

## ABSTRACT

### PLEASE STRATEGY BASED ON PRODUCT APPROACH (PSBPA) TO ENHANCE STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT

By  
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This current research aims (1) to intently find out if there is a significant improvement in students' writing achievement after the students are taught through PLEASE strategy based on Product approach and (2) to find out the students' responses towards the implementation of the modified PLEASE strategy based on product approach. This is a quasi-experimental research design that conducts a quantitative method. There were 23 students in a class. The students were given treatments with the strategy namely PLEASE based on product approach. They were then asked to fill the questionnaire sheets to draw the responses regarding the implementation of this modified method. The data were statistically analyzed through paired sample t-test in SPSS version 22, and scored through Microsoft Excel 2010, to obtain the findings.

The first finding (1) shows that there is a significant improvement in students' writing achievement after the students are taught through PLEASE strategy based on Product approach. The score of post-test (73.46) is higher than pre-test (56.91) with the gain of 16.55. The  $t$ -value, which is 14.071 is higher than the  $t$ -table, which is 2.074 at the significant level of 0.000 which is lower than 0.05. The second finding (2) reveals that the students show positive responses towards the implementation of the modified PLEASE strategy based on product approach, because the mean score of 4.05 is categorized positive. Then, it is suggested for teachers to apply this new strategy at class, because it can boost the students' writing ability, especially in descriptive text and to investigate for other text types and use model texts to guide writing tasks. Further researchers may use the open-ended interview protocol to investigate the students' responses and should explore the strategy's impact on different age groups or other types of writing.

**Keywords:** *PLEASE strategy, Product approach, Descriptive text, Writing achievement, Response*