

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

A thesis

By

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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*

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By:

Siti Maysaroh

Thesis

**Submitted a Partial Fulfillment of
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In

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of Teacher Training and Education Faculty**



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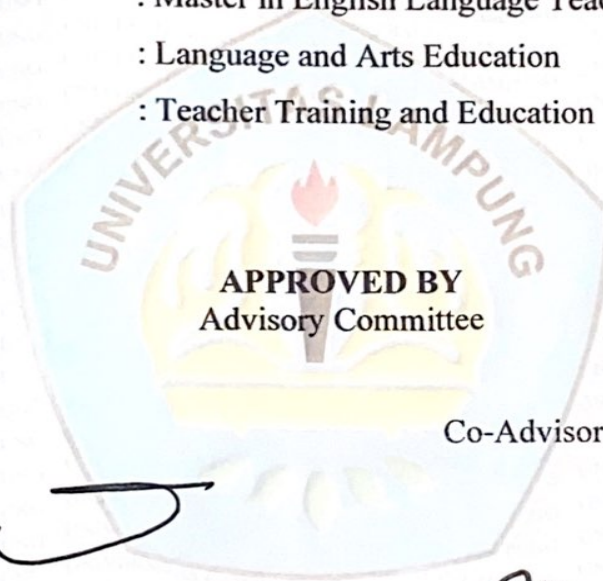
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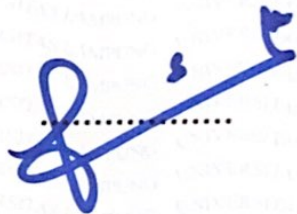
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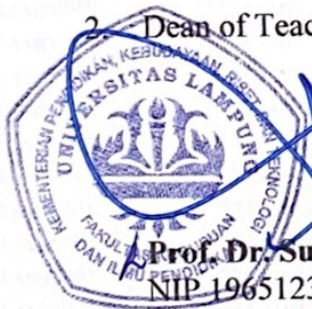
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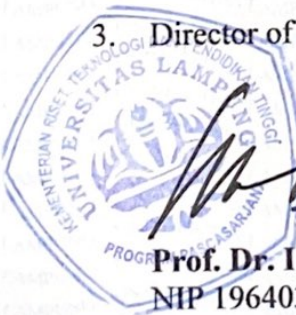

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Menyatakan bahwa tesis ini adalah karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti pernyataan ini tidak benar, sepenuhnya menjadi tanggungjawab saya.

Bandar Lampung, 31 Oktober 2024



Siti Maysaroh

CURRICULUM VITAE

The author of this thesis, Siti Maysaroh was born on May 4th, 1997 in Kotabumi, North Lampung. She is the second child of four children from the happy couple Mr. Ahmad Munir and Ms. Hyulika Wati. She has one elder sister Fiki Novitasari, S.Pd., and two younger sisters, namely Siti Khavivah Sholehah and Allya Fauziah.

She initially attended her formal educational institution at Dharma Wanita Kinder Garten, North Lampung and graduated in 2003. Then, she continued her study at State Elementary School 03 Tanggulangin, Central Lampung and graduated in 2009. Next, she continued her study at State Junior High School 01 Punggur and graduated in 2012. After that, she continued her study at State Senior High School 02 Kotabumi and graduated in 2015. In the same year, she was registered as a student of English Education Study Program at IAIN Metro and graduated in 2020. Then, in 2021, she was registered as a student of English Education Postgraduate Study Program, Language and Arts Education Department of Teacher Training and Education Faculty at Lampung University.

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DEDICATION

This paper is entirely dedicated to:

My Beloved Parents
Ahmad Munir and Hyulika Wati, S.Pd

My Beloved Sisters
Fiki Novitasari, S.Pd., Siti Khavivah Sholehah and Allya Fauziah

My Great Almamater
University of Lampung

MOTTO

“Indeed, Allah will not change the condition of a people until they change what is
in themselves”
(QS Ar-Ra’d: 11)

“Every small step toward knowledge is a giant step toward change”
~Siti Maysaroh~

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Gratitude and honor are addressed to all persons who have helped and supported the researcher until the completion of this research. It’s an honest to be known that this research would never come into existence without any supports, encouragements and guidance by several generous people. Therefore, the author would like to express her sincere gratitude and deep respect to the first advisor, Prof. Dr. Flora, M.Pd., who has contributed and given her best support, suggestions and patience for the author during the thesis process. Her appreciation is also due to second advisor, Dr. Muhammad Sukirlan, M.A., who has given his best assistance, valuable input, suggestions and guidance correcting this research. The author also would like to express her deep gratitude to the first and second examiners, Prof. Dr. Patuan Raja, M.Pd., and Dr. Feni Munifatullah, M.Hum., who have given their suggestions and criticisms as well as their constructive ideas in improving the content of this paper.

