Time	30
B. Population and Sample	30
1. Population	30
2. Sample	31
C. Research Design	32
D. Instrument of the Research	34
E. The Technique of Collecting Data	38
F. The Technique of Analysis	38
G. Testing Hypothesis	40
CHAPTER IV DATA AND DATA ANALYSIS	41
A. Data Collection.....	41
B. Data Analysis	46
C. Testing hypothesis.....	56
D. Finding	56
CHAPTER V CONCLUSION AND SUGGESTION	58
A. Conclusion	58
B. Suggestion	58
REFERENCES	

LIST OF THE TABLES

Table 3.1	Population	32
Table 3.2	Sample	33
Table3.3	Research Design	33
Table 3.4	The Teacher and Students Activities in Experimental Group	34
Table 4.1	The score of Pre-test in Experimental Group	41
Table 4.2	The score of Pre-Test in Control Group	44
Table 4.3	The score of Post-Test in Experimental Group	45
Table 4.4	The score of Post-Test in Control Group.....	46
Table 4.5	The Differences Between Pre-Test and Post-Test in Experimental Group	48
Table 4.6	The Differences Between Pre-test and Post-test in Control Group	49
Table 4.7	The Calculation Score of the Experimental Group.....	51
Table 4.8	The Calculation Score of the Control Group	52
Table 4.9	The Calculation of Table	55

LIST OF APPENDICES

Appendix 1 Lesson Plan Experimental Group.....	
Appendix 2 Lesson Plan Control Group.....	
Appendix 3 Test Item	
Appendix 4 Attendance List of Experimental and Control.....	
Appendix 5 Students Answer's Sheet.....	
Appendix 6 Form K – 1	
Appendix 7 Form K – 2	
Appendix 8 Form K – 3	
Appendix 9 Lembar Pengesahan Proposal.....	
Appendix 10 Lembar Pengesahan Hasil Seminar Proposal.....	
Appendix 11 Surat Pernyataan Plagiat.....	
Appendix 12 Surat Izin Riset.....	
Appendix 13 Surat Balasan Riset	
Appendix 14 Berita Acara Bimbingan Proposal	
Appendix 15 Berita Acara Bimbingan Skripsi	
Appendix 16 Curriculum Vitea.....	

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGMENT.....	ii
TABLE OF CONTENTS.....	v
LIST OF THE TABLES.....	vii
LIST OF APPENDICES.....	viii
CHAPTER I INTRODUCTION	1
A. The Background of the Study	1
B. The Identification of Problem	4
C. The Scope and Limitation	4
D. The Formulation of Problem.....	4
E. The Objectives of the Study	5
F. The Significant of the Study	5
CHAPTER II REVIEW OF LITERATURE	6
A. Theoretical Framework	7
1. The Description of Writing.....	7
1.1 The Process of Writing.....	9
1.2 Definition of Writing Paragraph.....	10
2. The Definition of Descriptive Text.....	14
2.1 Types of Descriptive.....	15
2.2 Descriptive Paragraph.....	18
3. Definition of PLEASE Strategy	20
3.1 The Procedure in using PLEASE Strategy in Teaching Writing..	21

3.2 The Advantage of using PLEASE Strategy.....	26
B. Relevant Study.....	27
C. Conceptual Framework.....	27
D. Hypothesis	28
CHAPTER III METHOD OF RESEARCH.....	29
A. Location and Time.....	29
B. Population and Sample	29
1. Population	29
2. Sample	30
C. Research Design	31
D. Insrument of the Research	32
E. The Technique of Collecting Data	35
F. The Technique of Analysis	35
G. Testing Hypothesis	36
CHAPTER IV DATA AND DATA ANALYSIS	37
A. Data Collection.....	37
B. Data Analysis	38
C. Testing hypothesis.....	39
D. Finding	39
CHAPTER V CONCLUSION AND SUGGESTION	40
A. Conclusion	40
B. Suggestion	40
REFERENCES	

CHAPTER I

INTRODUCTION

A. The Background of the Study

In writing the students should also be able to write a descriptive text, but writing a descriptive text is still hard for the students. The problems that make writing a descriptive text become hard for the students are the students were lack of vocabulary that make them hard to generate their idea. In writing a descriptive text, the students should also generate their idea. And get an object to described. They should also develop that idea become one or more paragraphs that needs many vocabulary. When the students have lack of vocabulary it would made them hard to start writing the first sentence and also make them confuse to develop their idea.

Pick, List, Evaluate, Activate, Supply and End (PLEASE) Strategy on the students achievement in writing descriptive text is the strategy can apply in teaching writing. There were many types of writing, such as; Recount, Recount text was text that retell about a story, experience and other. Then, Descriptive, Descriptive text was a text which says what a person or a thing is like. Its purpose was to describe and reveal a particular person, place, or thing. Next, there is Procedure, Procedure text was a text that was designed to describe how something was achieved through a sequence of actions or steps. And then, Narration, The narrative text was telling of a story or an account of a sequence of events.

In making the students active and good in writing, the students should get more exercise. The teacher should not give them same exercise in teaching

writing, for example, the teacher asks the students to copy a paragraph or order jumbled sentences become a good paragraph. That exercises would not help the students to find their own idea and write the text independently.

In teaching writing a descriptive text the teacher should also teach by using the appropriate strategy. One of the strategies that the teacher can used in teaching writing was PLEASE strategy. Welch (1992) tells the PLEASE strategy is effective for improving the students in writing paragraph .PLEASE was an acronym from six strategies for each letter, those are; P for pick, pick a topic, purpose and audience. L for list, list the ideas about the topic. E for evaluate, evaluate the list of ideas and plan the best way to organize the ideas. A for activate, activate the paragraph with a topic sentence. S for supply, supply the supporting sentence. E for and, end writing and evaluate your work.

