

# CHAPTER I

## INTRODUCTION

The objective of the research is to determine the effect of the PLEASE strategy on students writing ability in developing descriptive paragraphs. This chapter contains the background of the research, problem of the research, purpose of the research, significance of the research, operational definition, scope and limitations of the research.

### 1.1 Background of the Research

Writing is a process where we pour creativity or ideas that are in our heads into the form of the written language. In writing, the writer must express the contents of his or her writing. According to Galbraith, (2009) writing entails putting preconceived notions into text, coming material, and adjusting that content to the reader's demands. Writing is a complicated cognitive process useful for language production (Marpaung, 2019).

To write effectively, writers have to learn crucial elements to produce good writing. A writer must be familiar with writing aspects; such as content, organization, grammar, vocabulary, and writing mechanics, in order to generate quality work. Understanding these elements are crucial for writing because it will enable writers to construct appropriate sentences that will make it simpler for readers to comprehend the

ideas or messages being communicated. A writer who has a larger vocabulary finds it easier to put their thoughts, feelings, and ideas into writing (Erniwati et al., 2022).

Writers must write effectively to make it easy for the reader to understand their writing. A writer cannot just string words together without meaning while producing a written text. A writer must understand the purpose of writing before creating a literary work that is beautiful and useful for many people when they read it. A competent writer makes text simple to read (therefore you must understand how to use a comma) (Farnworth, 2021).

When creating descriptive paragraphs, students often encounter difficulties in writing. According to Yoandita (2019), some of the students' difficulties in writing descriptive paragraphs are how to start writing and generate the ideas, write the right words in English, write the correct grammar, and organize ideas. Even though students are allowed to use English dictionaries when making text descriptions, they still have difficulty arranging the words they will write.

According to Aminatun et al, (2018), the PLEASE strategy reminds students of the following steps as they write: first, pick a topic. Second, list the information about the topic for continuing evaluation, organizational planning, and sentence construction. Third, evaluate whether the list is exhaustive and plan for how to group the concepts that will be used to create supporting sentences. Fourth, active the topic sentence with a brief declarative sentence. Fifth, supply-supporting phrases based on the elements in the list. Sixth, end the topic statement as the final sentence and proofread the writing for capitalization, punctuation, spelling, and appearance mistakes.

According to the steps above, the PLEASE strategy is very interesting to use in class because it may be used to help students create better descriptive paragraphs. Therefore, it will motivate students to combine words and ideas that match and relate to one another before it becomes a better text. Research on the PLEASE strategy demonstrated a considerable improvement in teaching writing. Akincilar, (2010) After using the PLEASE strategy, there is a clear indication that the “PLEASE” strategy training had a positive effect on overall writing quality and made the need for previous planning before writing among students more obvious. Basri, (2016) said that, PLEASE strategy was able to improve students’ writing skills such as; content, organization, structure, and mechanics and made students able to write a paragraph minimum 50 words. The metacognitive PLEASE strategy has been shown to be successful in helping students build their metacognitive understanding of paragraph structure (Welch, 1992). The difference between my research and previous research is in the number of samples and the place where we conduct the research. Aminatun et al, (2018); demonstrate that the PLEASE Strategy is effective to teach writing. Her research was conducted in SMA Negeri 1 Ngemplak, Boolali, Central Java. Besides that, (Al-Zu’bi & Kayed, 2019), PLEASE strategy is encourages students to identify their themes and ideas for their writing and aids in the development of their paragraph-writing skills, which is why it encourages students to write autonomously. Their research were conducted in As-Salt, Yordania, and my research is to know whether there is significant effect or not to use PLEASE strategy in SMPN 2 Genteng, Banyuwangi, East Java because it was my previous school and I know the English

teacher at that school. Therefore, the researcher is motivated to perform the following research: The Effect of PLEASE Strategy on Students' Writing Ability in Developing Descriptive Paragraphs.

## **1.2 Problem of the Research**

Based on the background of this study, the research problem of this research is: Is there any significant effect of using the PLEASE strategy on students' ability in developing descriptive paragraphs?

## **1.3 Purpose of the Research**

The purpose of this research is to determine whether PLEASE strategy has a significant effect or not on students' ability in writing, especially in terms of writing descriptive paragraphs.

## **1.4 Significance of the Research**

### **1.4.1 Theoretical significant**

- 1) The findings of this study can be incorporated into how English is taught and learned in schools, particularly when teaching writing.
- 2) The findings of this study might be utilized as a guide for people who wish to undertake research on instructional techniques for enhancing students' writing abilities in English classes.

#### 1.4.2 Practical significant

The results of this study will be very helpful for both students and teachers to determine how important the ability to write a text, especially descriptive paragraphs, and teachers can use this strategy while teaching students in the class.

### 1.5 Operational Definition

#### 1) PLEASE strategy

The strategy that will help students in writing proses. There are six steps students must follow when using the PLEASE strategy. There are; 1) Pick a topic for writing content. 2) List the information about the topic for continuing evaluation, organizational, planning and sentence construction. 3) Evaluate whether the list is exhaustive and plan for how to group the concept that will be used to create supporting sentences. 4) Active the topic sentence with a brief declarative sentence. 5) Supply supporting phrases based on the elements in the list. 6) End the topic statement using final sentence, then proofread for capitalization, punctuation, spelling, and appearance mistakes.

#### 2) Writing skill

Writing is an ability in which we express what is on our minds in the form of writing on paper properly and correctly so that other people who read it know our ideas through the writing. In this research, the writing skill refers to students' ability to develop descriptive paragraphs. Descriptive paragraphs are paragraphs that explain or describe about a person, place or thing. The generic structures of descriptive paragraphs

are identification and description. Identification aims to introduce the person, place and thing. The description provides details of a person, place and thing that being described more specific. The language features in descriptive text are: using present tense, using adjective, focusing on specific participant, using verbs such as seems, looks, like and ect. There were 5 writing components used to assess students' writing: content (selection of topics and details used according to the topic chosen), grammar (separating, combining, and grouping ideas in words, phrases, clauses, and sentence), organization (write text according to the generic structure of the text that is made), mechanics (use of spelling, punctuation, and capitalization in each sentence), and vocabulary (choice of effective and appropriate words).

### **1.6 Scope and Limitations of the Research**

This research discussed the effect of the PLEASE strategy on the writing skill of descriptive paragraphs in seven grade students of SMP Negeri 2 Genteng. The research was conducted in a month (May) after the researcher finished her seminar. The treatment was conducted three times due to lack of time.