

**AN ANALYSIS OF EFL LEARNERS' WRITING ACHIEVEMENT  
AND STUDENTS' LEARNING MOTIVATION TAUGHT THROUGH  
MODIFIED PLEASE STRATEGY WITH CONTEXTUAL  
TEACHING AND LEARNING APPROACH  
AND PLEASE STRATEGY**

**(A Thesis)**

**ROYAN ARIF AL IKHSAN  
2023044001**



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
LAMPUNG UNIVERSITY  
BANDAR LAMPUNG  
2022**

**AN ANALYSIS OF EFL LEARNERS' WRITING ACHIEVEMENT  
AND STUDENTS' LEARNING MOTIVATION TAUGHT THROUGH  
MODIFIED PLEASE STRATEGY WITH CONTEXTUAL  
TEACHING AND LEARNING APPROACH  
AND PLEASE STRATEGY**

**ROYAN ARIF AL IKHSAN**

**A Thesis**

Submitted in a partial fulfilment of  
the requirements for S-2 Degree



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
LAMPUNG UNIVERSITY  
BANDAR LAMPUNG  
2022**

Research Title : **An Analysis of EFL Learners' Writing Achievement and Students' Learning Motivation Taught through Modified PLEASE Strategy with Contextual Teaching and Learning Approach and PLEASE Strategy.**

Students' Name : **Royan Arif Al Ikhsan**

Students' Number : 2023044001

Study Program : Master in English Language Teaching

Department : Language and Arts Education

Faculty : Teacher Training and Education



Advisor

**Prof. Dr. Cucu Sutarsyah, M.A**  
NIP. 19570406 198603 1 002

Co-Advisor

**Prof. Dr. Flora, M.Pd**  
NIP. 19600713 198603 2 001

The Chairperson of Department  
of Language and Arts Education

**Dr. Nurlaksana Eko R., M.Pd**  
NIP. 19640106 198803 1 001

The Chairperson of Master  
in English Language Teaching

**Prof. Dr. Flora, M.Pd**  
NIP. 19600713 198603 2 001



ADMITTED BY

1. Examination Committee

Chairperson : **Prof. Dr. Cucu Sutarsyah, M.A**



Secretary : **Prof. Dr. Flora, M.Pd**



Examiners : **1. Hery Yufrizal, M.A., Ph.D**



**2. Ujang Suparman, M.A., Ph.D**



2. Dean of Teacher Training and Education Faculty



**Dr. Patuan Raja, M.Pd**  
NIP. 19620804 198905 1 001

3. Graduated on: August 18<sup>th</sup>, 2022

## LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

1. Tesis dengan judul "*An Analysis of EFL Learners' Writing Achievement and Students' Learning Motivation Taught through Modified PLEASE Strategy with Contextual Teaching and Learning Approach and PLEASE Strategy.*" adalah hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan atas karya penulis lain dengan cara yang tidak sesuai dengan tata etika ilmiah yang berlaku dalam masyarakat akademik atau yang disebut plagiarisme.
2. Hak intelektual atas karya ilmiah ini diserahkan sepenuhnya kepada Universitas Lampung.

Atas pernyataan ini, apabila dikemudian hari ternyata ditemukan adanya ketidakbenaran, saya bersedia menanggung akibat dan sanksi yang diberikan kepada saya, dan saya bersedia dan sanggup dituntut sesuai hukum yang berlaku.

Bandar Lampung, 18 Agustus 2022

Yang membuat pernyataan, .



Royan Arif Al Ikhsan  
NPM. 2023044001

**ABSTRACT****AN ANALYSIS OF EFL LEARNERS' WRITING ACHIEVEMENT  
AND STUDENTS' LEARNING MOTIVATION TAUGHT THROUGH  
MODIFIED PLEASE STRATEGY WITH CONTEXTUAL  
TEACHING AND LEARNING APPROACH  
AND PLEASE STRATEGY****By****Royan Arif Al Ikhsan**

The present study assessed and compared two different teaching for analyzing students writing achievement and students' learning motivation through a modified PLEASE strategy with contextual teaching and learning approach and PLEASE strategy, in this research also analyzed the correlation between students' learning motivation and their writing achievement. There were thirty students of first grade of SMAN 1 Gunung Alip who participated in each experimental and control class. The instruments used in this study were a questionnaire and a writing test. The research data were gathered by pre-test, post-test, and questionnaire test.

The results showed a significant difference in students' writing achievement between the experimental and control class by a significance level of 0.000 ( $p < 0.05$ ). Which had been calculated based on the N-gain value of both classes.

The correlation of students' learning motivation and writing achievement in experimental class was found that Pearson correlation value was 0.664 that indicated there was significant correlation of students' writing achievement in experimental class and it can be inferred that there was a strong correlation between students' learning motivation and writing achievement.

Meanwhile, the finding in analyzing the mean score of the questionnaire test can be concluded as the experimental class value is 70.833, whereas the control class value is 67.266. Thus, those values show that both classes are still in the medium level of motivation.

As a result, it can be concluded that the implementation of modified PLEASE strategy with contextual teaching and learning approach was different and better than original PLEASE strategy in improving students writing achievement. Additionally, the correlation between students' learning motivation and their writing achievement showed that by having high motivation, students were able to get better writing achievement than those who have not.

**Keywords :** *CTL Approach, PLEASE Strategy, Motivation, Writing Achievement*

## **CURRICULUM VITAE**

Royan Arif Al Ikhsan was born in TalangPadang, on January 26<sup>th</sup>, 1998. He is the second child from five siblings of a couple; Sudirman and Yudiana. He has two sisters named, Adinda Nur Fathiya, Mutia Asyifah and two brothers named, Ahmad Nuryahdi Al Fathi and Azib Bayu Rahman.

He started his education at SDN 1 Kalibening in 2003 and graduated in 2009. In the same year, he continued his Junior High School at SMPN 1 TalangPadang and graduated in 2012. Then, he decided to continue his study at SMAN 1 TalangPadang in 2012 and finished in 2015.

He continued his study at English Education Study Program of Language and Art Education, Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung in 2015 and graduated in 2019.

Having graduated from S-1 degree at State Islamic University of Raden Intan Lampung, he decided to take S-2 degree at English Education Study Program of Language and Art Education, Teacher Training and Education Faculty, University of Lampung in 2020.

## DEDICATION

This thesis is dedicated to:

My beloved parents, Sudirman and Yudiana. Thank you so much for your eternal love, supports, attention, and prays for me. Without you I would not be like the way I am now.

My beloved grandparents, Holmi AK, Mursinab, Turi AS, and Musdariana,. I remember when I was kid, you always gave me a lot of advice. You are always happy when you talked about your children who are now living their own lives successfully. I promised you, I will always try, so that, one day I can be a successful person for my parents and also become the pride of you.

My beloved brothers and sisters, Ahmad Nuryahdi Al Fathi, Azib Bayu Rahman, Adinda Nur Fathiya, and Mutia Asyifa. Thank you so much for your support and love. I love you so much

My beloved Fraternity English Department 2020... thanks for the best moments I have experienced.

My Almamater, Lampung University



**MOTTO**

“When Allah is with you, nobody can break you, nobody.”

– **Khabib Nurmagomedov** –

## ACKNOWLEDGEMENT

Praise be to Allah for the blessing and mercy that the researcher is able to finish his thesis entitled “An Analysis of EFL Learners’ Writing Achievement and students’ learning motivation Taught Through Modified PLEASE Strategy with Contextual Teaching and Learning Approach and PLEASE Strategy”. This thesis is submitted as compulsory fulfillment of the requirements for S-2 degree of English Department at Teacher Training Education Faculty of Lampung University.