PLEASE strategy also effective for improving the students ability in writing a text and an essay. The teacher can teach the students how to used PLEASE strategy in helping the student to write a text. The teacher can adapt this strategy and use it in writing a text, because basically this strategy is the same with writing process. This strategy guide the student how their start writing and generate their idea.

In applying this strategy to write a text there are some step that should be revise, such as activate the text with an introduction and supply the supporting detail. So the full step in using PLEASE strategy in writing a text is pick a topic, purpose and audience, list the ideas about the topic, evaluate the list of ideas and

plan the best way to organize the ideas, activate the text with an introduction, supply the supporting detail, end your writing and evaluate your work.

In fact, many of students found difficulties to write well. Based on the writer's experience while doing teaching practice program (PPL) in SMP MUHAMMADIYAH 1 Medan, there were some some problems found. First, most of the students said that they were still confused about how to begin and what they would write. Second, most of them had difficulty in conveying idea in writing because they were lack of vocabularies and difficult to create sentences. They assumed that writing was a boring activity that is why the students ability in writing text a was low. So it mkaes only there are only a few students who can get involved actively in writing class.

B. The Identification of the Problem

Based on the background of the study, the problem of this research is formulated as follows :

1. The students can not write descriptive text
2. The students do not know how to express their ideas
3. The students lack of vocabulary

C. The Scope and Limitation

The scope of the study was about writing skill by using PLEASE (Pick, List, Evaluate, Activate, Supply, and End) strategy. The limitation of the study is Descriptive text.

D. The Formulation of the Problem

The formulation of this research was there any Effect of Applying Pick, List, Evaluate. Activate, Supply, and End (PLEASE) strategy on the Students achievement in Writing Descriptive Text?

E. The Objective of the Study

The objective of this research was to find out Effect of Applying Pick, List, Evaluate. Activate, Supply, and End (PLEASE) strategy on the Students achievement in Writing Descriptive Text.

F. The Significance of the Study

The significance of this study was pointed into two element. They are theoretical significance and practical significance;

1. Theoretical

Theoretically the finding of this research hoped would give some contribution as well as information for the readers especially in writing descriptive text based on strategy PLEASE the used Welch's Theory. PLEASE strategy is effective for improving the students ability in writing paragraph, because basically this strategy is the same with writing process. This strategy guide the students how their start writing and generate their idea.

2. Practical

- a. Teachers, especially English teacher as contribution for them in improving and enriching their teaching strategies in writing descriptive text.
- b. Students, to get their experience of applying information PLEASE strategy in writing descriptive text, it would help them to improve their ability in writing descriptive text.
- c. Researcher, this study can help the next researcher getting the information for further relevant study.
- d. Other researcher, to help the other who interest in this study. It is hoped that other researcher would conducted as much more in study writing, and try to find out some other strategy applicable to teach writing.

CHAPTER II

REVIEW OF LITERATURE

A. The Theoretical Framework

In this chapter, the researcher was discuss writing theory includes the definitions of writing, the aspect of writing that explain about writing ability in writing paragraph. In the follow part, theoretically on the term was be used to be present.

1. The Description of Writing

Oshina and Hogue(2006:3) say that writing is a process not a product it need study and practice to develop this skill writing a text cannot be done instantly ,bit it needs a process to do that. The writer should do the writing in step by step. There are some steps that should the writer done before start writing, such as get idea, the topic and the audience. Then the writer can write their writing. Besides, writing as a tool to communicate and make people happy. Writing also helps people to test and practice their grammar. Pechler (2009:150) says that writing is traditionally the form used to practice grammatical structures. Writing is very important for the learn a language and check their grammatical by their writing

Writing is a very important capability for being owned by students, writing is also an excellent communication tool. Through writing, each person is able to convey feelings, ideas, and announcements to others. Sharples (1999:8) actually, writing is an opportunity; it allows students to express something about

themselves, explore and explain ideas. Student can convey their ideas in their mind by organizing them into a good text so that the others know them and they can think critically. Therefore, learning is very important for improved writing in particular learning of English in Indonesia because the writing is a process of transformation of thoughts and ideas into tangible forms of writing. In addition, many people choose writing as a means of effective and efficient communication of information to be conveyed in some ways like posting letters, business letters and important information in a company's product.

Unfortunately, some students will graduate from high school having learned that writing is mostly the application of a limited range of procedures, templates, and formulas. These limited tools are inevitably insufficient to the needs of real writing situations, leaving students floundering and struggling to put even basic ideas together, as an employer might say. To adapt a familiar adage: Give a student a methodic formula for writing, and she might pass the test; but teach her to know herself as a writer, and she'll write for life. Although formulas and prescribed methods might allow our students to write with less difficulty by using tried-and-true formats, we run the risk of excising excitement, creation, and discovery from writing. Doing so contributes to a narrow notion of what it means to write. Our students grow as writers when we encourage them to stray from restrictive, basic formulas and, instead, to follow some imaginative bunny trails. Teaching writing in this way takes more effort and thinking for both our students and us teachers because we maybe creating new forms and solutions for writing well.

1.1. The Process of Writing

There are twelve genres that are taught to senior high school students. Those are descriptive, recount, narrative, procedure, explanation, discussion, exposition, news item, Information report and review. The researcher focused on descriptive text which is taught in the second year of high school. As stated above, the descriptive text is taught by introducing the students to the model text with a hope that they will be able to write the genre well.

1.2. Definition of Writing Paragraph

From the definition above, it can be concluded that description paragraph is a paragraph that describes a particular person, place or event in great deal. Description writing vividly portrays a person, place, or things in such a way that the reader can visualize the topic and enter into the writer's experience. It is a way to enrich others forms of writing or as a dominant strategy for developing a picture of what something looks like.

