

INCREASING THE STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT THROUGH PLEASE STRATEGY AT THE TENTH GRADE OF SMK NEGERI 1 ULU MOROO IN 2022/2023

Thri Asti Gulo¹, Adieli Laoli², Hidayati Daeli³, Yasminar Amaerita Telaumbanua⁴
e-mail: thriastigulo07@gmail.com, laoliadieli65@gmail.com, daelihidayati@gmail.com,
yannaqueencer@gmail.com

¹²³⁴Faculty of Teacher Training and Education, Universitas Nias, Indonesia

Abstract

Writing is categorized as practical skill that asks students to create and write their ideas through topics provided. Then, students can share their ideas by writing the descriptive text especially describing a personality in correctly. Passing the MCC is a sign of a student's learning progress and is related to their academic achievement, particularly in the English subject. The study aims to improve students' descriptive writing abilities, particularly when it came to using the PLEASE Strategy to describe a personality. The researcher employed Classroom Action Research (CAR) to carry out the study. The eighteen pupils in the tenth grade at SMK Negeri 1 Ulu Moroo were the research subject. In order to gather data, the researcher employed assessment, field notes, and observation as tools. The researcher used essay writing as a tool for evaluation in order to assess the students' writing proficiency. The students' average score in Cycle I was 67.22, and they were unable to meet the MCC. However, the pupils performed well in Cycle II, with an average score of 82.5. The researcher finds that the PLEASE improved the students' writing skills in descriptive text at the tenth grade of SMK Negeri 1 Ulu Moroo in 2022/2023 since the students' marks in Cycle II are higher than those in Cycle I. It can be summed that the PLEASE can be applied in writing process at SMK Negeri 1 Ulu Moroo.

Keyword: Writing, Descriptive Text, PLEASE Strategy

Abstrak

Siswa dapat berbagi ide dengan menulis teks deskriptif, terutama mendeskripsikan kepribadian dengan benar. Lulus MCC merupakan tanda kemajuan belajar siswa dan terkait dengan prestasi akademik mereka, terutama dalam mata pelajaran bahasa Inggris. Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan menulis deskriptif siswa, khususnya dalam hal penggunaan Strategi PLEASE untuk mendeskripsikan kepribadian. Peneliti menggunakan Penelitian Tindakan Kelas (PTK) untuk melaksanakan penelitian ini. Delapan belas siswa di kelas sepuluh di SMK Negeri 1 Ulu Moroo adalah subjek penelitian. Untuk mengumpulkan data, peneliti menggunakan penilaian, catatan lapangan, dan observasi sebagai alat bantu. Peneliti menggunakan tulisan esai sebagai alat evaluasi untuk menilai kemampuan menulis siswa. Nilai rata-rata siswa pada Siklus I adalah 67,22, dan mereka tidak dapat memenuhi KKM. Namun, para siswa menunjukkan kinerja yang baik pada Siklus II, dengan skor rata-rata 82,5. Peneliti menemukan bahwa PLEASE meningkatkan keterampilan menulis siswa dalam teks deskriptif di kelas sepuluh SMK Negeri 1 Ulu Moroo pada tahun 2022/2023 karena nilai siswa pada Siklus II lebih tinggi daripada nilai siswa pada Siklus I.

Kata Kunci: Menulis, Text Deskripsi, Strategi PLEASE

INTRODUCTION

A key component of communication is language. It is a fundamental component in human's existence to pass on their thoughts, thought, and data to other people. Tuning in, talking, perusing, and composing are the four crucial capacities of language that ought to be advanced by the understudies in learning English. These abilities cannot be isolated since they are interconnected. Among of these abilities, one of the significant abilities is composing. This expertise is significant on the grounds that composing can be utilized by human to communicate their inclination or thoughts to others in composed language. Put differently, writing falls within the category of written communication. According to Raimes (1983) in (Mahdiyah et al., 2018), writing is a skill to express ideas, feeling and thought by ordering the words, sentences and paragraph. It is supported by Meyers (2005) in (Autila & Theresia, 2018), "Writing is a process of transferring ideas on paper by following the process of writing to be read by reader". Based on the theories above, it is required of the students to be able to organize, convey, and develop their thoughts, feelings, or opinions in written language by adhering to the writing process with the goal of being understood by the reader.