It is important to be known that this thesis would never have come into existence without many supports, encouragement, and assistance by several gorgeous persons and institutions, here, the researcher would like to address her respect and gratitude to:

1. Prof. Dr. Cucu Sutarsyah, M.A as the researcher’s first advisor for his kindness, valuable evaluation, comments, and suggestions in guiding the researcher to finish the project.
2. Prof. Dr. Flora, M.Pd as the researcher’s second advisor for her ideas, valuable suggestions and encouragements within her time during the thesis writing process and also as the chairperson of Master in English Language Teaching and Study program.
3. Hery Yufrizal, M.A., Ph.D as the researcher’s first examiner for his innovative ideas, contributions, and suggestion to make this thesis more valuable.

4. Ujang Suparman, M.A., Ph.D as the researcher's second examiner for his comments and suggestion to make this thesis more precious and comprehensible.
5. All my lecturers in Master English Education Study Program who have given their guidance and share their knowledge to the researcher.
6. The researcher's beloved friends of 2020 English Department. Thanks for your support to finish this thesis.
7. The researcher's mother, father, grandparents, sisters, brothers, and all of researcher's family for the love, guidance, support and care.

At last but not the least, the researcher truly realizes that this thesis has not been perfect yet but hopefully, it can give a contribution and be a reference for educational purposes.

Bandar Lampung, 18<sup>th</sup> August 2022

The Researcher,

Royan Arif Al ikhsan

## CONTENTS

	<b>Page</b>
<b>COVER</b> .....	i
<b>ABSTRACT</b> .....	ii
<b>CURRICULUM VITAE</b> .....	iii
<b>DEDICATION</b> .....	iv
<b>MOTTO</b> .....	v
<b>ACKNOWLEDGEMENT</b> .....	vi
<b>TABLE OF CONTENT</b> .....	viii
<b>LIST OF TABLES</b> .....	x
<b>LIST OF APPENDICES</b> .....	xi
<b>1. INTRODUCTION</b>	
1.1. Problem Background.....	1
1.2. Research Question.....	6
1.3. Research Objectives .....	6
1.4. Research Uses .....	7
1.5. Research Scope .....	7
1.6. Definition of Terms.....	7
<b>2. REVIEW OF RELATED LITERATURE</b>	
2.1. Review of Related Literature .....	8
2.1.1. Writing .....	8
2.1.2. Teaching Writing .....	10
2.1.3. PLEASE Strategy .....	11
2.1.4. Contextual Teaching and Learning Approach .....	14
2.1.5. Students' Learning Motivation .....	18
2.1.6. Teaching Writing through Modified PLEASE Strategy .....	20
2.1.7. The Procedure of Modified PLEASE Strategy.....	20
2.2. Theoretical Assumption .....	22
2.3. Hypothesis .....	24
<b>3. RESEARCH METHODOLOGY</b>	
3.1. Research Design.....	25
3.2. Variables of the Research Design.....	27
3.3. Operational Definition of Variable .....	27
3.4. Population and Sample.....	28
3.5. Sampling Technique.....	28
3.6. Data Collecting Technique.....	29

3.7. Research Instruments .....	30
3.8. Research Procedures .....	31
3.9. Reliability .....	32
3.10. Validity .....	33
3.11. Data Analysis .....	35
3.12. Hypothetical Test .....	37
<b>4. RESULT AND DISCUSSION</b>	
4.1. Result Research .....	38
4.1.1. Result of Research Question 1 .....	39
4.1.2. Result of Research Question 2 .....	48
4.1.3. Result of Research Question 3 .....	51
4.2. Discussion of Research Result .....	53
<b>5. CONCLUSION AND SUGGESTION</b>	
5.1. Conclusion .....	56
5.2. Suggestion .....	57
<b>REFERENCES</b> .....	58
<b>APPENDICES</b> .....	63



## LIST OF TABLES

<b>Table</b>	<b>Page</b>
2.1. Teaching Procedure of Modified PLEASE and the Original PLEASE...	22
3.1. Reseach Design .....	26
4.1. Average Students Learning Outcome Test Score .....	39
4.2. Descriptive Statistic .....	40
4.3. Normality Test .....	41
4.4. Paired Sample Test .....	42
4.5. Homogeneity Test of Pretest .....	43
4.6. Independent Test .....	44
4.7. N-Gain Score .....	45
4.8. Normality of N-Gain Score.....	46
4.9. Homogeneity and Independent Test of N-Gain Score .....	47
4.10. Results of Questionnaire Validity and Reliability Test .....	48
4.11. Result of Corellation Test in Experimental Class .....	50
4.12. Result of Corellation Test in Control Class .....	50
4.13. Results of Questionnaire Categorized .....	51

## LIST OF APPENDICES

<b>Appendix</b>	<b>Page</b>
1. Lesson Plan 1 (Experimental Class).....	64
2. Lesson Plan 1(Control Class).....	70
3. Lesson Plan 2 (Experimental Class).....	76
4. Lesson Plan 2 (Control Class).....	81
5. Scoring Rubric of Writing Test.....	86
6. Scoring Instrument .....	87
7. Pretest Score of Experimental Class .....	88
8. Pretest Score of Control Class .....	89
9. Posttest Score of Experimental Class.....	90
10. Posttest Score of Control Class .....	91
11. Students' of Pretest and Posttest Gain.....	92
12. Questionnaire Instrument .....	93
13. Questionnaire for Students .....	96
14. Table of Criteria Motivation, and Gain Score .....	100
15. Result of Questionnaire Response .....	101
16. Questionnaire Data of Experimental Class .....	102
17. Questionnaire Data of Control Class .....	103
18. Expert Validation Form for Questionnaire .....	104
19. Writting Test for Pretest .....	105
20. Writing Test for Posttest .....	107
21. Expert Validation Form for Writing Test.....	109
22. Syllabus .....	110
23. Researcher Documentation .....	111
24. Descriptive N-Gain Score .....	114
25. Correlation Data Based .....	115
26. Research Permit Letter .....	116
27. Research Permit Letter Reply .....	117

## I. INTRODUCTION

### 1.1. Problem Background

Productive skills mean that there is an action taken by person to produce a language. Spratt, et al (2005:26) assumed that one of the language productive skills is writing skills that relate to communication through its rules and components that are connected to transfer the meaning. These productive skills consist of speaking and writing skills, people should recognize the skills when they try to understand a language. In English, there are four types of skills namely listening, speaking, reading, and writing, these four English skills are important to master and learn since it has been an international language.

Writing skill is mentioned that it is one of the most difficult of the other skills. Writing requires a person to master linguistic elements and elements outside the language which are arranged into an essay. Besides it, it needs to be perfect in its application because written language also pays attention to spelling and punctuation that contains a certain expression or idea. When a writing text had published by a writer, the writer cannot excuse the mistakes that they make in their writing as well. So, that is why it is called the most complicated skill, as in Richard and Renandya (2002:303) as cited in Marzulina (2017:2) said that writing is a skill that is very difficult for language learners, the difficulty is not only in creating and arranging ideas but also translating the ideas.

Moreover, Yulianti et al (2019:714) stated that besides the other skills, one of the important skills in English subject is writing, and to improve the students'

writing skills, it is needed to recognize what strategy is the most sufficient for the students.

It could be concluded that writing is a productive skill that is very important for learners to master with their efforts to learn the target language.

Writing is a vital skill that ESL or EFL students must have since writing is an important communication tool for those who do not like to express themselves orally they can express themselves in the form of words by writing in a communication. In an English foreign class especially in Indonesia, writing skill is often feared by students, a lack of imagination to write something or the fear of a student to write something, always haunts students in writing class. Thus, this problem makes a possibility for a teacher to be able to solve the problem, to make the students can be able to get a better score in their class in learning to write.

According to Kurniasih, Miskalena, & Ifwandi (2017:161) in inspiring students to be actively involved in the learning process, it cannot be separated from the teacher's ability to modify everything related to the learning process by reducing or increasing the level of difficulty faced by students. In line with Setyawan and Leonard (2017) stated in Maulana and Leonard (2018:406). A creative teacher would be able to create something new, or modify the existing one but presented it differently as attractive as possible. While Subhanudin (2020:280) said that The modification was carried out because there is no perfect learning model, each learning model respectively has advantages and disadvantages when it was used in the learning process.