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Finally, the author realizes that her thesis is still far for perfection. There may be weaknesses in this research. Thus, comments and suggestions are needed to make this research better. Somehow, the author hopes this research can give a positive contribution to the educational development, the readers and those who wish to accomplish further research.

Bandar Lampung, 31 October 2024
The author,

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I. INTRODUCTION

This chapter begins with an elaboration of the problem and considerations as the relevant reasons for conducting this research which are summarized in the background. Additionally, this chapter presents research questions, objectives, and uses. The last point of this chapter, the scope and definitions of terms are certainly explained by the researcher.

1.1. Background

Language skills are classified into two categories, i.e. receptive and productive language skills. Receptive language skill means that the learners are able to accept the message in spoken or written language. Skills including in receptive are listening and reading. Furthermore, productive language skill is the ability of producing language, which are speaking and writing. In this case, the researcher focuses on writing skill. According to Gillett, et al in Jamoom (2021), writing is a productive skill that requires student to produce messages and ideas through written texts. It has been considered one of the significant skills that students need to improve for their academic success.

Moreover, Hyland (2003:9) states that writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic. It means that writing is process that can be used by someone to express their views on a topic in readable form. Furthermore,

writing is an important skill that students need to acquire to enhance the students' ability in English. According to Jamoom (2021), writing supports students' intellectual growth and expands their cognitive domain as well as enhances their language skill.

Writing is a quite complicated ability. There are difficulties based on learners' experiences in acquiring writing skill caused by several aspects related to lack of ideas. The learners are often confused to express their ideas at the beginning of writing. The learners have difficulties in producing and organizing ideas, creating sentences with a good grammar and constructing the text based on the structure systematically. Yates, et al. in Ramos, et al. (2020) define writing problems as those related to the deviation from the grammar, syntax (sentence, construction), and meaning of a target language; they are divided into surface problem, which refers to grammar, and global problem, which refers to meaning, to cohesiveness, and to organization. Learner should understand the grammar and word order to transfer the meaning of the message in their readable form.

Therefore, to overcome the writing problem above, there should be an effort to enhance learners' writing skill by creating, applying, developing, or modifying a good strategy in teaching writing skill. One of the solutions is the implementation of Pick, List, Evaluate, Activate, Supply, End, abbreviation of PLEASE strategy. The PLEASE strategy was developed within the framework of SRSD to give students a structured approach to writing, helping them navigate the often overwhelming task of composition. Harris and Graham have been the key figures in the development of SRSD, a teaching model designed to help students improve their writing and self-regulation skills in 1996, in which

PLEASE strategy was involved in it. In Milford, et al. (2011), a critical focus of effective writing interventions is to help students develop a more sophisticated approach to composing, one that is similar in design to those used by skilled writers. After studying the skills and approaches used by effective writers, Harris and Graham (1996) designed the self-regulated strategy development (SRSD) approach as an intervention to enhance composition skills.

In Rahmalia, et al. (2022), Welch defines PLEASE strategy as a paragraph-writing strategy developed by addressing writing deficits that students with disabilities frequently made. In addition, Brownell states that PLEASE strategy is a mnemonic strategy to remember to employ the six steps including of pick the topic, list the ideas about the topic, evaluate, activate, supply, end used to help students to understand what they want to write.