Writing is tied in with communicating information, and believing that understudies should communicate insight as nicely and obviously as it can, stated by (Urquhart & McIver, 2005). Writing is a consequence of crafted by the brain to find thoughts, express them and create the total construction of composing into a passage that can be grasped by the peruser," said Nunan (2003) in (Putri & Al Hafizh, 2020). Put differently, writing defined as the process of using words to convey thoughts and feelings from the mind into a coherent written work that the reader can understand. According to Harmer (2004) in (Ismayanti & Kholiq, 2019), the process of writing has four steps, they are: planning, drafting, editing, and final version.

The syllabus of 2013 Curriculum of the senior high school (SMA/SMK) in writing skill hopes the students should be able to organize descriptive texts in both written and oral form in a concise and straightforward manner that is relevant to people, places, and things based on social functions, generic structures, and linguistic features correctly and in context. In relation to the students' academic performance, particularly in the English course, the school sets the Minimum Competence Criterion (MCC) at seventy (70). The MCC should be passable by the students as a sign of their academic progress. Put another way, the curriculum assumes that students can write descriptive texts, particularly those that accurately describe personalities.

As per Gerot and Wignellin (1994) in (Jayanti, n.d.), "When we really want to depict how something shows up, feels, acts, tastes, or sounds, we utilize graphic composition". Knapp and Watkins in (Vera et al., 2019), state illustrative is a sort of text expected to portray specific individual, place, thing. It infers that we can make illuminating text to depict how something appears, tastes, thinks, acts, feels, or sounds to someone. Essentially, it gives unequivocal information about the approaches to acting of individuals, regions, and things. The peruser is assisted with envisioning the story by the organized nuances. To portray something comprehensively, the explaining text is cantered around.

In reality, there is still a gap between the expectations and the reality. It is showed by the results of previous observation conducted by the researcher in SMK Negeri 1 Ulu Moroo on Friday, 10th March 2023. The researcher found that the students were unable to write the descriptive text especially describing a personality because students got difficulties to start and create the descriptive texts. Therefore, the researcher wanted to solve the students' problems by applying PLEASE Strategy in teaching writing descriptive text. According to Akincilar (2010) in (Aminatun et al., 2019), "PLEASE Strategy is an effective strategy to improve the students' ability in writing paragraph". According to Welch and Jensen in (Mahdiyah et al., 2018), "PLEASE Strategy was developed to condense all of the action from procedure into more succinct steps by simplifying the steps and terminology to facilitate prewriting, planning, and ongoing evaluation". This implies that the students are guided by this method while they compose their writing, developing their thoughts all the way through to completion. The

researcher is persuaded that the PLEASE Strategy is the most effective way for students to overcome their difficulties with producing descriptive texts based on the previously mentioned beliefs.

Therefore, the researcher conducted research entitled, "Increasing the Students' Writing Skill in Descriptive Text through PLEASE Strategy at the Tenth Grade of SMK Negeri 1 Ulu Moroo in 2022/2023."

RESEARCH METHOD

The aim of the research is to increase the students' writing skill in descriptive text especially describing a personality through PLEASE Strategy at the tenth grade of SMK Negeri 1 Ulu Moroo in 2022/2023. Related to the objective of research, the researcher used Classroom Action Research on conducting the research. According to Wongwanich (2017) in (Meesuk et al., 2020), "Classroom action research is one of the teachers' duties in developing themselves and their students systematically. According to Kemmis and Mc Taggart (1990) in (Habe Al-Obaydi et al., 2021), there are four components of CAR, namely: planning, action, observation, and reflection.

The research was conducted in SMK Negeri 1 Ulu Moroo, located in Saloo village, Ulu Moroo Subdistric, West Nias regency. This research was conducted in May – June 2023. The subject of research was class X-TKJ consisted of 18 students of SMK Negeri 1 ULU Moroo. In collecting the data, the researcher used observation sheets, evaluation sheets, and field notes to get the complete information about writing descriptive texts. There were two categories of data: quantitative and qualitative. Based on (Saputra, 2020), quantitative data is data got through students' outcomes during the learning process by tests and tasks. Tests are given to students at the end of study, and then, tasks are given for each meeting. Addition, qualitative data is obtained through documentation and observation sheets for both teachers' activities and students' activities. Then, documentation used is to describe the learning process, meanwhile observation is used to see the whole process of learning during collecting the data.