It can be concluded that in the world of education, teachers are required to be active, creative, and innovative. This is required so that learning does not seem flat.

If learning is made as interesting as possible, students would be interested in following and understanding learning activities. In this research, the researcher provided learning which is the PLEASE Strategy (Pick, List, Evaluate Activate, Supply, End) that was modified by the Contextual Teaching and Learning Approach (CTL).

Berns and Erickson (2001) in Hudson and Whisler (2007:54) asserted that CTL is a conception of teaching and learning that services teachers to link the learning content to a real-life where the context was used. Specifically, Contextual Teaching and Learning approach is a learning approach that helps teachers relate the material being taught to the real world of students that encourages the relationship between applied knowledge and its application in everyday life. Students' knowledge and skills can be obtained from students' efforts to construct their new knowledge and skills when they learn. Whereas, the PLEASE strategy is a mnemonic that offers students a path map for writing with an acronym from pick, list, evaluate activate, supply, and end Aminatun et al (2018:34).

Therefore, the two of them have differences in characteristics in the teaching process. Consequently, synthesizing them in writing class is expected to gain the result whether it is fruitful or not in enhancing a certain skill. Several previous researchers had conducted CTL Approach and PLEASE Strategy. Wahyuni and Arieffiani (2021:3) asserted that CTL services students to relate the lesson they study to a real-life context and What students already know, it would be linked to their knowledge and form learning experiences so that The goal of CTL is to accommodate students in excellent writing skills.



In line with Nurhadi (2002) in Arianto (2011:75) the learning concept of CTL is an educational concept that helps teachers to connect educational lessons with the actual world of students and helps to connect between what they have and their daily practice. Hence, CTL is called a contextual approach because learning concepts help teachers relate the material they teach to real-world situations and encourage students to make connections between their application and their application in their lives as members of society.

Some previous researchers that researcher found who conducted the PLEASE strategy in their writing class stated that the strategy of PLEASE is significant in enhancing the students' writing achievement. This statement is supported by previous research, Sartika and Nery (2018:30) said that there was a significant difference in writing achievement between the students who were taught descriptive text by using the PLEASE strategy and that of those who were not due to the guidance of writing descriptive text using PLEASE strategy.

While, Akincilar (2010) and Aminatun, et al (2018) investigated PLEASE to improve writing achievement. Based on those researches, the outcomes showed that the effect of the PLEASE strategy had an impact on students' writing accomplishments. Connected on those researches, the outcomes showed that the effect of both had an impact on students' writing achievement. Investigating whether a Modified PLEASE strategy can enhance EFL learners' writing achievement is an important goal of this research.

Ratminingsih (2017:158) said that PLEASE is a teaching strategy designed to facilitate problem-solving and to guide the writer's assignment independently since it provides opportunities for students to edit and revise their work. While

According to Trianto (2009:111) in Triningsih (2014:20) there are seven main components of the contextual teaching and learning approach, they are constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment.

Liza and Refnaldi (2013:442-443) stated that PLEASE Strategy facilitates the learners in writing independently, and Ratminingsih (2017:159) claimed that in PLEASE Strategy; for students who have lack vocabulary can be difficult in writing activities to follow steps PLEASE Strategy. Moreover, Siringoringo, et al (2017:12) also said that the lack of PLEASE strategy is that the teacher needs to have more control and give attention to each student. In line with these issues Aminatun et al, (2018:39) Indicated that it would be better to adopt or implement PLEASE in teaching writing.

This means that there is a chance or an opportunity for the next future researcher to continue their study in a different form which is to adopt a PLEASE strategy by something else and use it in a different kinds of texts in teaching writing class. Dealing with those statements the reason why the researcher would like to use the CTL approach is that there is a session named learning community, in a learning community, it was expected that the teacher would be easier to control students since in a group and it is probable that they would help each other because they would do the learning process as in teamwork, with this learning community session and the whole components of CTL approach are expected that it could solve the lack of PLEASE strategy and make the learning process more effective.

In this research, the researcher added the CTL approach to PLEASE Strategy by integrating these two things, it is expected to enrich and extend the students'

knowledge that can support the learning process. Conducting PLEASE Strategy in writing class might be something in common, and the researcher realized that many researchers had well documented PLEASE strategies in writing class. However, a research on teaching writing by using a modified PLEASE strategy with a CTL approach for enhancing writing achievement and analysing students' motivation are still very rare.

### **1.2. Research Question**

By looking at the problem background, the researcher formulated the research question to:

1. Is there any significant difference in students' writing achievement by using Modified PLEASE Strategy and PLEASE Strategy?
2. Is there any correlation between students' learning motivation and students' writing achievement taught by using the Modified PLEASE Strategy?
3. How is the difference of students' learning motivation in modified PLEASE strategy and original PLEASE strategy class?

### **1.3. Research Objectives**

1. To find out the difference in students' writing achievement after being taught by Modified PLEASE Strategy and PLEASE Strategy.
2. To find out whether there is any correlation between students' learning motivation and students' writing achievement towards students taught by using the Modified PLEASE Strategy.
3. To find out the difference of students' learning motivation in modified PLEASE strategy and original PLEASE strategy class.

#### **1.4. Research Uses**

1. To give information to the teacher of English education about the significance of writing achievement by Using the Modified PLEASE strategy.
2. To make English teachers aware of importance of students' motivation in their teaching learning process.

#### **1.5. Research Scopes**

The Research Scope was focused on using the Modified PLEASE strategy towards students' learning motivation and EFL learners' writing achievement with Report text, the place of this research was in SMAN 1 Gunung Alip, the student was the student of SMAN 1 Gunung Alip at tenth grade.

#### **1.6. Definition of Terms**

1. Writing is the process of using symbols (letters of the alphabet, punctuation, and spaces) to express thoughts, feelings, and ideas in a readable form.
2. PLEASE strategy is a mnemonic that provides learners with a road map for writing a text and it is an acronym from pick, list, evaluate, activate, supply and end.
3. The Contextual Teaching and Learning (CTL) approach is an approach involving active students in the learning process to discover the concepts learned through the knowledge and experience of the students.
4. Motivation is the cause and manner of the organization to force people to do certain behaviors.
5. EFL is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language.

## **II. LITERATURE REVIEW**

### **2.1 Review of Related Literature**

A theory is a generalized statement of abstractions or ideas that asserts, explains, or predicts relationships or connections between or among phenomena, within the limits of critical bounding assumptions that the theory explicitly makes. Gabriel (2008) in Kivunja (2018:45). Thus, a theory is a statement that consists of abstractions or ideas that asserts and explains phenomena. To support this research finished well, here researcher provided some concepts that was used; they are the concept of writing, modified PLEASE strategy, students' learning motivation, PLEASE strategy, and Contextual teaching and learning approach (CTL).

#### **2.1.1 Writing**

Richard and Renandya (2002:303) in Ratnaningsih (2016:1) said that writing is the most difficult skill for language learners to master, not only difficulty in generating and organizing ideas, but also in translating ideas into written text. Poor writing skills created poor first impressions and many readers would have an immediate negative reaction if they spot a spelling or grammatical mistake. As just one example, a spelling mistake on a commercial book page may cause potential customers to doubt the credibility of the book and the organization.

Rass (1997:1) states that writing is a difficult skill for native language speakers and non-active speakers because the author has to balance complex issues like content, organization, goals, readers, vocabulary, punctuation, spelling, and



mechanics. Learning a new language opens the doors to acquiring new skills like oral and written and also makes one improve the thinking skills. The native speakers easily learn their language as they are accustomed to it and also in touch with it in daily life. While the nonnative speakers have some difficulties learning an entirely new language, maybe they are learning it formally or sometimes not. But as we grow we tend to learn new things slowly and especially languages due to the fear of making mistakes and being laughed at. This is still the main hurdle in teaching a language to a nonnative speaker.

#### 1. The Aspects of writing

Writing has some aspects in its achievement, to know whether the students have good achievement in writing the experts Jacob, et al (1981) in Reyhan (2012:2-3) has stated that clearly, they are Content, Organization, Vocabulary, Language use and Mechanic. Those aspects are used to give a score in writing.

