EMPOWERING THE STUDENTS' ABILITY IN WRITING THROUGH THE IMPLEMENTATION OF PLEASE STRATEGY
(A Collaborative Classroom Action Research for the Tenth Grade Student of SMAN 2 Kuta Makmur)

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ABSTRACT

This thesis entitled empowering the students' ability in writing through the implementation of please strategy (A Collaborative Classroom Action Research to the tenth Grade Student of SMA Negeri 2 Kuta Makmur). The problems of this research are; 1) How can the implementation of PLEASE strategy empowered the student's ability in writing for the tent grade students of SMA Negeri 2 Kuta Makmur? And (2) how do the students' respond toward the implementation of PLEASE strategy in Learning writing for the tent grade students of SMA Negeri 2 Kuta Makmur? The purposes of this research are; 1) To empower the students' ability in writing for the tent grade students of SMA Negeri 2 Kuta Makmur through implementation of PLEASE strategy 2) To know the students' response toward the implementation of PLEASE strategy for the tent grade students of SMA Negeri 2 Kuta Makmur. The researcher used the collaborative classroom action research as the methodology of the research. Then the researcher did the collaboration with English teacher to do the research. The setting of this research was SMA Negeri 2 Kuta Makmur. The sample of this research was the tent grade Student of class x which total Students were 20 students. The instruments were used in this research such as: observation sheet and test for the researcher and students', questionnaires, and field note. The data analysed through qualitative research. Based on the data finding, the researcher concluded that PLEASE strategy could improve students writing skill, this method could solve the students' problem in writing the students had motivation and gave positive response towards the implementation of the method.

Key Words: writing skill, PLEASE strategy

INTRODUCTION

According to Sutanto, writing is as a process of expressing ideas or thoughts in words that should be done at or leisure. It can be very enjoyable as long as we have the ideas and the means to excessive it [1]. Thus, writing is an enjoyable activity as long as writer can generate idea in her/his writing. Moreover Axelord & Cooper stated that writing is a complex process and such contain element of mastery and surprise. When the students want write something they should have a lot of information, ideas and thought in their mind and also writing is a skill to express the ideas, opinion, thought, feeling to other people in written symbol to make other people or reader understand that

ideas conveyed [2]. In addition, Cohen stated that writing is a communication act a way of sharing observing, thought, or ideas with people and it can be used as a tool of thinking [3]. Based on the expert definition writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencils, pens, typewriters and computers.

Writing is one of language skill that have to be mastered cause when students try to write, they have to use graphic symbols that is letter or combinations of letter which relate to the sounds we make when we speak [4]. Byrne showed us that writing is symbolic which connect the writer to the reader however the reader has the similar ideas with the writer. The symbols means is word using by the writer to tell their feeling to the reader and writing systems use sets of symbols to represent the sounds of speech and may also have punctuation and numerals.

In teaching writing the teacher should be able that the students' attention and should be creative. Harmer say that by far the most important reason for teaching writing of course is that a basic of language skill [5]. As one of four basic English skills, writing is an activity to distribute ideas, thoughts, messages, information or news and hopes it can be sentence, or paragraphs to be a composition. Writing requires the use of letters, words, phrases, clauses, punctuations, capitalization, full stops and so on. In learning English students need to learn how to write, as writing is language skill that useful for occupational or academic purpose. To write well, students must gain the ability to produce ideas or thoughts in writing process. Thus, of writing is get the message or information across with so that the writer's idea and thoughts are understand by the readers.

Based on the school-based curriculum of k13 of SMAN 2 Kuta Makmur, the students are expected to be able to write various texts. One of the texts that has to be learn by 1st grade students of senior high school is descriptive text. Descriptive text is a text which says what a person or a think is like. Its purpose is to describes and reveals a particular person, place, or thing. However, problem can be caused by the lack of motivation in the students to learn descriptive text. The researcher was interested in writing descriptive text as learning material because this text able to increase knowledge about how to describe something.

Based on the observation done in SMA Negeri 2 Kuta Makmur, the researcher found that the students had problems in learning writing. Firstly, the students were not able to generate the ideas, to construct the sentences, and the use of punctuations. Secondly, the students' writing ability affects their ability to write words with correct spelling to make appropriate word choice and to apply basic mechanism such as letter formation, grammar, and punctuation. Thirdly, the students had low motivation and were not interested in doing the task since the writing activities were not interesting.