Based on Akincilar in Rahmalia, et al. (2022) the acronym PLEASE reflects the procedures of PLEASE strategy, which are: 1) Pick: the first step of the mnemonic reminds students to pick the topic, audience and type of the paragraph they plan to write; 2) List: reminds students to generate list of ideas that they want to include in their writing; 3) Evaluate: students evaluate their list to see if it is complete or it is necessary to add more ideas. After that, they sequence or organize the ideas; 4) Activate: students activate the paragraph by constructing a topic sentence and ask the students to write the first sentence about the topic; 5) Supply: students supply sentences that support the topic sentence by using their list of ideas. They are expected to turn each idea into a sentence and elaborate on it where appropriate; 6) End: the final step of mnemonic reminds the students to end their writing with a conclusion. Students also expected to evaluate their work

by revising their ideas and editing their mistakes. This strategy is believed to be a suitable way to stimulate the learners' ability to enhance their writing skill. PLEASE strategy can help the learners how to start their writing and it is suitable for all of genres/kinds of paragraph. The strategy provides a structure to help students generate and organize ideas and to write sentences and paragraphs. This strategy is useful to help the students that have many problems in writing because it provides cues to help students remember and apply activities involved in the process of planning and writing.

Several previous studies have proved the effectiveness of PLEASE Strategy to teach writing in teaching EFL learners. Aminatun, et al (2018) found that PLEASE Strategy is more effective than Guided Writing Strategy to teach writing. Al- zu'bi, et al. (2019) found that PLEASE strategy affected paragraph writing positively. Russaifa, et al. (2021) concluded that PLEASE strategy could improve students writing skill, this method could solve the students' problem in writing, the students felt motivated and gave positive response towards the implementation of the method.

Even though several previous studies above have investigated the effectiveness of using PLEASE Strategy in teaching writing of EFL learners, they still limited in the learning activity that only focuses on process of writing without paying attention to the result of writing. The researcher assumed that the students still have many errors in grammar and mechanics. So, even though the students produced more sentences in their text, it still could not be easily understood. Richards and Renandya (2002) declare that the difficulty of writing lies not only in generating and organizing ideas, but also in translating their ideas into

readable text. To overcome this problem, the researcher aims to modify the stages of PLEASE strategy based on product approach to support the strategy so that it can be implemented more helpful in teaching writing skill, not only during the learning process, but also after the learning process. The researcher assumed that by using product approach, students focus on the result of the text given. After they are given an example of text, they can imitate the grammar rules and the mechanics.

Early in the 20th-century language teaching and educational theorists, influenced by behaviorist theories such as those of B.F. Skinner, contributed indirectly to the development of the Product Approach by emphasizing repetition, imitation, and the importance of producing correct forms. The approach became widely popular in language education, particularly in teaching English as a second language (ESL), where accuracy and conformity to standard language forms were considered paramount. Nunan in Bloushi (2024) describes that in the product-based approach, the focus is more on the final product of the paper which should be text free from errors. Students provide a transformed text imitating a model text the teachers had provided them. The product-based approach means that teachers are simply leading the students to the final product of their essay; on the contrary, the process-based approach emphasizes on the thorough steps taken in the process to produce any English text.

Principally, product approach is an approach that focuses on the form. Badger, et al. (2000) clarify that product-based approaches see writing as being mainly concerned with knowledge about the structure of language. The product approach can be comprehended as the approach of writing where the focus is on generating grammatically correct structures, imitating the native model of

composition and the generation of higher order composition skills such as writing paragraphs.

On the other cases, students can provide responses towards the implementation of the technique, media or strategy that is used by the teacher in the learning process. The students' responses also affect their learning outcomes. The students' responses can be positive or negative. Riyana, et al. in Muhlisin (2018) describe that the responses can be seen by students' expression, comment or enthusiasm, difficulty degrees, even by how students listen to the teacher's explanation. It means that the students with positive responses will tend to like and focus to the learning process, while the students with negative responses will tend to dislike and ignore it. Hence, this aspect needs to be investigated to see how the students' responses are about the PLEASE strategy based on product approach in learning descriptive writing.

Based on the elaborations above, this research aims to investigate the effectiveness of the modified PLEASE Strategy based on product approach to enhance the students' achievement in writing descriptive text. The role of product approach in PLEASE Strategy is as the systematic guidance for learners to create a good text during writing process. The researcher intends to find out whether there is a significant improvement in students' writing ability as well as to see the students' responses towards the implementation of the modified PLEASE Strategy based on the product approach.