- a. Content, one clear idea, focused and on topic, all concrete and specific details to support the idea, lots of interesting and original details to support the idea, all the parts are integrated and fit.
- b. Organization, the opening is clear and attracts readers, paragraph arrangement and topic sentence clear, consistent, have clear conclusion sentences; logical and effective sequence and use appropriate transitions.
- c. Vocabulary, all written with complete sentences no run-on, use sentence variations consistently (complex, compound, and simple), use consistent; purposeful, and creative initial sentence variations.

- d. Language use, all written in complete sentences, no run-on, effective complex construction, few errors agreement, tense, number, word order/ function, articles, pronouns, preposition.
- e. Mechanic, Correct spelling of difficult words, Punctuation that is accurate, creative, and guides the reader, complete understanding, and consistent application of Grammar.

### **2.1.2 Teaching Writing**

Brown (2000:7) stated that teaching are guiding, facilitating learning, and setting conditions for learning, Teaching also provides some information from the subject to the students in the classroom. So, an instructor or guide in teaching learning will provide or transfer a knowledge. Therefore, teaching means helping and sharing knowledge with other people that can also provide information to do something.

English skills have their purpose, including writing skills have a purpose, Sumarmo (2009: 5) in (Marzulina 2017:36), asserted that the purpose of writing is to inform, persuade, target, and entertain. In other words, according to the previous statement that the purpose of writing is among others informing something, persuading or aiming something, and entertaining in a way. Based on the opinion above it can be concluded that the goal of teaching writing is to provide someone who can write and tell the information through writing.

### **2.1.3 PLEASE Strategy**

Akincilar (2010) as a result, the pre-test and post-test writing scores showed that students experience an improvement in the overall quality of writing, a PLEASE strategy helps students become more aware of the need for pre-writing planning and begin to engage in planning before actual writing in practice. Aminatun, et al 2018 in comparing the two strategies, the research described that the PLEASE strategy is more effective than the Guided Writing Strategy.

Marzulina (2018) outcomes show that the analysis of the measurement results of his research shows that there is a significant improvement in the writing of students who are taught to use the PLEASE strategy. Welch and link as cited in welch and Jensen (1990:38-39) stated that the PLEASE strategy was developed as a metacognitive strategy to deal with written expression. Welch (1992:121) defined the PLEASE strategy as a metacognitive strategy designed to deal with particular types of problems in writing related to prewriting planning, composition, and paragraph revision. Aiming at assisting metacognitive problem solving, this strategy prepared students with a set of behavior by a first letter mnemonic which cues students about the way to finish a writing assignment independently.

Ratminingsih (2017:158) said that PLEASE is a teaching strategy designed to facilitate problem-solving, namely to guide the writer's assignment independently because it provides opportunities for students to edit and revise their work. The PLEASE strategy stands for Pick, List, Evaluate, Activate, Supply, End. Pick which means pick your topic; students are asked to select the topic they want to develop. List which means list your ideas about the topic; students are asked to write down ideas related to the topic taken. Evaluate meaning evaluate the list;

students evaluate the ideas they make by making sure the arrangement of ideas is logical to support the main sentence. Activate which means activate the paragraph with a topic sentence; develop main ideas into main sentences. Supply means supply supporting sentences; students explain the main sentence using a sequence of logical ideas before and connect with supporting/explanatory sentences logically. Last is the End means end with a concluding sentence and evaluate work.

Welch (1992:121-122) explained the steps employed in the PLEASE strategy as follows:

1. Pick

Students are taught how to pick their topic, audience, suitable textual format, and purpose.

2. List

Students are taught to make a list of information about the topic used. (Alley and Deshler; Kyle in Welch, 1992:121).

3. Evaluate

Students are asked to evaluate their list which will be utilized to create supporting sentences (Alley and Deshler in Welch, 1992:121)

4. Activate

Generate a short and simple declarative topic sentence that enables activation of the text for the reader.

5. Supply

Extrapolate information based on the information on their list of ideas to supply supporting sentences.

## 6. End

Make a concluding sentence by rephrasing the topic and evaluate the overall appearance of written text, such as capitalization, spelling, and punctuation (Ellis and Lenz in Welch, 1992:122)

According to Milford And Harrison (2010:327), the steps of the PLEASE strategy are described as follows:

1. Pick a topic to be written
2. List ideas related to the topic
3. Evaluate the list to gain the relevant ideas
4. Activate with a topic sentence
5. Supply supporting details to encourage the topic sentence
6. End with a conclusion

The steps in the PLEASE strategy is like described by Akincilar (2010:84) as followed:

1. Pick a topic, audience, and paragraph type.
2. List, your ideas on topics.
3. Evaluate your list.
4. Activate, make start the paragraph with a topic sentence.
5. Supply, supporting sentences.
6. End with a closing sentence and evaluate the results of your writing.

Liza (2013:442-443) the Advantages of the Please Strategy include:

- a. PLEASE strategy can help the students to improve the students' writing ability especially in writing a paragraph and also in writing a text.
- b. PLEASE strategy can also help the students how to start their writing. This strategy also helps the students to plan what they are going to write from the pre-writing activity and also help the students to generate their idea while writing and how to revise their writing.
- c. The PLEASE strategy helps the students to write independently. It will help the students to write independently because the PLEASE strategy leads the students to find their 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.

Ratminingsih (2017:159) the Disadvantages of PLEASE strategy:

- a. Writing activities take a long time because students will learn to do each step before starting to write.
- b. For students who have limited vocabulary, writing activities can be difficult
- c. The list evaluation activity is difficult because they have to develop ideas ranging from general to specific.

#### **2.1.4 Contextual Teaching and Learning Approach**

Wahyuni and Arieffiani (2021) results show that CTL improves students' writing creativity because it is practical in real-world situations (of the opinion that learning becomes practical because it can increase writers' creativity in real-world

circumstances. Satriani, et al (2012) results of teaching CTL show some progress in writing skills, specifically such as schematic structure, grammar roles, and graphic features. Salima, et al (2020) discovered that contextual teaching and learning affect the development of students' writing skills in writing texts. The CTL approach is one of the approaches that should be considered to be used in teaching writing as said cited in Satriani, et al (2012:11), through Nydam (2000) cited by Johnson, (2002:279) and Tribble (1996:67) asserted that writing with context can make students able to develop analysis when they write a reasonable paragraph and make the readers give their expectation easier.

Hence, if the students know what they have to write, what the reader wants or expects, and also the list or which parts of the relevant things to the context, they will be able to have a good chance to write and develop their writing paragraph. CTL in Elaine B. Johnson's book (2011) as cited in Pangemanan (2020:2) is an approach to teaching-learning to look for productivity with the concept that helps teachers connect the subjects and actual life problems and to encourage the student to correlate them. According to Sanjaya (2013) as cited by Hermiwati (2021:45) The CTL approach involves seven main components of effective learning that are: Constructivism, Inquiry, Questioning, Learning Community, Modeling, Reflection, and Authentic Assessment.

#### a. Constructivism

Constructivism is the process of building or compiling new knowledge in students' cognitive structures based on experience. Contextual Teaching and learning encourage students to construct their knowledge through the process

of observation and experience. Based on this assumption, applying the principles of constructivism in learning through contextual teaching and learning, students are encouraged to be able to construct their knowledge through real experience.

b. Inquiry,

Inquiry is a core part of contextual-based learning activities. It is hoped that the knowledge and skills gained by students are not the results of remembering a set of facts, but the results of finding out for themselves. Teachers should always design activities that refer to finding activities, regardless of the material being taught.

c. Questions

Asking is the main strategy that is contextual-based, asking questions is carried out by teachers and students. Asking in learning is seen as a teaching activity to encourage, guide, assess students' thinking skills, check students' understanding, generate student responses, know as far as students' curiosity, to know things that students already know.

d. Learning Community,

Contextual learning emphasizes the importance of learning as a social process through interaction in the learning community, the process and learning outcomes become more meaningful.



e. Modeling

What is meant by modeling is a learning process by modeling an example that can be imitated by every student. For example, the teacher gives an example of how to operate a tool or how to pronounce a foreign sentence.

f. Reflection

Reflection is an important part of contextual learning. Reflection is an effort to look back, reorganize, reanalyze, re-clarify, and evaluate what has been learned.

g. Authentic Assessment.