There were some after factors faced by the teacher in conducting teaching learning process of writing. Firstly, usually the students were asked to write sentences or paragraphs without being given some clues. This had it complicated the students to express their ideas on a piece of paper. Secondly, the teacher did not used new technique in teaching learning process, the mode of teaching was monotonous, such us speech, asking, answering technique and dictation strategy, and the material given by teacher not up to date.

Based on the explanation, the researcher decided to conduct an action research through PLEASE strategy as one of the strategies to use because this strategy is easy to apply and able to help the students in writing and increase the students' ability in learning English. The strategy provides a structure to help students generate and organize ideas and write sentences and paragraphs (descriptive text). It is useful because it provides sign to help students with in ability of remembering and applying activities involved in the process of planning and writing. Through this strategy, the students are hopefully able to write clearly, especially in writing descriptive paragraph. The researcher interested in investigating these problems by conducting a research.

Therefore, the researcher is interested in conducting an action research entitled *Empowering the Students' Ability in Writing through the Implementation of PLEASE strategy (A Collaborative Classroom Action Research for the tenth-grade students of SMAN 2 Kuta Makmur)*.

METHOD

The research design of the present study was classroom action research (CAR), which was a collaborative classroom action research through the implementation of PLEASE strategy to improve student's writing skill and teacher's quality in teaching process. According to Aqib and Maftuh, classroom action research (CAR) is a research done as a strategy in solving problems which make use real actions and the process of a particular ability improvement in identifying and solving problems [6]. In conducting the research, the researcher worked together with one of the English teachers of the school as her collaborator to solve students' problems in writing order to improve their writing ability. This research was conducted by referring to the qualitative approach and using descriptive text approach for data collection.

Research Procedure

In this research, the researcher used the steps of procedure of the classroom action research (CAR) proposed by Kemmis and McTaggart which consist of four steps namely; planning (developed plan of action to identified problems and solved it such as preparing the syllabus, teaching, scenario, media that would be use, students worksheets, observation checklist and scoring rubric); action (it was to implement the plan which was designed); observation (this step observed the effect of implementing the action, documented and opinions in a specific area); and reflection (evaluating the

effect of the action based on the observation. It reflected what has happened in order to understand the further planning) [7].

Procedure of Data Collection

Test

Test was given to the students to measure how they master the writing skill; this test was to measure the development of the students' achievement in writing skill after given a treatment or an action. According to Arikunto, test is a few questions or exam with other device usage to measure skill, knowledge, intelligence or talent in individual or group [8]. In this research, test was used to gain the achievement of the student data in learning and the students did the test that was given by the researcher in the end of the lesson.

Questionnaire

Questionnaire was used to figure out the students' comments, opinions and suggestions concerning the activities that had been done during the implementation of collaborative classroom action research through PLEASE strategy. It was used to know students respond after given a treatment or an action.

Field Note

Field note is a qualitative note recorded by the researcher during the implementation of the research. It is to record more information about how the method goes in teaching learning process.

Observation

Observation checklist that would use are observation checklist for the teacher and the student. Observation checklist for the teacher is used to obtain information how the researcher implemented the prepared plan procedures, especially to find information whether or not the assessment instruments prepared could be used as well as possible.

Technique of Data Analysis

Data analysis was an essential part of the research. Therefore, the researcher tried to be careful in analysed the data in order to get reliable and scientific result. There were two kinds of data collected and analysed in this research namely qualitative and quantitative data. Qualitative data was the data which analysed descriptively. For example, in collecting data from the test, questionnaire, observation, and field note. On the contrary, quantitative data was displayed by using formula, for example in searching for the students' mean score. In this case, the researcher used the formula introduced by Winarsunu [9].

FINDINGS AND DISCUSSION

Cycle 1

The test in cycle 1 was done to find the mean score of the students' writing ability in teaching and learning process to the 1st grade students' of SMA Negeri 2 Kuta Makmur after through the implementation of PLEASE Strategy. To find out the students mean score in cycle I, the researcher used the formula proposed by Arikunto [8].

$$\bar{X} = \frac{\sum fx}{N} = \frac{1100}{20} = 55$$

Based on the result of the first test, the researcher explained that there were five students got 45, five students got 50, five students got 60, and five students got 65. The main score of the students' achievement in writing was 55. It was categorized in good level, but it did not reach the criteria of success yet because in the criteria of success the researcher set that students average score on the level of 70.