1.2. Research Questions

Dealing with the explanation above, this research formulates the research questions:

1. Is there any significant improvement in students' writing achievement after the students are taught through PLEASE strategy based on Product approach?
2. How is the students' response towards the implementation of PLEASE strategy based on Product approach?

1.3. Objectives

The objectives of the study are as follows:

1. To investigate whether there is any significant improvement in students' writing achievement after the students are taught through PLEASE strategy based on Product approach.
2. To investigate the students' response towards the implementation of PLEASE strategy based on Product approach.

1.4. Uses

Hopefully, this research will be able to bring some expected benefits as follows:

1. Theoretical Uses:

The result of this research can be useful input and scientific reference for English teaching and research.

2. Practical Uses:

In term of practical benefit, the researcher hopes that the result of this research can be useful for several elements of education as follows:

- a. The students can solve their problems in writing through the implementation of the modified PLEASE strategy based on product approach instructed by the teacher.
- b. The teachers can use the modified PLEASE strategy based on product approach as the alternative teaching strategy to enhance students' writing.

- c. The school can take the result of this research as the positive inspiration for their curriculum design or teacher training program.

1.5. Scope

The scope is very useful to determine the focus point and limitation of research. In this case, the researcher investigates whether the PLEASE strategy based on Product approach can enhance the students' achievement in writing descriptive text. The use of PLEASE strategy based on product approach is aimed to solve the students' problems in every writing process and improve writing aspects of the students. However, before implementing this modified strategy, the materials involving definition, social function, generic structure, and language features of text must be delivered clearly to the students. The writing achievement in this research is focused on the students' ability in writing descriptive text. This research also finds the students' responses towards the implementation of the PLEASE strategy based on product approach.

1.6. Definition of Terms

The definitions of terms in this research can be elaborated as follows:

1. *PLEASE strategy* is a mnemonic strategy, an acronym for *Pick, List, Evaluate, Activate, Supply, and End* that used primarily to teach writing skill, especially to students with learning difficulties.
2. *Product based approach* is the approach of writing where the focus is on generating grammatically correct structures, imitating the native model of composition and the generation of higher order composition skills such as writing paragraphs.
3. *Descriptive text* is a text which describes what a person or a thing is like.

4. *Writing* is considered the skill to deliver information and express the ideas from the writer to the reader through written language
5. *Response* is a feedback and opinion from the students during the learning activities.
6. *Achievement* is the result of a set of activities that describes how well people have done the activities and it is usually manifested with score.

The definitions of some words mentioned above are the commonly used terms that are often mentioned as the important concepts of this current research.

Briefly, this chapter has explained the introduction providing background, research questions, objectives, uses, scope, and definitions of terms. It will be continued with the literature review in the next chapter.

II. LITERATURE REVIEW

This chapter discusses the concepts, theories, and previous researches which are related to the present research. It begins with relevant research studies, the concept of writing, which consists of its definition, composition and process. Furthermore, the next discussion is about concept of writing, teaching writing, writing assessment, descriptive text, the concept of PLEASE strategy, approaches in teaching writing, product approach, and the concept of PLEASE strategy based on product approach (PSBPA), theoretical assumption and hypotheses.

2.1. Relevant Research Studies

There are several previous studies that have been done by researchers about PLEASE strategy and Product approach. Al- zu'bi, et al. (2019) found that PLEASE strategy affected paragraph writing positively. Russaifa, et al. (2021) conclude that PLEASE strategy could improve students writing skill, this method could solve the students' problem in writing, the students felt motivated and gave positive response towards the implementation of the method. Aminatun, et al (2018) found that PLEASE Strategy is more effective than Guided Writing Strategy to teach writing. While for Product Approach, Shah, et al (2023) in their journal concludes that the ESL learners prefer to write on a given topic after developing familiarity with the topic through a model text. Then, Pasand, et al. (2013) state that completing the model text in process-product writing can have a

rather positive influence in some aspects of their writing accuracy such as punctuation, capitalization, spelling, subject-verb agreement, tense, the use of connectors, using correct pronouns and possessives. Also the results of the paired t-test indicate that using a model text to continue increased students' writing accuracy.

Those researches above support the way this research is conducted.