Authentic assessors are processes carried out by teachers to collect information about the learning progress of students. This assessment is needed to find out whether students learn or not, understand or not, master or not, and whether students' learning experiences have a positive influence on development, both intellectually and mentally.

According to Anisa (2009), there are several advantages to CTL learning, namely:

1. Learning is more meaningful, meaning that students do their activities related to the material so that students can understand it themselves.
2. Learning is more productive and able to grow strengthening concepts for students because CTL learning requires students to find out for themselves, not memorize.
3. Growing students' courage to express an opinion about the material being studied.

4. Encourage curiosity about the material learned by asking the teacher.
5. Cultivate the ability to cooperate with other friends to solve existing problems.
6. Students can make their conclusions from the activities of learning.

According to Dzaki (2009) weaknesses in CTL learning:

1. Students who cannot take lessons do not get the knowledge and experience the same as other friends because students do not experience alone.
2. Feelings of worry in-group members will lose student characteristics due to having to adjust to the group.
3. Many students are not happy when asked to cooperate with others; because students who are diligent feel compelled to outperform other students in the group.

From the explanation above, a teacher in applying the CTL learning model must be able to pay attention to the condition of students in class. On the other hand, a teacher must also be able to divide the group heterogeneously, so that smart students can help underprivileged students.

### **2.1.5 Students' Learning Motivation**

Wardani, et al (2020:275) explained that motivation relates to how a person acts, the more precise motivation obtained by a person, the more successful activities carried out. The purpose of motivation in the student learning process is to make students enthusiastic about learning. Motivation is closely related to the

stimulus that makes students interested and motivated to do something, Motivation is an important thing in a learning process, the success of the learning process might be caused by the motivation of the student whether they have high or low motivation as Williams and Williams (2011:1) asserted that the most probable thing to improve learning is motivation, in line with Ozen (2017:45) assumed that motivation plays a role in students' achievement. Therefore, the potential to achieve the indicators planned in each learning process, the teachers should know the diversity of the character of students in a class so that learning plans can be arranged in such a way to accommodate all the characteristics possessed by students.

How strong the motivation of the individual will determine the quality of the behavior he displays, both in the context of studying, working, and in other life.

In the context of psychological studies, Makmun (2003) suggested that understanding individual motivation, can be seen from several indicators, including:

- 1) Duration of activity;
- 2) Activity frequency;
- 3) Persistence in activities;
- 4) Perseverance, tenacity, and ability to face obstacles and difficulties;
- 5) Devotion and sacrifice to achieve goals;
- 6) The level of aspirations to be achieved with the activities carried out;
- 7) The level of achievement or product qualification (output) achieved from the activities carried out;
- 8) The direction of the attitude towards the target of the activity.

In an educational context, all the indicators from Makmun (2003) described to investigate an individual's motivation, people have to be considered the 8 indicators provided in terms of learning activity, activity frequency, persistency, perseverance, devotion, aspiration level, qualification level, and attitude.

### **2.1.6 Teaching Writing through the Modified PLEASE Strategy**

The researcher created modification in PLEASE Strategy by mixing an approach that is Contextual Teaching and Learning. The Contextual Teaching and Learning Approach is an approach that used 7 components, such as, Constructivism, Inquiry, Questioning, Learning Community, Modeling, Reflection, and Authentic Assessment.

Whereas the PLEASE strategy is a mnemonic that provides learners with a road map for writing a text and it is an acronym from pick, list, evaluate activate, supply and end. Contextual Teaching and Learning will take part in the learning process, the Modified PLEASE Strategy with Contextual Teaching and Learning is expected to make students think more scientifically and logically.

### **2.1.7 The Procedure of Modified PLEASE Strategy**

As the researcher had explained that the modification of the Please strategy above, the procedure of applying the Modified Please strategy can be drawn as follows:

1. Students are guided to understand the function, character, physical appearance, and habit of the object which explain by the teacher by relating their experiences and connect with the lesson (Constructivism)

2. Students identify information, communicative purpose, generic structure, and language features from the text given by the teacher (Inquiry)
3. Students ask about the information contained in the text or the lesson (Questioning)
4. The teacher teaches students by PLEASE strategy and makes students in a group (Modelling)
5. Students are asked to make a text by using the PLEASE strategy with their group (Learning Community)
6. The teacher reviews the students' understanding and also deals with the learning activity (Reflection)
7. Every group is asked to collect their texts and give them to the teacher (Authentic Assessment)

**Table 2.1. The Procedure Teaching Using Original PLEASE Strategy and Modified PLEASE Strategy**

Original PLEASE Strategy	Modified PLEASE Strategy
<ol style="list-style-type: none"> <li>1. The teacher explains the Report text lesson</li> <li>2. The teacher explains the PLEASE strategy to students and gives a demonstration of the Report text using the PLEASE strategy in terms of how to write down ideas starting with:               <ol style="list-style-type: none"> <li>1. Pick a topic to be written</li> <li>2. List the ideas related to the topic</li> <li>3. Evaluate the list to gain the relevant ideas</li> <li>4. Activate the paragraph with topic sentences</li> <li>5. Supply by supporting sentence</li> <li>6. End with a concluding sentence and then evaluate the work</li> </ol> </li> <li>3. Students are asked to make a text by using the PLEASE strategy and the teacher guide by watching students.</li> <li>4. The students submit their writing product to the teacher.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students are given a picture and guided step-by-step to stimulate their understanding of the function, physical appearance, and habits of the object that is being discussed by linking their experience after that the teacher connects the discussion to the lesson and explains the lesson of the report text. <b>(Constructivism)</b></li> <li>2. The teachers give a text and guide the students to find the language features and purpose of its text. <b>(Inquiry)</b></li> <li>3. Students May asked all the things related to the material <b>(Question)</b></li> <li>4. The teacher teaches students with the PLEASE strategy by giving a framework of report text using the PLEASE strategy               <ol style="list-style-type: none"> <li>1. Pick a topic to be written</li> <li>2. List the ideas related to the topic</li> <li>3. Evaluate the list to gain the relevant ideas</li> <li>4. Activate the paragraph with topic sentences</li> <li>5. Supply by supporting sentence</li> <li>6. End with a concluding sentence and then evaluate the work <b>(Modeling)</b></li> </ol> </li> <li>5. Students are asked to make a text by using the please strategy in a group <b>(Learning Community)</b></li> <li>6. The teacher reviews the students' understanding of learning activities <b>(Reflection)</b></li> <li>7. Each group is asked to collect their text and give it to the teacher <b>(Authentic Assessment)</b>.</li> </ol>

## 2.2 Theoretical Assumption

English is the greatest language that we use to interact in this world and it has grown to be a foreign language in our country. English is considered to be learned while everyone become aware of the substance of English to the next generation of

their country hence the teachers must encourage their students to comprehend or even master it by giving an appropriate teaching or superior teaching strategy, therefore, as the previous researchers recommended, learning English by PLEASE strategy and Contextual Teaching and Learning Approach are expected to anticipate that the students will easier to understand about the material of writing.

While the teacher is the facilitator, motivator, advisor, lecturer, and manager of the class, subsequently the teacher has a big role in this opportunity that not all people can take this responsibility as the one who can guide the next generation. Meanwhile, it was not easy to omit the obstacles or the struggle in teaching-learning writing ability.

In this case, the English teacher must consider the number of hours available for teaching in the classroom, how to modify teaching-learning or the media, or other facilities that can support the teaching-learning process to apply or implement the Modified PLEASE strategy.