A descriptive paragraph colorfully describes a person, place or thing. It allows you to imagine the way a person felt, heard or saw the object or location at a particular time regardless if the writer explains a real or imagined circumstance. Additionally, a descriptive paragraph gives readers a vivid image of a person, place or thing. This type of paragraph uses multiple sentences to convey a single clear image of a person, place or thing.

A group of sentences that cover a single topic is a paragraph. However, a descriptive paragraph will describe a particular situation. For example, a descriptive paragraph explains how a person looks or how a person may behave.

This type of paragraph also can explain the way a place or object appears, behaves and the surrounding environment.

2 Definition of Descriptive Text

Descriptive text a descriptive text is a piece of writing that is intended to convey meaning to the reader through sensory details and provides image to the reader. Additionally, descriptive text is a paragraph that is defined as a group of sentences that are closely related in thought and which serve one common purpose often used to describe what a person looks like and acts like, what a place looks like, and what an object looks like. Furthermore, Pardiyono (2007:34) state that description paragraph is a type of written text paragraph, in which has the specific function to describe about an object (living or non-living things) and it has the aim that is giving description of the object to the reader clearly.

The description of place is bringing the student into the situation where they have been there. According to Knapp and Watkins (2005) a description of place can include physical and emotional description. A description of place sometimes includes descriptions of objects and/or people that may be associated with the place. It means that by giving complete information about the place it more interesting by including details that express feelings about this special place. Furthermore, the students have been given some questions to help them write effectively: “what do you think about the place?”, “How is the interior and exterior design?”, “ What did you like about it?”, etc.

The generic structure of the descriptive text is different from other texts. There are two main components in the generic structure of descriptive text. They are identification and description.

Gerot and Peter (1994:208) mention that there are two components in the descriptive text: first, identification; identifies phenomenon to be described, and description; describes parts, qualities, and characteristics. The identification usually occurs in the first paragraph and the description stated in the continuing paragraph. The description consists of three parts: the parts of the place, the quality of the place and the characteristic of the place.

Sudarwati and Eudia (2005:27) mention that there are two components of the generic structure of descriptive text. They are identification; identify phenomenon to be described and description; describes parts, qualities, and characteristics. They add that the language features for descriptive text are focus on specific participants, use of attributive and identifying process, frequently use classifiers in nominal groups, and use of Simple present tense.

Good organization helps the reader better understand the ideas presented. The descriptive writing is organized according to how the person, place, or object exists in the real world. For example, a description of house might begin with the outside, then move to the inside, and proceed from room to room. Knapp and Watkins (2005: 80) said that organizing writing according to parts of the whole helps a reader to better visualize the items being described.

The components of writing descriptive are developing ideas, organizing ideas, grammar, vocabulary and mechanics derived as the indicators in scoring students' writing.

Descriptive text is a kind of writing that consists of description, characteristics, definition of something, object or something. Descriptive writing also involves putting across feelings, describing place, things and object. In this case the researcher is going to describe the students' skill in writing descriptive text based on their writing test result.

Descriptive text is the text that describes something in order the readers or listener are able to get the same sense as what the writer experienced with his or her six senses: looks, smells, feels, acts, tastes, and sounds. In this case the topic of the writing text is about the place. In writing descriptive text the students have to fulfill the five components of writing, they are developing ideas, organizing ideas, grammar, vocabulary and mechanics

Developing ideas is the most important thing to the students in writing descriptive text. By developing the ideas, the students can make a good writing text and develop their ideas clearly in each paragraph. In organizing ideas, students have to identify the name of place and describe the detail of the place in the supporting paragraph. In writing descriptive text the students have to use an appropriate grammar, in this case simple present tense. In composing the text, students have to choose the appropriate and accurate words to express the ideas. In mechanics component, students have to use the good punctuation, spelling and

capitalization. By analyzing the five components of the students' descriptive text, the researcher can see the students' skill in writing descriptive text.

a. Developing Ideas

The topics that were given to the students were considered familiar to the students. However, in this research there were some students who unable develop their ideas well. It might be because they do not understand how to develop the ideas. The students said that they had studied how to make a good descriptive writing text. However, in practice, they did not succeed in composing a good descriptive text. The first problem is dealing with developing ideas. They confessed that they familiar with the topic, i.e the place. They already wrote the object, but in their writing there were only a small number of ideas presented. They were able to compose a good topic sentence. However, they were unable to develop it into a good paragraph. it also found that some students were not has a paragraph unity, according to Barnet and Stubbs (1990:105) A good paragraph has unity (it makes one point, or it indicates where one unit of the topic begins and ends. To have a paragraph unity a student has to support the ideas into the sentences. For example in the first test found some uninformative text. So, the readers did not catch the idea of the writing text. The students admitted that this problems was due to the difficulties of transforming the ideas from the mind into written text.

b. Organizing ideas

Based on the findings, the students faced difficulties in organizing the ideas because they do not know how to deliver it in English. Many of the students

failed to organize the text well. It was related to the use of coherence of descriptive writing. They must compose the writing by applying the correct coherences, so the students can bring the real situation to the writing works. Reep (2009:82) states that a paragraph achieves coherence when the sentences proceed in a sequence that supports one point at a time. Transitional, or connecting, words and phrases facilitate coherence by showing the relationship between ideas and by creating a smooth flow of sentences. In organizing the ideas the students have to use two components of generic structure of writing descriptive, they are identification and description.