During the first meeting, the teacher greeted the students, checked the attendance list, and motivated the students. The researcher then focused on preparing the descriptive text before giving the students the task. The teacher explained about descriptive text and gave the students the text. The teacher also elaborated to the students the way to learn through the PLASE Strategy, the steps, and the way the teacher measured their work.

On the second meeting students continued to learn the material about descriptive text through PLASE Strategy. The teacher gave them the descriptive text and then the student work by describing the object in the picture. In the second meeting, the student did the test in the group. They had to create their own descriptive text according to the picture and wrote it on PLEASE visual outline.

The researcher still did not feel confident and still nervous in interpreted the material. For the last meeting the researcher gave an exercise for the students in order to known the understanding of the students about the lesson. In the last meeting, the student did the test in the group. Meanwhile, the researcher also collected the score for the researcher performance in the teaching process. The average percentage in cycle 1 was 63% or enough categories. The completed data for the researcher average in performance.

On the result for the researchers' performance in learning process in cycle 1, the researcher did every step in implementing PLASE strategy. In the first meeting the researcher introducing the materials that to be taught and told the person of doing the researching the class. In while-activity

the researcher greeted and checked students' attendance list. To begin the class, the researcher introduced the strategy would be used in teaching writing. After That the researcher explained about descriptive text for the students' and the students listened to the explanation about the descriptive text and the PLEASE strategy and they tried to understand about it. But the students still silent and stared at the researcher was talking because they did not understand about PLEASE strategy and the class was silent.

In the second meeting the researcher only focussed on giving the test and explain about descriptive text. The researcher distributed the picture for every student. Based on the observation sheet and field note, could be seen the researcher much enjoyed teaching writing in the classroom. The researcher felt comfortable to teach because the students' showed good attitude during the teaching and learning proses. The researcher percentage from this cycle was about 63% or enough categories. The completed data for the students average score in performance.

Reflection on Cycle 1

After analyzing the result in cycle 1,there were some process that had not achieved propely. The researcher and the students' need to perfect some activities in the process of teaching and learning to get the expected achievent.The researcher found some fact with the result of teaching learning process. There were process have not bet achieved yet in teaching and learning process throughPLASE Strategyin comprehend the descriptive text. The researcher got some problem that occuret while teching and learning process in the classroom.

Based on the data analysis in cycle 1, the researcher concluded that the teaching and learning process were still not succesfull enough. The studentsdo not knowledge about the descriptive text still low and the students undersrtood more in creating into descriptive paragraph and the students' still low to found the main ideas in the text. Therefore, the researcher had to make a new to the first year students' of SMA Negeri 1 Kuta Makmur. So, the researcher had to revise the plan became more active to get the maximal result and continue to the next cycle.

Cycle 2

An aspect the criteria of success is the result of the students' test. In the table below, the researcher mentioned the result data from the field after the students' followed the tests in the cycle 2. The researcher used the formula proposed by Arikunto [8].

$$\bar{X} = \frac{\sum fx}{N} = \frac{1450}{20} = 72$$

Based on the result of the test in the cycle 2, the researcher explained that there was one student got 85, two students got 80, eight students got 75, five students got 70, three students got 65, and one student got 60. The mean score of the students' achievements in writing was 72. It was categorized in good level and it had reached the criteria of success. The score above showed that there was improvement of the students writing skill after the researcher and collaborator made some revisions of the implementation of the PLEASE strategy in the class.

As done in the first cycle, data analysis on the result of learning was focused on the students' reading comprehension. The researcher analysed the result of the students' reading comprehension through the PLEASE strategy was 72. The mean score of students' reading comprehension was increase from 55 in cycle 1 and became 72 in cycle 2. It means that the criteria of success for the product had already been achieved.

The analysis of teaching and learning process was done based on the information obtained from the observation checklist and field note. The information was about the students and the students and the researcher performance during the teaching and learning process happened. The data for the researcher performance in implementing the PLEASE Strategy in teaching writing in classroom was collected in the observation sheet. The observation was about the activity of the researcher in dealing with the students in class. This all could be analysed based on the researcher activities, motivation and confidences which were designed in the observation sheet

First meeting, the researcher greeted the students, checked the attendance list and motivated them. The researcher explained to the students that today they were going to do the same activity like the previous ones. The researcher did not need to explain again the procedures of the PLEASE Strategy. However, the researcher used the meeting to focus on the students' comprehension about the use of adjective text and simple present. After explaining more about it, the researcher gives a picture and asked the students to notice the object in the picture carefully so that they had point to be expressed in their writing.