The researcher was sure that the students and the teacher have to overcome these obstacles to gain the objective of learning writing by using the PLEASE strategy. Hence, the students can have an excellent ability of writing English text. But, the aim cannot be achieved if the teacher and students are not brave enough to face the fact that they are the director and actor in the learning process, so they need to find an answer by working together to afford all of the problems.

### 2.3 Hypotheses

From all of theories that are discussed above, the hypotheses can be formulated as

Follows:

H<sub>1</sub>: There is significant difference of students' writing achievement by using Modified PLEASE Strategy and the original PLEASE strategy.

H<sub>01</sub>: There is no significant difference of students' writing achievement by using Modified PLEASE Strategy and the original PLEASE strategy.

H<sub>2</sub>: There is a correlation between students' learning motivation and student's writing achievement towards students who are taught by using Modified PLEASE Strategy.

H<sub>02</sub>: There is no correlation between students' learning motivation and student's writing achievement towards students who are taught by using Modified PLEASE Strategy.



### **III. RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This research used a quantitative approach. The quantitative approach used for analyzing the statistical data that is students' Pre-test and Post-test scores. By that score, the researcher could analyze whether there was any significant writing achievement between using the Modified PLEASE Strategy compared to the original PLEASE Strategy to enhance EFL learners' writing achievement. This method used Quasi-Experimental and Cluster random sampling research.

According to Creswell (2012:295), Experimental is the best of the Quantitative designs which are used to decide probable cause and effect. Setiyadi (2006:135) stated that This type (Quasi-Experimental) of research is a refinement of the pre-experimental type to find the research criteria that have high validity. Thus, this design was chosen to support the research since Experimental research is the way to find a causal relationship in determining cause, and effect.

In this research, there were two variables. So, the researcher used a non-Equivalent Comparison-Group Design and for calculating the correlation of students' learning motivation, the researcher used a pearson product moment. The researcher used two classes; Experiment Class and Control Class. Experiment class as a class that was given treatment by using the Modified PLEASE Strategy and Control class as a class that was given treatment by using the original PLEASE Strategy.

The use educational research design could be represented as:

**Table 3.1. Research Design**

<b>G1 T1 X1 T2</b>
<b>G2 T1 X2 T2</b>

Source from: *Johnson, Christensen and Turner (2014)*

**Notes:**

G1 = Group one (experimental class) (which received the treatment by using Modified PLEASE Strategy)

G2 = Group two (control class) (which received the treatment by using original PLEASE Strategy)

T1 = Pretest

T2 = Posttest

X1 = Treatment using Modified PLEASE Strategy

X2 = Treatment using original PLEASE Strategy

$$r_{xy} = \frac{\sum x.y}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Source from: <https://rumus.co.id/pengertian-materi-jenis-macam-rumus-korelasi/>

**Notes:**

$r_{xy}$  = correlation coefficient between variables x and y

$\sum x.y$  = the number of multiplications between x and y

$\sum x^2$  = the square of the value of x

$\sum y^2$  = the square of the value of y

### **3.2 Variables of the Research Design**

In experimental research, three variables correlated with each other. Variable was an object of study that became important points in research. In this research there were two variables:

1. Independent variable

In this research, the independent variables are Modified PLEASE Strategy and original PLEASE Strategy.

2. Dependent variable

In this research, the dependent variable is Students' writing achievement.

### **3.3 Operational Definition of Variable**

The operational definition of a variable is used to explain the variables which were used in this research to avoid misconceptions about the variables presented in this research.

RQ1:

1. The independent variable (X)

Modified PLEASE Strategy was giving opportunities for students to improve their writing achievement.

2. The independent variable (X)

Original PLEASE Strategy was giving opportunities for students to improve their writing achievement.

RQ2:

1. The independent variable (X)

Students' learning motivation that would describe their improvement in their writing achievement.

2. The dependent variable (Y)

The students' writing achievement was describe their ability to create Content, Organization, Vocabulary, Language use, and Mechanic in their writing.

### **3.4 Population and Sample**

As stated by Creswell (2012:142) a population is a cluster who have a similar characteristic. The population of this study was in the Tenth grade of SMAN 1 Gunung Alip. A sample is a sub-group of the target population that the researcher plans to study for generalizing about the target population.

This sample of this study used cluster random sampling. It means that the researcher got students selected from the Tenth grade of SMAN 1 Gunung Alip ( X.IPA 4 and X.IPA 5) by using cluster random sampling.

### **3.5 Sampling Technique**

The sampling technique is the procedure to get the individuals that can represent all of the population. Fraenkel and Wallen (2009:95) say that the selection of groups, or clusters, of subjects rather than the individual, is known as cluster random sampling. Based on the statement, the researcher applied the cluster random sampling technique to take the sample from a group of classes because the

population is in groups and homogenous. The steps in determining the experimental class are as follows:

1. First, the names of all classes in the Tenth grade of SMAN 1 Gunung Alip was written on a small piece of paper.
2. Then, the researcher rolled the paper and put them into a glass. After that, The researcher shook the glass until one of the rolled paper out of the glass. The first paper was taken as an experimental class and the second was control class.

### **3.6 Data Collecting Technique**

In the research, the researcher used a test as a technique to collect the data. According to Ary, *et.al* (2010:201) a test is a set of stimuli presented to an individual to elicit responses based on which a numerical score can be assigned. Based on the definition above, the researcher used a test to collect the data.

Knowing whether there is any significant writing achievement by using the Modified PLEASE Strategy to enhance EFL learners' writing achievement and to investigate students' learning motivation in modified PLEASE strategy and original PLEASE strategy class. The 3 of tests were conducted to collect the data. They are:

1. Pre-test was to know the research score on the students' writing achievement before the treatment. The test was done in writing by asking the students to practice. The scoring consisted of Content, Organization, Vocabulary, Language use, and Mechanic

2. Post-test was to know the students' writing achievement after the treatment.  
The system of post-test was the same as the pretest, but it was given different topics or themes to know the development of students' writing achievement after the treatment.
3. Questionnaire is a data collection that is done by giving a set of written questions to respondents to be answered, which can be given directly. Questionnaires was done by giving questions to be answered by respondents in form of writing.

### **3.7 Research Instruments**

In this research, the instrument is in writing and questionnaire test. To discover how students, think and use the target language (English). According to Creswell (2012:14), an instrument is a tool for measuring, observing, or documenting quantitative data. It contains specific questions and response possibilities that people establish or develop in advance of the study. This kind of this research test is in subjective test by giving a writing test.

Therefore, the researcher conducted a writing test and a questionnaire which are to measure their writing achievement and also their motivation. The researcher asked the students to make a text individually. The researcher conducted 2 meetings for treatment and the time of pre-test and post-test followed the time when they had in regular treatment.

1. Pretest

Pre-test was conducted before the treatment. The test is conducted in writing individually asking 1 student to come forward to take the topic that they want to write.

2. Posttest

Post-test was set after the samples of the research have been taught by the researcher, the difficulty of the post-test is the same as a pre-test, and the test is given on different topics.

3. Questionnaire

The researcher used the 8 indicators of individuals motivation from Abin Syamsuddin Makmun there 25 items of questionnaire to measure the motivation of students.

### **3.8 Research Procedures**

The research procedure was conducted in the Tenth grade; the researcher asked permission from the headmaster and the English teacher at the school. Then, the researcher conducted the following steps:

1. Determining the subject
2. The researcher chose the Tenth grade of SMAN 1 Gunung Alip as the subject of the research.
3. Determining the sample
4. In taking the sample of the research, the researcher used cluster random sampling. The researcher took two classes as the sample of the research; the control and the experimental class.