In analysing the qualitative data there are three steps, namely:

- a. Reduction of data
It is the activity should be done by the researcher in evaluating and classifying data according to the statement of this research.
- b. Explanation of data
All of the data obtained by the researcher in the field should be organized and classified to get the meaning in the table, graphic or narration forms.
- c. Conclusion
It is the last step that should be done by the researcher where after explain the data, the researcher took conclusion about the data in statement.

Observation of learning implementation is analyzed with the formula which is adopted from Winarsunu (2012) in (Yanuarto & Trisnawati., 2021):

$$P = \frac{F}{N} \times 100\%$$

Description:

P = Percentage of Learning implementation

f = Number of activities carried out

N = Total number of activities

Meanwhile, quantitative data was analysed by the researcher based on the result of evaluation sheet. The result of evaluation sheet was evaluated by the researcher by using a formula adapted from Sutomo (1985) in (Rusdin, 2016), as follow:

$$S' \text{ score} = \frac{\text{Score obtained}}{\text{Maximum score}} \times 100$$

According to Nurgiyantoro (2010) in (Widyawati, 2018), to determine the criteria, the percentage ranking of student learning outcomes, the researcher used the following assessment criteria:

85%-100%	: Very good
75%-84%	: Good
60%-74%	: Adequate
40%-59%	: Less
0%-39%	: Fail

RESEARCH FINDINGS AND DISCUSSION

1. Research Findings

Cycle I

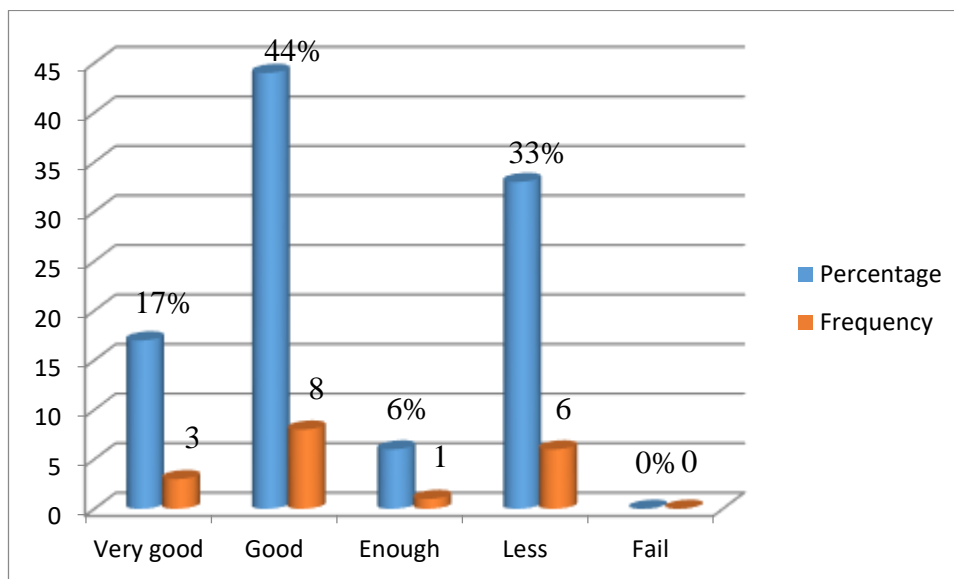
Everything required for the teaching-learning process, including the syllabus, lesson plan, materials, attendance record, observation sheet, and field notes, was prepared by the researcher before the procedure began. The researcher used the PLEASE Strategy's processes in teaching writing, particularly for the descriptive text, to carry out the teaching and learning process. After carrying out the activity in the classroom, the researcher made note of and examined the research's findings before drawing conclusions. Additionally, the researcher examined the student assessment forms from each cycle, particularly the second meeting. Table 4.1 on the next page displayed the results of the Cycle I students' assessment form.

Table 1 The students' writing skill in descriptive text through PLEASE Strategy of Cycle I

MCC	Level	Value	Number of the Students	Percentage
70	Very good	85-100	3	17%
	Good	75-84	8	44%
	Enough	60-74	1	6%
	Less	40-59	6	33%
	Fail	0-39	0	0%
	Total		18	100%

According to the aforementioned data, Cycle I students failed to demonstrate their ability to write descriptive texts using the PLEASE technique. Some pupils failed the Minimum Competence Criterion (MCC), which the institution set at a score of 70. Three pupils (17%) received the value classed as "very good". Eight pupils (44%) received values categorized as "good" levels. Only one student (6%) had the value labeled as "enough". Additionally, six pupils (or 33%) had the value categorized as "less" level. The pupils' average grades ranged from 40 to 85, with 85 being the highest possible score. The pupils received a value on average of 67.22.