In the second meeting, the students on purpose to see if they have understood the lesson or not. This time, the researcher really hoped that the students could write a better paragraph after the researcher revised the teaching learning process. The researcher points and walked around the class to check had all the students' activities during doing the test. Meanwhile the collaborator teacher also collected the score of the researcher's performance in cycle two was 88% and it had reached the criteria of success.

The researcher did every step in implementing PLEASE Strategy. In the first meeting of the second cycle the students tried to remember about the descriptive text by using PLEASE Strategy. Look at picture and the object in picture ,then they started to write a descriptive text.

In second meeting, the students did their test to know how far they understand the lesson. This time, they looked braver and more serious in doing the test. The average score of students' performances in cycle two was 88% and it had reached the criteria of success.

Reflection on Cycle 2

Based on analysis the result of cycle 2.The researcher made reflection based on the criteria of success. The researcher did reflection through observation sheet form, field note, test, and questionnaire. The analysis was done on both the learning and the learning outcome. The evaluation of the learning process was focused on the students' activities during the implementation method in teaching and learning process in three phases; pre-teaching, main-teaching, and post-teaching. The evaluation of the learning product was focused on the students' writing descriptive text.

Based on the result of the analysis, the researcher was drawn some findings. In accordance with the result of the analysis of teaching and learning process, the students' motivation in teaching learning process was very good. In the first and the second meeting most of the students were participating actively in teaching and learning process. From the result of the test in both cycles, the students' writing descriptive text was significantly increased. The students' writing was increased from 55in cycle I and became 72 in the cycle 2.

In conclusion, based on the findings above, the students' achievement in improving their writing through PLEASE Strategy and the process of teaching and learning have met the criteria of success. Therefore, the action was completed for the reason.

The Result of the Questionnaire

The questionnaire is the data retrieval through the question to strategy in teaching learning process. After the researcher implementing the research for two cycles which consisted of 5 meeting. The researcher administered questionnaire for the students to know their perception of the method applied. The researcher gave questionnaire that consisted of 15 questions list. The students directed to cross the choice (a, b, c and d) in the provided options that the questions related to the learned method. The choice was made in four forms, strongly agree, agree, disagree, and strongly disagree statement about the activities and test in finding out the students to be active teaching and learning process.

No	Variable Measured	Questionnaire Number	Total Score	Mean Score
1	Studying happily in English class	1	3,6	3,6
2	Easy to comprehend the lesson	2,8,10,13,5	17,5	3,58
3	Interested to the activities and brave to give opinion	3,4,6,7,9,11,12	24,8	3,54
4	Give motivation for studying English	14, 15	7,4	3,7

Total Score	53,3	14,4
Average	13,32	3,60

The Mean Score of the Students' Response Toward the Implementation of PLEASE Strategy

Based on the table above, it was found that the result of the students' perception and their respond from several items towards the maximum score can be interpreted as follows; Students study happily in writing text through PLEASE Strategy was 3,6 criteria agree; Students easy in comprehending the lesson was 3,58 criteria strongly agree; Students interested to the activities and brave to give opinion to the activities was 3,54 criteria agree; Students motivation for studying English was 3,7 criteria agree; The students respect and brave to give opinion in writing paragraph toward the implementing the PLEASE Strategy was 3,61.

Generally, the mean score of the students' perception toward the implementation of PLEASE Strategy d was 3,60 belong to criteria of "agree". It means that the students had good response toward the implementation of PLEASE Strategy in writing descriptive text.

CONCLUSION

Based on the result of the research, the researcher found a conclusion as that PLEASE strategy could improve the students achievement in writing skill and also could improve motivation and confident in learning writing because this strategy required the students to work cooperatively and used interesting materials and easy to understand by students during teaching and learning process. After the researcher did all steps of action research in the first and second cycle, the students mean score in writing descriptive text was 55 in the first cycle and 72 in second cycle. It means that the finding of the research showed PLEASE Strategy could improve the students' achievement in writing descriptive text success in teaching and learning process in the classroom. The observation checklist of researcher showed that the researcher was active, creative and fluently while teaching writing through PLEASE strategy. The average score for the researcher performance in cycle 1 was. 63% and became 76,5% in cycle ll. It was reached categorized very good. The observation check list of the students' activities showed that the students were using various kinds of response when the teaching and learning process in writing and the activities were interactive. After the researcher analysed the students' observation checklist, the researcher finds out the result of students mean score was 63% in cycle 1 and became 88% in cycle 2.

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