5. Selecting the material
6. The researcher determined the material that would be taught to the students, this material is based on the syllabus of the Tenth grade.
7. Doing a Pretest to get the data
8. It was done for the students in the experimental class to find out the students' writing achievement before the treatment.
9. Conducting the treatments
10. The researcher provided the treatment in three meetings for the experimental and control class. In the treatment, the researcher as the teacher taught students by using the Modified PLEASE Strategy in the experimental class and the original one for the control class.
11. Conducting questionnaire tests after they have a treatment that has been given by the researcher.
12. Doing the Posttest to get the data
13. The researcher conducted the Posttest after the treatments. Thus, the researcher would know whether the students enhance their writing achievement or not.
14. Analyzing the result of the Pretest, Posttest, and questionnaire
15. In analyzing the result, the researcher investigated the result of Pretest and Posttest in the experimental class.

### **3.9 Reliability**

According to Twycross and Shields in Rumagit (2017:4058) Reliability refers to the consistency, stability, and repeatability of results i.e. the result of a researcher is considered reliable if consistent results have been obtained in identical situations



but different circumstances. It means a test was reliable if the test was able to give constant results even though the test was given repeatedly to the same individuals or sample. To estimate the reliability of the test, this research used SPSS (Statistical Package for Social Science) the test of reliability used Cohen's Kappa in which 2 raters collect the data, this step was used to avoid the subjectivity of scoring the test, the first rater was the researcher and the second rater was the English teacher, her name is Elly Tsulust, S.Pd, she is an English teacher and has 15 years experience in teaching English at senior high school.

### **3.10 Validity**

Best and Kahn (2006:289) Validity is the quality of a data-gathering instrument or procedure that enables it to measure what it is supposed to measure. Validity is the extent to which any measuring instrument is intended to measure. To measure whether the test has good validity or not the researcher used content validity and construct validity; in content validity, the researcher used the content based on the syllabus from the curriculum of 2013, and for the construct validity, it used validator that checked whether the instruments have a good criterion or not.

#### **1. Content Validity**

Brown (2000:8) Content validity includes any validity strategies that focus on the content of the test. It meant that to get content validity, the test was adapted with an English teacher and the student's book so the test was balanced to material that was taught to the students. In other words, the researcher made the test based on the material in the 2013 English curriculum for senior high school. To know whether the test has a good validity the items of the test were

discussed with the validator (The English Teacher and assistant principles of students affairs)

## 2. Construct Validity

Construct validity has traditionally been defined as the experimental demonstration that a test is measuring the construct it claims to be measuring. According to Muijs (2004:68) Construct validity is a slightly more complex issue relating to the internal structure of an instrument and the concept it is measuring. Once again, this is related to our theoretical knowledge of the concept we are wanting to measure.

Hence, construct validity concerned with whether the test was actually in line with the theory or not then the items should show whether they had Modified PLEASE Strategy that had been taught or not, and should measure the students' writing achievement to know whether the test had a good construct validity, for the test and for the questionnaire test, the researcher had used validators.

The validators of the questionnaire were Murniyati, M.Pd, and H. Zulianda, M.Pd

1. Murniyati, M.Pd was born in Banjar Agung Ilir 1979 she is an English teacher and at the same time a civil servant who, she has taught as an English teacher for about 13 years, she took her master's education at the university Muhamadiyah Metro with the research title regard to student motivation, she is also a member of the regional English high school teacher association.
2. Zulianda, M.Pd was born in Pringsewu in 1974 he is an English teacher and also an assistant principal of students affairs, he has taught for approximately 15

years, and he took his master's education at the University of Lampung. He also carried out his research title while in college related to the motivation of students and he was also the head of the English teacher association at the regional high school level.

In other words, Construct validity was focus on the kind of test that is used to measure the instrument. In this research, the researcher administered validator towards an instrument of writing test and questionnaire on students' learning motivation.

### **3.11 Data Analysis**

To analyze the data, the researcher used parametric statistics. In parametric statistics, some assumptions must be fulfilled; they are normality and homogeneity tests to answer the first research question, the researcher organized data from pre-test and post-test scores of students in the experimental and control classes and the data analyzed through N-Gain independent T Test by using SPSS in order to find the significant difference between the (N-Gain %) E Group and C Group.

For the second research question, the researcher used descriptive statistics, to saw the correlation by investigating the achievement and motivation.

#### **1. Normality Test**

Ghasemy and Zahediasl (2012:487) The normality tests are supplementary to the graphical assessment of normality. The normality test used to measure whether the data in the experimental class was normally distributed or not. In this study, the researcher used statistical computation by using SPSS (Statistical

Package for the Social Science) for the normality of the test. The test of normality used Kolmogorov Smirnov-Test and Shapiro-Wilk.

The hypotheses for the normality test are formulated as follows:

H<sub>0</sub>: the data have normal distribution.

H<sub>a</sub>: the data do not have normal distribution

While the criteria for acceptance of hypotheses of the normality test is as follows:

H<sub>0</sub> is accepted if Sig (P value) >  $\alpha = 0.05$

H<sub>a</sub> is accepted if Sig (P value) <  $\alpha = 0.05$

## 2. Homogeneity Test

Homogeneity test was used to know whether the data in experimental class is homogenous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for the Social Science*) for homogeneity of test.

The hypotheses are:

H<sub>a</sub>: the variances of the data are not homogenous

H<sub>0</sub>: the variances of the data are homogenous

While the criteria for acceptance of the homogeneity test is as follows:

H<sub>a</sub>: is accepted if Sig (P value) >  $\alpha = 0.05$

H<sub>0</sub>: is accepted if Sig (P value) <  $\alpha = 0.05$

### 3.12 Hypothetical Test

In hypothetical test, if the fulfillment of the assumptions normality test and homogeneity test are fulfilled, the researcher used T-Test. In this case, the researcher used statistical computation by using SPSS (*Statistical Package for the Social Science*) for hypothetical test. In this case the purpose of using SPSS to practicality and efficiency in the study.

The Hypotheses are:

H<sub>1</sub>: There is significant difference of students' writing achievement by using Modified PLEASE Strategy and the original PLEASE strategy.

H<sub>01</sub>: There is no significant difference of students' writing achievement by using Modified PLEASE Strategy and the original PLEASE strategy.

H<sub>2</sub>: There is a correlation between students' learning motivation and student's writing achievement towards students who are taught by using Modified PLEASE Strategy.

H<sub>02</sub>: There is no correlation between students' learning motivation and student's writing achievement towards students who are taught by using Modified PLEASE Strategy.

## **V. CONCLUSION AND SUGGESTION**

### **5.1. Conclusion**

Based on the results of research and discussion, it can be concluded that there is a significant difference between students' writing achievement taught using modified and the original one. The modified is better than the original since students can share their ideas while in the original the students do not have a chance to share ideas. In addition, dealing with this research data, it showed that there is a correlation between motivation and achievement when the students have high motivation it will influence their effort to study and consequently, it will influence their achievement. Whereas, in a mean score of students' motivation between experimental class and control class showed that both classes are still in medium level.

The implementation of modified PLEASE strategy and PLEASE strategy in teaching English to the students of SMAN 1 Gunung Alip was totally conducted with different outcomes, and it might be caused by whole circumstances in the teacher and students' learning process yet the researcher thought that not all students can receive the teaching process because every student has different character such as, lack of vocabulary, motivation and whether they more like work in group, independently or they more like work through media, this modification of PLEASE strategy is also necessary to be considered to answer those all questions.

However, the researcher expected that the modification of teaching leaning process can be accepted. Not only students in receiving knowledge but also, the teacher in feeling more comfortable when teaching the students.

## **5.2. Suggestion**

Based on the research results obtained, the researchers provide several things to be considered:

1. Controlling the attitude of students in the classroom when it is necessary to pay more attention, because students are required to learn about the material presented as well as possible.
2. Class facilities must be adequate, so that cooperative learning can run and refer to lesson its hours. In addition, students will be more focused and comfortable with the material presented so that the learning process can be accepted as a whole and appropriate to what has been designed by a teacher.
3. For other researchers, it is possible to develop this research to examine the different modification of PLEASE strategy to increase students' score better than this modification. For example, Communicative Language Teaching (CLT), Think Pair Share (TPS) and Jigsaw.