In the Graphic below, the categorization of the students' results from Cycle I's second meeting is displayed:



Graphic 1: The students' writing skill in descriptive text through PLEASE Strategy of Cycle I

According to the justification provided, the researcher came to the conclusion that the students' capacity to write descriptive texts using the PLEASE Strategy was still insufficient to improve their performance in Cycle I. Looking at the proportion of the students' mark above, it was evident that the students could not meet the Minimum Competence Criterion (MCC) of 70 for the English subject in the tenth grade.

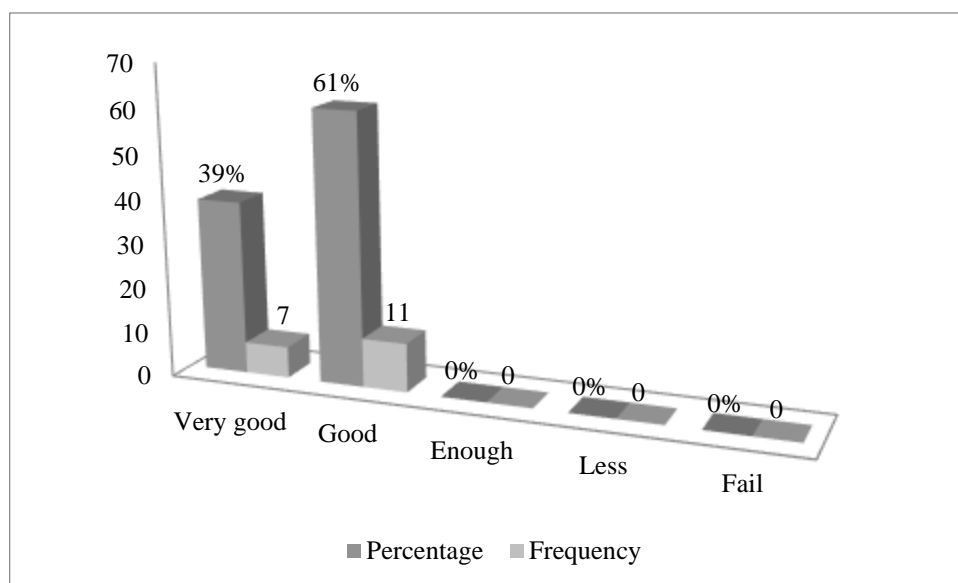
Cycle II

Similar to the previous cycle, the researcher had all the materials, lesson plans, materials, attendance records, observation sheets, and field notes ready for use in the teaching-learning process. Following the activity in the classroom, the researcher took note of, examined, and come to a conclusion about the findings. Subsequently, the researcher examined the student assessment form. The Cycle II outcome is displayed in Table 4.2 below.

Table 2 The students' writing skill in descriptive text Through PLEASE Strategy of the Cycle II

MCC	Level	Value	Number of the Students	Percentage
70	Very Good	85-100	7	39%
	Good	75-84	11	61%
	Enough	60-74	0	0%
	Less	40-59	0	0%
	Fail	0-39	0	0%
Total			18	100%

According to the students' value rating above, 7 pupils (or 39%) received a value classification of "Very Good." Eleven students (61%) received a value that was categorized as "Good." None of the students (0%) received a value that was categorized as "Enough," "Less," or "Fail." In the second Cycle II meeting, the kids' highest value was 95, and their lowest value was 75. Subsequently, the mean score for the pupils was 82.5. To provide further clarification, the researcher explains in Graphic 4.2 below:



Graphic 2: The students' writing skill in descriptive text through PLEASE Strategy of Cycle II

The percentage displayed in the following image indicated that the students' descriptive text writing proficiency using the PLEASE Strategy had met the MCC as determined by the school. It is determined that the PLEASE Strategy improves students' ability to write descriptive texts, particularly those that highlight personalities. As a result, the researcher's goal had been met or the research was effective, hence there was no need to carry out the following cycle.