Gerot and Peter (1994:208) mention that there are two components in the descriptive text, (1) identification; identifies phenomenon to be described, and (2) description; describes parts, qualities, and characteristics. In identification component, the student has to identify phenomenon to be described. It means that, in description component, the student has to describe parts, qualities and characteristics of the objects. After analyzing the organizing ideas components, it was found that there are so many students faced difficulties organized the text well. First, they were able to identify the place. They were able to mention the object, place, the name and the location. However, they could not mention the location only; they have to give the related information about the object. Second, after identifying the place the student has to organize it by describing parts, qualities and the complete features from the object itself in order to inform the reader. Unfortunately, they were unable to describe the place well. Sometimes, the students cannot organize the paragraph well, it seems that they cannot develop the

ideas of their writing well. Beside identification and description component, in organizing ideas the students also have to pay attention to the chronological order to their text. Chronological order is ordered by time; it uses to explain the process, for example where is Yos Sudarso hospital located? The students can use: first, second, next, etc to explain about the future of the places. Chronological order also used to describe events period of time. In fact, only small numbers of the students used chronological order. The students confessed that these occurred because they did not write the outline before write the text and did not a list of ideas first. They directly wrote the ideas coming to their mind. So, it makes their text did not organized well and many repetition of ideas presented.

c. Vocabulary

Many of the students had poor choice of words. The ideas of the students were too general. It might be because the students did not know many vocabularies in English, lack of practices and faced difficulties in learning English. Stahl (2005) says that vocabulary is the knowledge of words and word meanings and also puts vocabulary knowledge as the knowledge of a word not only implies a definition, but also implies how that word fits into the context. Unfortunately, few of students put the words which were contextually unsuitable. It makes the reader should re-read the text in order to comprehend the idea. Even, the students also use some Indonesian language if they did not know how to say the words in English. It means that the students have to enrich their vocabularies. The Students only got the vocabulary input when the teacher explains the material jot down for them.

d. Grammar

There were only few mistakes found in grammar component. It might be caused by the frequent occurrence of simple present in descriptive text.

e. Mechanics

Meanwhile, the student did not have difficulties of putting punctuation and capitalization. But sometimes they misspelled because different between the pronunciation and written form of a word. It was reflected in their writing text. They only had a few error mechanics.

2.1. Types of Descriptive

You can describe anything in a descriptive paragraph. You can write descriptively in different approaches. A subjective description allows you to provide a personal account and can evoke emotions. An objective description usually uses neutral words, since they do not evoke emotions; this type of description generally provides information without adding feelings.

2.2. Descriptive Paragraph

When writing a descriptive paragraph try to use your five senses. Convey to your reader how something looks, feels, tastes, sounds and smells. For example, you may explain to your reader how your topic feels with words such as soft, rough or smooth. Words that can describe food may taste include salty, sweet, bitter or bland. Examples of words that can convey the manner an object smells may include rosy, fruity or burnt.

Connect your sentences in a descriptive paragraph with transitional words. This type of word allows you the ability organize and link your elements of the paragraph together. This also signals that the details in the paragraph proceed in a logical order. Examples of transitional words may include first, second, last or next.

Furthermore, there are five types of descriptive writing paragraph. They are:

a. Describing Process

Describing a process not only explains how something was done, but also explains why it was done and what was needed to complete the process.

b. Describing and event

To describe an event, a writer should be able to memorize and remember what happened in the event. Supposed the writer will write about Tsunami that was happened in Japan. In this case, he / she has to explain all details related to the event, so that the readers can imagine the real situation and condition.

c. Describing a personality

In describing a person, the first thing that we do was recognizing his/her individual characteristics. We need to describe people occurs fairly areas of physical attribute (hair, eyes), emotional (warm, nervous), moral attributes (greedy, honest, worthy, trust), and intellectual (cleverness, perception)

d. Describing a place

Presenting something concrete was the way to describe place, for example: a home, a hospital, and school.

e. Describing an object

To describe an object accurately was done by providing the physical characteristics of the object such as the color, form, shape, and so on.

Part of Descriptive Text There are three part of descriptive text. They are:

1. Social function, which is to describe a particular person, places, or things.
2. Generic Structure, which is divided in to two. They are:
 - a) identification: identifies the phenomenon to be described, and
 - b) description: describe parts, qualities, characteristics.
3. Significant lexico-grammatical feature, that is focus on specific participant, use simple present tense. Other source, Pardiyo (2007:34) maintain that three parts of descriptive, they are (1) communicative purpose, that was to describe an object (human and non-human), (2) rhetorical structure, there are two parts of rhetorical structure
 - a) identification, that was statement that consist of one topic to describe;
 - b) description, that was consist of the detail description about object that identify in identification, and (3) grammatical patterns, it was needed to understand that in descriptive paragraph, declarative sentence was used and using present forms.

From the two explanations above, we can conclude that the part of descriptive paragraph was divided in to three parts, they are:

a. Social Function

Describe the characteristics and conditions of the object (person, thing, place, or animal) by using adjective and attribute.

b. Generic structure

It was divided into two parts: they are a) identification was to identify the phenomenon that was described, and b) description was to describe the qualities, characteristics, condition, and part of an object in detail.

c. Grammatical feature

In description paragraph, it uses present tense as normally.

Descriptive text usually has its own specific features as follows: first, make use of adjectives and adverbs. Second, Use comparison to help picture it—something is like something. Third, Employ students' five senses—how it feels, smells, looks, sounds and tastes. (Taken from Modul Bahasa Inggris 2008)

Based on the definitions above, it can be concluded that descriptive text is the text that describes something in order the readers or listeners are able to get the same sense as what the writer experienced with his/her six senses: looks, smells, feels, acts, tastes, and sounds. It helps another to understand your experience.