## REFERENCE

- Akincilar, V. 2010. The Effect of “PLEASE” Strategy Training through the Self-Regulated Strategy Development (SRSD) Model on Fifth Grade EFL Students’ Descriptive Writing: Strategy Training on Planning. *Middle East: Technical University*.
- Aminatun, D., et al. 2018. Applying PLEASE Strategy to Teach Writing Skill to Students with Different Linguistic Intelligences. *Teknosastik*, 16 (1).
- Anisa. 2009. Kelebihan dan kelemahan Pembelajaran CTL. <https://www.sekolahdasar.net/2012/05/kelebihan-dan-kelemahan-pembelajaran.html>. (12 December 2021)
- Arianto. 2011. The Implementation of Contextual Teaching and Learning in Teaching English. *English as a Foreign Language*. 1 (2).
- Ary, D. et al. 2010. *Introduction to Research in Education, Eighth Edition*, Wadsworth: Nelson Education, Ltd.
- Best, J. W and Kahn, J. V. 2006. *Research in Education*, Tenth Edition (New York: Pearson Education, Inc.
- Brown, H. D. 2000. *Principles of Language Learning and Teaching. Fourth Edition*. San Fransisco: San Fransisco State University.
- Brown, J. D. 2000. What is construct validity? *Shiken: JALT Testing & Evaluation SIG Newsletter* 4 (2)
- Christensen, L. B., et al . 2014. *Research Methods, Design, and Analysis, Twelfth Edition*. Westford: Pearson Education Limited.



- Creswell, J. W. 2012. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education, Inc.
- Dzaki. 2009. Kelebihan dan Kelemahan Pembelajaran CTL. <https://www.sekolahdasar.net/2012/05/kelebihan-dan-kelemahan-pembelajaran.html>. (12 December 2021)
- Fraenkel, J. R. and Wallen, N. E. 2009. *How to Design and Evaluate Research in Education seventh edition*. New York: McGraw-Hill.
- Ghasemi, A. and Zahediasl, S. 2012. Normality Tests for Statistical Analysis: A Guide for Non-Statisticians. *International Journal of Endocrinology Metabolism, Medical Sciences of Shahid Beheshti University, Tehran*, 10, (2).
- Hermiwati. 2021. *Contextual Teaching and Learning*. Sukoharjo: Oase Pustaka.
- Hudson, C. C. and Whisler, V. R. 2007. Contextual Teaching and Learning for Practitioners. *USA: Valdosta State University*. 6 (4).
- Kivunja, C. 2018. Distinguishing between Theory, Theoretical Framework, and Conceptual Framework: A Systematic Review of Lessons from the Field. *International Journal of Higher Education*. 7 (6).
- Makmun, A. S. 2016, *Psikologi Kependidikan Perangkat Pengajaran Modul*. Bandung: Remaja Rosdakarya.
- Marzulina, L. 2017. Pengaruh Strategi Belajar Bahasa Siswa terhadap Pengajaran Menulis Deskriptif Menggunakan Strategi PLEASE (Pick-List-Evaluate-Active-Supply-End) di Kelas VIII SMP Nurul Iman Palembang. *Jurnal Pendidikan dan Pengajaran*. 5 (1).
- \_\_\_\_\_. 2018. Learning Strategy towards Students' Descriptive Writing Achievement Taught by Using Pick – List – Evaluate – Active – Supply – End Strategy. *Jurnal Pendidikan dan Pengajaran*. 5 (1).
- Maulana, I. and Leonard. 2018. Pendekatan Konstruktivisme dengan Strategi Pembelajaran Tugas dan Paksa. *Seminar Nasional Dan Diskusi Panel*

*Multidisiplin Hasil Penelitian & Pengabdian Kepada Masyarakat*, Jakarta: 2 Agustus 2018.

- Meghanathan, N. 2016. Assortativity Analysis of Real-World Network Graphs Based on Centrality Metrics. *Computer and Information Science*. 9 (3).
- Milford, T. and Harrison, G. L. (2010). Using the PLEASE Strategy With a Struggling Middle School Writer With a Disability. *Intervention in School and Clinic*. 45(5)
- Muijs, D. 2004. *Doing Quantitative Reserach in Education with SPSS*, London: Sage Publications.
- Ozen, S. O. (2017). The Effect of Motivation on Student Achievement. The Factors Effecting Student Achievement, *Meta-Analysis of Empirical Studies* 4(1).
- Pangemanan, A. 2020. Application of Contextual Teaching and Learning Approach on Statistics Material against Student Results. *International Education Studies*. 13(4).
- Rahmah A. (2021, June 1) Rumus Korelasi – Pengertian, Jenis, Macam-Macamnya, Contoh Soal. *rumus.co.id*. <https://rumus.co.id/pengertian-materi-jenis-macam-rumus-korelasi/>. Retrieved July 12, 2022
- Ratnaningsih, E. 2016. Improving Students' Writing Ability Through the Use of Dictogloss Technique. *Transformatika*. 12 (2)
- Rass, R. A. (2001). Interactive Reading and Writing for Effective Language Teaching. *English Teaching Forum Online – Bureau of Educational and Cultural Affair*.
- Ratminingsih, M. N. 2017. *Metode dan Strategy Pembelajaran Bahasa Inggris*. Depok: Rajagrafindo.
- Reyhan, A. 2012. The Use of Guided Writing and Sequences of Pictures as Teaching Technique to Enhance the Ability of Writing Narrative of Students in "Different English Course". *Anglicist*. 1(2).

- Rumagit, M. E., et al. 2017. Self-Assessment among the Students of International Business Administration Sam Ratulangi University on the Entrepreneurial Potential, *Sam Ratulangi University Manado: Faculty of Economics and Business, (IBA) Program 5 (3)*.
- Salima, et al. 2020. Developing Students' Writing Skill in Analytical Exposition Text Through Contextual Teaching and Learning (CTL). *English Education and Applied Linguistics (EEAL)*. 3 (1).
- Sartika, D., & Nery, R. (2018). The Effect of PLEASE Strategy and Writing Interest Toward Students' Writing Skill. *Journal of English Education and Linguistics*. 2 (1).
- Satriani, I., et al. 2012. Contextual Teaching and Learning Approach to Teaching Writing. *Indonesian Journal of Applied Linguistics*. 2(1).
- Setiyadi, B. 2006. *Metode Penelitian untuk Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu.
- Siringoringo, A., et al. 2017. The Effect of Please Strategy on the Ability of the First Year Students of SMP N 5 Pekanbaru in Paragraph Writing. *Journal Online Mahasiswa*. 4 (2)
- Spratt, M., et al. 2005. *The TKT (Teaching Knowledge Test) Course*. Cambridge: Cambridge Press.
- Subhanudin. 2020. Effectiveness of Applying Cooperative Learning Model of Combination Type Think Pair Share (TPS) and Two Stay-Two Stray (TSTS) with Contextual Approach in Mathematics Learning in Grade at SMPN 3 Langgudu in Bima District. *Jurnal Ilmu Sosial dan Pendidikan*. 4 (2).
- Triningsih, et al. 2014. Writing Skills Enhancement Using the Contextual Teaching and Learning (CTL) Approach in Jayapura. *International Journal of Business Economics and Law*. 5 (2).
- Wahyuni and Arieffiani. 2021. Improving Creative Writing for Young Learners Using CTL post COVID 19. *Lingual 11 (1)*.

- Wardani, et al. 2020. Student Learning Motivation: A Conceptual Paper. *Advances in Social Science, Education and Humanities Research*, volume 487 Proceedings of the 2nd Early Childhood and Primary Childhood Education (ECPE) *Atlantis Press SARL*.
- 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).
- Welch, M., & Jensen, J. B. (1990). Write, PLEASE: A video-assisted strategic intervention to improve written expression of inefficient learners. *Remedial and Special Education*, 12(1).
- Williams, K. C., & Williams, C. C. (2011). Five Key Ingredients for Improving Student Motivation. *Research in Higher Education Journal* 11.
- Yulianti, S., et al. 2019. Improving Students' Writing Skill Using Brainswriting Strategy. *Project*. 2 (5).