2. Discussion

This study focuses on increasing the students' writing skill in descriptive text through please strategy at the tenth grade of SMK Negeri 1 Ulu Moroo in 2022/2023. The investigation was carried out in two cycles by the researcher. Field notes, assessment sheets, and observation sheets were used by the researcher to carry out the study. The researcher collected, arranged, and evaluated the data after that. The observation and assessment sheet results indicated that the study findings had been upgraded. The percentage of pupils who completed the exercises and the researcher's actions both provided evidence for it.

In Cycle I, the researcher found the weaknesses of the students and researcher in doing the activities based on field notes and observation sheet written by the teacher collaborator. There are some weaknesses as follows: 1) The kids' limited or low vocabulary, which made it difficult for them to write effectively. 2) A few pupils failed to understand the descriptive text's generic structure and language features. 3) A portion of the pupils did not actively seek out the key details pertaining to the item or subject. And 4) A portion of the pupils did not create rebuttals based on previously published concepts. Hence, there are a few enhancements led by the examination in Cycle II, specifically: 1) Using appropriate and engaging vocabulary that they had learnt, the researcher inspired the students to compose descriptive texts either alone or in groups. 2) The researcher gave the students a review of the information on personality descriptions. 2) The investigator expounded upon the generic structure and language feature of descriptive text. 4) The investigator inspired the pupils to ascertain the distinct attributes of the item. 5) Using their list of concepts as a guide, the students were instructed by the researcher to provide supporting sentences in accordance with the PLEASE Strategy.

In addition, during the cycle I, namely at the second meeting, the researcher used tests to assess the students' capacity to characterize a personality. According to the evaluation results, 3 pupils (17%)

received a value that was categorized as "very good." Eight pupils (or 44%) received a value that was categorized as being at a "good" level. One student (6%) received the value rated at the "enough" level. Additionally, six kids (or 33%) received a value classification of "less." The pupils' scores ranged from 40 to 85, with 85 being their greatest score. The mean score obtained by the pupils was 67.22. Approximately 61% of the pupils passed the MCC, compared to roughly 39% who failed. It is as a result of the pupils' limited vocabulary.

It is clear from the previous discussion that one of the most crucial components of language is vocabulary. According to Harmer (1991) in (Hermawan & Prayoga, 2022), vocabulary is a language's "vital organ and flesh". It is supported by Wahyuni (2014) in (Hasan, 2018), claims that children who have a strong vocabulary knowledge would find it easier to acquire the four language skills of speaking, listening, writing, and reading. In keeping with this, the researcher has to expand the students' vocabulary to enable them to write well, particularly in descriptive texts.

The researcher informs the students in cycle II about the enhancements that are planned during the prior meeting. The students' accomplishments in cycle II have a significant effect on the way the improvements that taught to the students. The students' passing the MCC is due to a few factors: 1) to assist students in learning the proper procedures for writing, the researcher offers instruction that focuses on improving writing skills in a methodical and focused manner. 2) The researcher consistently trains students' writing abilities. 3) The researcher provides students feedback by assisting them in recognizing the advantages and disadvantages of their writing. Students could concentrate on the necessary improvements if they were aware of the areas in which they needed to improve. 4) To assist students in understanding the format and qualities of quality writing, the researcher provides samples of excellent writing. Giving students precise examples that aid in the development of their own writing.

The student assessment sheet serves as evidence for it. The students' scores improve, and every student achieves a minimum competencies criterion score of 70. A student's average score is 82.5, with the highest score being 95 and the lowest being 75. This meeting's outcome passes the score of a minimum competencies' criterion. In line with (Aminatun et al., 2019), PLEASE is a strategy which can help students to learn writing well. This strategy is useful because it provides cues to help students remember and apply activities involved in the process of planning and writing. After applying the PLEASE Strategy for two cycles, it can be concluded that the students' descriptive text writing abilities have improved.

CONCLUSION

Referring to the data obtained, it can be summed that PLEASE Strategy can be applied in teaching writing descriptive text. It can be proved by the results on the analysis of the research findings result, the average value that the students get in cycle I is 67.22 and the average in cycle II is 82.5. Because of students' grades in cycle II is higher than cycle I, it shows that the PLEASE Strategy increases the students' writing skills in descriptive text at the tenth grade of SMK Negeri 1 Ulu Moroo in 2022/2023.

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