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

Strategy

PLEASE strategy. Welch (1992) tells the PLEASE strategy is effective for improving the students' ability in writing paragraph. PLEASE is an acronym from six strategies for each letter, those are; P for pick, pick a topic, purpose and audience. L for list, list the ideas about the topic. E for evaluate, evaluate the list of

ideas and plan the best way to organize the ideas. A for actives, active the paragraph with a topic sentence. S for supply, supply the supporting sentence. E for and, end writing and evaluate your work.

PLEASE strategy also effective for improving the student' ability in writing a text and an essay. The teacher can teach the student how to use PLEASE strategy in helping the student to write a text. The teacher can adapt this strategy and use it in writing a text, because basically this strategy is the same with writing process. This strategy guide the student how their start writing and generate their idea. PLEASE strategy can help the student to improve the students' in writing ability especially in writing a paragraph. This strategy is not only can be used in paragraph writing but this strategy can also be used in writing a text and an essay. By using the strategy the student will be helped to start writing and help them to write step by step until they finish wiring a descriptive text. They will be lead by the teacher and PLEASE strategy in writing their descriptive text. In PLEASE strategy the student should know who will read their writing and choose the appropriate topic and them start to collect the data information about what they will write and start their writing.

3.1. The Procedure in using PLEASE Strategy in Teaching Writing

Teaching writing by using PLEASE strategy can be used for junior high school students at the first grade. Teaching writing and learning process in junior high school is covered by three steps; pre-teaching activities, whilst-teaching activities, and post-teaching activities. The stages are explained as follow:

a. Pre-teaching activities

Pre-teaching activities are done at the beginning of the classroom. It is a kind of warming up activities, which is done in order to build the students background knowledge about the topic they are going to study. In this pre-teaching activity, the students' are introduced to the topic or the lesson to be taught, for examples describing place. The activities will give some new information that stimulate and increase the students' concentration. These activities are also trying to get the students' attention and interest. So, the teacher motivates the student to study and understand what they are going to study

b. Whilst-teaching Activity

Whilst-teaching activities are the conducted during teaching process. In this phase, the teacher leads the students to the main activity in the teaching learning process. In this phase of teaching the teacher explain about PLEASE strategy to the students how to use it in writing process. After that the teacher asks the student to start writing descriptive paragraph. The student will be lead to write a descriptive paragraph by PLEASE strategy.

Whilst-teaching activity consists of three stages. They are exploration, elaboration and confirmation.

a) Exploration

Exploration is the first stage in whilst-teaching activity. The teacher gives some questions to the students to stimulate them about describing places. The examples of the question are:

1. Where is the white board?

2. How many students are in the class?
3. How many chairs are in this class?
4. How many tables are in this class?
5. Is the class big or small?
6. Is the class clean?
7. Is the class comfortable?

In this stage teacher tells the students what they are going to learn that is describing place. In this phase of teaching, the teacher explains to the students about describing text. The teacher can give example of preposition words to help the students in writing descriptive text about describing place, for example; in, on, at, below, beside, above. Behind, in front of and etc, about size; big, small, medium. Then, the teacher asks the students to look around their classroom because they are going to describe it.

Next, the teacher can discuss with the students about the question that the teacher has been given. The students can use the preposition word to answer the question. In this phase of teaching, the teacher also explains about PLEASE strategy to the student. After that, the teacher gives the example how to use PLEASE strategy in writing a descriptive text. The steps in teaching writing descriptive are by used PLEASE strategy are.

1) Pick

The teacher asks the students to pick the topic about their writing. The topic should be familiar and interesting. In giving the example, the teacher gives the students some question about their classroom. So, they can write the

topic about classroom or “my classroom” and the audience is the teacher and the students’ friends in the classroom.

2) List

The teacher asks the students to list all ideas about their classroom in their group. So, the student can list the as follows:

1. The classroom is big
2. There are 30 tables and chair in the class
3. The picture of the president
4. The picture of vice president
5. The white board is in front of the classroom
6. The teacher’s desk and chair in in front of the class
7. The wall paints is white
8. The class is comfortable
9. The garuda is on the wall
10. The rubbish bin is near the door
11. The class is clean

3) Evaluate

After the students collect of the information about their class, they can evaluate all the ideas, which ideas that will be use and support their topic in describing their classroom. If there is not enough data, they can find more ideas. After that, the students plan the best way to organize their ideas by making a simple outline in a piece of paper. They should think the best way to explore their

topic based on the outline and in order to make their audience are interested with their writing.

4) Activate

The teacher asks the students to write first sentence about their topic, the students can write the first sentence that is “my classroom is big”

5) Supply

The teacher commands the students to supply the supporting sentences in their paragraph with the ideas that they have collected. The teacher explains how important is the supporting sentences and put it in their writing. The example of supporting sentences for topic “my classroom” is: There are 30 tables and chairs in the classroom. There are two pictures of the president and the vice president hanging on the front wall. The garuda is hanging between the picture of the president and the vice president. There is a whiteboard in front of the class. The color of the wall paint is white. There is a rubbish bin near the door.

6) End

The teacher reminds the students to end and evaluate their writing. The students write their last sentence is describing their classroom, the sentence is “My classroom is really clean and comfortable”. In this last step of writing, the teacher reminds the student to end of finish their writing and evaluate their writing. The teacher asks the students to check and edit their writing.

After the students complete their descriptive text. The generic structures of descriptive text are identification and description and the teacher explains it by using the text that they have finished together. So the full paragraph is:

My classroom

Identification { My classroom is big. There are 30 tables and chairs in the classroom. There are two pictures of the president and the vice president on the front wall.

Description { The garuda is hanging between the pictures of president and the vice president. There is a whiteboard in front of the class. The color of the wall paint is white. There is a rubbish bin near the door. My class is really clean and comfortable.

b) Elaboration

The teacher has explained about PLEASE strategy and how to use it in writing a descriptive text. In this stage of whilst-teaching activity, the teacher asks the students to write another descriptive text. The topic should be interesting and familiar with them. The students will follow the instruction by the teacher based on the PLEASE strategy, pick the idea, list the information about the idea, evaluate the information, activate the first sentence, supply the supporting sentences, and the paragraph with concluding sentence.

c) Confirmation

After the students finished their assignment, the teacher asks them to submit their. Tasks and asks some question from the students about the lesson that have been learn. Then, the teacher explains again about the descriptive text.

c. Post-teaching Activities

Post-teaching activities are that activities that are conducted at the end of the lesson. In this teaching activity, the teacher concludes the lesson about descriptive text. Then at the end of the class the teacher with remands the student about their task or their homework and give them some motivation.

3.2.The Advantages of Using PLEASE strategy has some advantages

1. PLEASE strategy can help the students to improve the students writing ability especially in writing a paragraph and also in writing a text
2. PLEASE strategy can also help the students how to start their writing. This strategy also help the students' to plan what they are going to write form pre writing activity and also help the students to generate their idea while writing and how to revise their writing.
3. The PLEASE strategy helps the students to write independently. It will help the students to write independently because PLEASE strategy leads the students to find their own topic and ideas about what they will write. This strategy also leads the students to write from the beginning of their writing until they end it.

B. Relevant Study

C. Conceptual Framework

Writing has a goal to express ideas or thoughts so students' should

be able to express their ideas or thoughts in writing form. Writing is a process of putting their ideas or thoughts into words, into a sequence of words which is combined into the form of paragraph. Writing is not less important than listening, speaking and reading. The students' are expected to write simple letter and many type of the text. Writing encourages students' to focus on accurate language use and because they think as they write, it will provoke language development as they problems which the writing puts into their mind.

One of the early cognitive skills students' develop is to sequence. They are expected to reproduce a sequence of steps writing. Through writing procedure text students' are trained to be able to describe how something is accomplished through a sequence of action or steps. Although the students' have studied English from primary school many of them failure in achieve writing skills. Therefore teachers should create learning environment in which be students' can expand their ideas which will be transformed to their writings. One of the effective strategies which can be applied is Pick, List, Evaluate, Activate, Supply, and End (PLEASE) Strategy.

Pick, List, Evaluate, Activate, Supply, and End (PLEASE) Strategy.
of study that uses the pictures and also the words to stimulate students thinking inductively, from the specific thinking with see the picture that available become a sentences and then a paragraph. This strategy makes the students feel interested to learn because it is guide their imagination and idea to make a sentences and paragraph.

In Pick, List, Evaluate, Activate, Supply, and End (PLEASE) Strategy, teacher gives the example of the procedure text for the first step, and then the grammatical features, the generic structure and what they are going to do in writing descriptive text. After that, teacher explains it, shown the bigger one picture and put it into the wall or board. And then asks the students to identify what they see in the picture. After identifying the picture, the teacher labels the object or area with the words and then asks the students to pronounce and read the words aloud. Make the wordbank of the words labeled if desired. Then make the title, and ask the students to make a sentence or paragraph based on the topic. And finally the students read and review the sentences or paragraph that they have been made.

PLEASE Strategy can guide the students develop their imagination and idea to make a sentence or paragraph. By using interesting pictures, the writing task will be more enjoyable. From the explanation above it can be concluded that, students' are more active because PLEASE Strategy will be guided students' write descriptive text. PLEASE Strategy helps the students by giving the picture and also giving the words. Considering some advantages above are expected some student's achievement on writing procedure text are improved well with the PLEASE Strategy.

D. Hypothesis

Based on theoretical and conceptual framework above, hypothesis can be formulated as follows:

H_a: There was significant effect of applying PLEASE strategy on the students' achievement in writing descriptive text.

H₀: There was not significant effect of applying PLEASE strategy on the students' achievement in writing descriptive text.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

The research was conducted at SMP MUHAMMADIYAH 1 Medan at JL. Demak No.3, Sei Rengas Permata, Medan Area, Kota Medan. From February until April 2017. The was choosen that school based on SWOT (Strengths, Weaknesses, Opportunities and Threats) experience of teaching in that school, the researcher found that many students were not interested in writing, they were not able to express their idea in writing, especially in Descriptive Text. This was happen because the English teachers in this school do not try to use creative media or strategy that can improve students motivation when learning descriptive text. So it was needed to apply the strategy, one of the strategy is (PLEASE).

B. Population and Sample

1. Population

The population of this research was taken from the seven grade students in SMP MUHAMMADIYAH 1 Medan of 2016/2017, which consists of five classes, they are VII-T1 1 which consists of 30 students, VII-T2 which consists 29 students, VII-T3 which consists of 30 students, VII-T4 which consists of 28 students, VII-T5 which consists of 30 students. So, the total of population are 147 students.

Table 3.1
Population of Research

No	Classes	Population
1	VII – T1	30
2	VII – T2	29
3	VII – T3	30
4	VII – T4	28
5	VII – T5	30
Total		147

2. Sample

Sample was a procedure of taking the data, where only a part of population would take and used to determine the characteristic from the population. The researcher was use purposive sampling because sample that is selected based on characteristics of a population and the objective of the study. Based on Sugiyono's theory purposive sampling technique if the sample have correlation before and after treatment using t test sample related. The sample chosen are VII-T1 as Experimental group and VII-T3 as Control group.

Table 3.2
Sample of Research

No	Classes	Sample
1	VII-T1	30
2	VII-T3	30
	Total	60

C. The Research Design

This research used experimental quantitative design to found out the effect of applying PLEASE Strategy on the students achievement in writing descriptive text. There were two groups of students namely the experimental group and control group. The experimental group used PLEASE Strategy and control group taught without used PLEASE Strategy. The design of this research can be seen as follows:

Table 3.3
Research Design

Group	Pre – Test	Treatment	Post – Test
Experimental group	✓	Please Strategy	✓
Control group	✓	-	✓

1. Pre – test

Pre-test conducted to find out the students achievement in writing descriptive text before giving treatment. The pre-test was written test. In this case, the researcher makes the test by herself.

2. Treatment

Treatment was given to the students after pre-test administrated. The experimental group would taught by applying PLEASE Strategy.

Table 3.4
The process of treatment was be designed as follows

Teaching procedures in Experimental Group	
The Researcher Activity	Students Activity
<ul style="list-style-type: none"> a. The researcher asked the students to pick the topic about their writing. b. The researcher asked the students to list all ideas about their classroom in their group. c. The researcher told the students to evaluate, if there is not enough data, they can find more ideas. d. The researcher asked the students to write first sentence about their topic. e. The researcher commanded the students to supply the supporting sentences in their paragraph with the ideas that they have collected. f. The researcher reminded the students to end their writing. 	<ul style="list-style-type: none"> a. The students was take the topic of writing. b. The students made list about their classroom. c. The students checked the data to add the ideas. d. The students written the first sentence. e. The students written some supporting sentences to be one paragraph. f. The students written their last sentence.

3. Post – test

The researcher used post – test to know the result of teaching writing descriptive through PLEASE Strategy based learning writing descriptive before and after being taught by using PLEASE Strategy.

D. The Instrument Research

The instrument for collecting data of this research was used written test. In this, students written a paragraph which a topic sentences, supporting sentence, and concluding sentences in descriptive paragraph. The test give to get score which would focus to test the students achievement in writing descriptive text.

Then the result of the test was analyzed by using Brown (2003:246) there were five scoring components scales namely, content, organization, vocabulary, language used and mechanism. The specific criteria were describes in detail in following stages:

1. Content

The sentences of the content depend on the students capability to write their ideas information in the form of logical sentences.

30 – 27	Excellent to very good Students' with some knowledge and subject adequate or range limited development. Mostly relevant to topic sentences but lack the detail.
26 – 22	Good to average For the students with some knowledge of the subject, adequate ranges limited out, but lack the details.
21 – 17	Fair to average For the students with some knowledge of the subject, little substance in adequate development of subject.
16 – 13	Very poor When the students do not know knowledge of the subject non substantive, not pertinent to evaluated.

2. Organization

The organization refers to the students ability to write ideas of information in good logical, topic supporting sentences are clearly.

20 – 18	Excellent to very good Where a student is ready to provide fluent expression, ideas clearly stated. Sentences are organized logical sequence cohesive.
17 – 14	Good to average Some what tough – loosely organized but the main ideas stand out.
13 – 10	Fair to poor Non fluent ideas confused or disconnected, lack logically sequencing and development.
9 – 7	Very poor Does not communicative no organization or not enough to

	evaluate.
--	-----------

3. Vocabulary

20 – 18	Excellent to very good Sophisticated range – effective word form, etc.
15 – 14	Good to average Adequate range – occasional errors of word form, choice, usage meaning confused or obscured.
13 – 10	Fair to poor Limited range – frequent errors of word form, choice, usage meaning confused or obscured.
9 - 7	Very poor Lack of essential translation, little knowledge of English vocabulary, word form or not enough to evaluation.

4. Language Use

Language use referre to someone capability in writing, sample complex or compound sentence correctly and logically. It also referre to the ability in using argument in sentences and some other words such as noun, adjective, verb and the time signals.

25 – 22	Excellent to very good Effective complex construction-few errors argument, test. Number, word order/function, articles, pronouns, preposition.
21 – 18	Good to average Effective but simple construction – minor problems in complex construction – several errors agreements, test, number – word order/function, articles, pronoun, preposition but meaning, seldom obscured.
17 – 11	Fair to poor Major problems in simple complex construction frequent of errors of negotiations, agreement, tens, pronoun, preposition and or fragment, selections – meaning confused or obscured.
10 – 5	Very poor Virtually no mastery of sentences construction rules dominated by errors does not communication or not enough to evaluate.

5. Mechanism

Mechanism refers to the students ability in using word appropriately, using function correctly, paragraph and text can be read correctly.

5	Excellent very good Demonstrative mastery of conversation few errors spelling, punctuation, and capitalization writing sentences.
4	Good to average Occasional errors of spelling, punctuation, capitalization writing sentence.
3	Fair to poor Frequent errors of spelling, punctuation, and capitalization, writing sentence poor hand writing meaning confused or obscured.
2	Very poor No mastery of convention dominated by errors of spelling, punctuation and capitalization, paragraphing, hand writing illegible or not enough to evaluate.

E. The Technique for Collecting Data

To collecting the data of the research used some steps :

1. Giving pre-test to both classes.
2. Giving treatment in experimental group by applying PLEASE Strategy.
3. Giving post-test to both classes. The post test was same with the pre-test.
4. Collecting the students answer sheet

F. The Technique of Analysis

After collecting the data from the test, the data was analyzed by following procedure.

1. Read the students' answer.

2. Identify the students' answer.
3. Give the scoring test.
4. Listing their score into score table, the first for experimental group score as X_1 variable, the second for control group as X_2
5. Measuring standard deviation of variable X_1 and X_2 , according Anas Sudijono
6. Calculating the correlation between both variables
7. Found out the error of standard deviation between M1 and M2
8. Testing the hypothesis by applying T-test

G. Testing Hypothesis

In this research statistical hypothesis was used to decide, whether the hypothesis was accepted or rejected. The statistical hypothesis formula :

H_o : $T - \text{critical} < T - \text{table}$

H_a : $T - \text{critical} > T - \text{table}$

Note :

H_o : there would significant effect of applying PLEASE Strategy (the hypothesis would rejected)

H_a : there would significant effect of applying PLEASE Strategy (the hypothesis would rejected)

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data were collected from the students achievement in writing descriptive text by applying PLEASE strategy in experimental class and by lecturing technique in control class. The following table showed the score of experimental and control group.

Table 4.1
The score in Experimental Group

Score	Pre test	Post test
Mean	24,5	24,5
Highest	73	98
Lowest	55	75
Sum	1915	2640
N	30	30

Based on the table of the differences score of pre-test and post-test in experimental group in variabel X_1 were 735 and the mean in the experimental group were 24,5. it was known that the lowest score of experimental group were 55 and the highest score were 73, the KKM of the students in learning English were 70. The total of pre-test of each students obtained of the sum of content, organization, vocabulary, language use, and mecahnics score. And it was known that the lowest score of experimental group were 75 and the highest score were 98, the KKM of the students in learning English were 70. The total of Post-test of each students obtained of the sum of content, organization, vocabulary, language use, and mechanic score.

Table 4.2
The score in Control Group

Score	Pre test	Post test
Mean	6,9	6,9
Highest	70	80
Lowest	53	60
Sum	1825	2034
N	30	30

Based on the table of the differences score of pre-test and post-test in control group in variable X_1 were 209 and the mean in the experimental group were 6,9. it was known that the lowest score of control group were 53 and the highest score were 70, the KKM of the students in learning English were 70. The total of pre-test of each students obtained of the sum of content, organization, vocabulary, language use, and mechanic score. And, it was known that the lowest score of control group were 60 and the highest score were 80, the KKM of the students in learning English were 70. The total of pre-test of each students obtained of the sum of content, organization, vocabulary, language use, and mechanic score.

B. Data Analysis

Standar deviasi	Linear regresi	Testing hypothesis
M1 = 24,5	a = 65.73	$t_o = 7,12$
M2 = 6,9	b = 0.75	$t_t = 2,00$
SD1 = 27	y = 2034	$\alpha = 0.05$
SD2 = 5,8	$r^2 = \sqrt{0.64}$	df = 58
SEM1 = 5	D = 64%	
SEM2 = 1,07	X = 36%	
SEM1-SEM2 = 2,47		

C. Testing Hypothesis

To test the hypothesis, the t-test and the distribution of t-critical value were applied. The fact showed that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Therefore the students taught by applying PLEASE Strategy on the students achievement in writing descriptive text better than lecturing technique.

D. Finding

Based on the calculation, it was $t_{observe}$ found that the result of was higher than t_{table} ($7.12 > 2.00$), ($\alpha = 0.05$). it showed that the alternative hypothesis was accepted and it means that the applying PLEASE Strategy on the students achievement in writing descriptive text. It also proved from the data showed the score of experimental group (students who were taught by applying PLEASE Strategy) was higher than control group, ($2640 > 1915$). (students who were without applying PLEASE strategy). So, it's concluded that the alternative hypothesis was accepted that "there was a significant effect of applying PLEASE Strategy on the students achievement in writing descriptive text".

CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

A. CONCLUSSIONS

Based on the data analysis, and based on the finding, were found that there was a significant effect of applying PLEASE Strategy on the students achievement in writing descriptive text, which was proved by the result of score of the pre-test before gave treatment were 1915 and the post-test after gave the treatment were 2640 and found that the was $t_{observe}$ found that the result of was higher than t_{table} ($7.12 > 2.00$). The result of score the students who were taught by using PLEASE Strategy was higher than those who were taught by using lecturing technique and taught writing by applying PLEASE Strategy become more effective, interactive and easier to the students.

B. SUGGESTIONS

Related to the conclusions above, some suggestions were put forward as the following :

1. The English teacher can use this strategy to apply in learning process for the students at the same level when learn English in the class.
2. The teachers have to know how to stimulate the students curiosity and must be able to present the lesson so that it was more interested and

relevant for the students. One of the strategy that can be use is PLEASE Strategy.

3. It is suggested to other researcher to use these finding as source of the research.

REFERENCES

- Brown, (2003:248). *Language Assesment-Principles and Classroom Practice*.
- Gerot, Linda and Peter Wignel.1994.*Making sense of Functional Grammar*. Sydney: Antipodeanaeducational Enterprises.
- Knapp, Peter and Megan Watkins. 2005. *Genre, Text, Grammar Technologies For Teaching And Assesing Writing*. Sydney: University of New South Wales.
- Oshima, A., & Hogue.(1999). *Writing Academic English; Third Edition*.United State of America: Addwason Wesley Publwashing Company.
- Pardiyono. (2007). *PastiBisa! Teaching Genre Based Writing*. Yogyakarta.
- Pechler, Nobert, Ann Barnies and Kitfield. 2009. *Learning to Teach Modern Foreign Languages in the Secondary School*. United Stated of America: Routledge
- Reep, Diana c. 2009.*Technical Writing: Principles, Strategies, and Readings*. New York: Pearson Education.
- Sudarwati, Th.M. and Eudia Grace. 2005. *Look Ahead 2: An English Course for Senior High School Students Year XI*. Jakarta: Erlangga
- Sudijono, Anas. 2014. *Pengantar Statistik Pendidikan*. PT. Raja Gravindo Persada
- Sharples, M. (1999).*How We Write; Writing as Creative Design*. London: Routledge.
- Stahl, (2005). *Children's Reading Comprehension and Assesment*. University of Michigan
- Welch, M. (1992). The "PLEASE" strategy: a metacognitive learning strategy for improving the paragraph writing of students with mild learning disabilities. *Learning Disability Quarterly*, 15, (2), 119-128.