2.2. The Concept of Writing

Theoretically, Siahaan and Shinoda in Arriyani, et al. (2019) define that writing is a process of communication which uses conventional graphic system to convey message to reader. Moreover, Byrne (1988:1) states that writing is clearly much more than the production of graphic symbols, just as speech, it is more than the production of sounds. The symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences. In addition, Hyland (2003:3) defines writing as a product constructed from the writer's command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher. It can be inferred that writing is the skill to deliver information through written language. The product of writing is the construction of language units from the smallest to the larger forms which has to be accepted with the rule of language itself.

Briefly, writing is considered the skill to deliver information and express the ideas from the writer to the reader through written language. In delivering information through written language, a good writer has to use grammatical, systematic, and meaningful languages which are easy to learn by the readers.

Therefore, the final product of writing should agree with some criteria which are placed in writing compositions, that are content, organization, vocabulary, grammar, and mechanics.

2.3. Teaching Writing

Actually, speaking and writing skills are productive skills in English but they do not have the similarities when they are brought into teaching. Unlike speaking, writing is more formal. It requires more accuracy, with the emphasis on spelling and punctuation (Riddel, 2010:15). They are different in both compositions and the way of teaching. The compositions of speaking which are taught by teacher are more focused on pronunciation, accuracy, and fluency. The activities that are usually used are conversations, monologue, role play, speech, etc. While the compositions in teaching writing are grammar, punctuation and paragraph structure. Then, the ways used in teaching are writing a simple sentence, long paragraph, or essay.

According to Linse in Rahmalia, et al. (2022), the steps of writing are as follow:

1) Prewriting

Prewriting can be as simple as drawing activity, or it can be woven into a discussion between the teacher and learners.

2) Writing

In this step, Young learner need to know that at this point in the writing process, they can write down any idea related to the topic. These young learners will need to be reminded that what they write must be related to the chosen topic.

3) Revising

Revising occurs when a writer looks for feedback from a teacher or other students.

4) Editing.

Correcting children's errors helping them find and correct their own errors.

5) Publishing

After a piece of writing has been edited, it is ready to be published. Publishing refers to putting the writing in a final finished format where it can be shared with others. It can be a great motivator for young learners.

In summary, teaching writing needs step by step in order to get the best point to create correct sentences.

2.4. Writing Assessment

Writing is the process of transferring ideas into written form. Writing ability is obtained from being taught by others, in schools, for example, being taught by a teacher. There are several indicators that must be measured in the student's writing process after being taught. According to Brown (2001:335), the upshot of the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers, and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce final product.

Related to the final product, Heaton (1988), states five aspects of writing in a rating scale that indicates:

1) Content

The scoring of the content depends on the students' capability to write their ideas and information in the form of logical sentences.

2) Organization

The organization refers to the students' capability to write their ideas and information in such a good logical order, with the topic and supporting sentences clearly stated.

3) Vocabulary

The scoring of vocabulary depends on the students' capability to use words or idioms to express idea logically.

4) Language Use

Language use refers to the competence in writing sentences, whether simple, complex, or compound, correctly and logically. It also refers to the ability to use the correct arrangement in sentences and to include elements such as nouns, adjectives, and time signals.

5) Mechanics

The score for mechanic depends on the students' competence to write spelling, punctuation, capitalization, paragraphing, and hand writing whether or not can be read.

In short, it is concluded that writing is the way to share the point of views to others in written form. The ability of writing is not obtained by someone naturally. Writing is an ability that comes from learning process at school.

2.5. Descriptive Text

According to Oshima (2007: 61), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. It means that descriptive text is purposed to describe the

visual appearances and personalities of the object (person, thing, or place) to encourage the reader to imagine the object in their mind based on the writer's description in the text. To find all of characters of the object, the writer can look at the appearance or looking for the factual data of the object.

1) Generic Structure of Descriptive Text

Certainly, every text has a structure. It is defined as a web of meaning relationships which relate the sentences to each other give direction to the text and make it hold together (Kennedy, 2003:321). It means that structure stands as a direction to write a text with a good coherence or meaning relationship. Wardani, et al. (2014) organizes that there are two generic structures of descriptive text, namely:

a. Identification

Identification is about introducing subject or thing that will be described.

b. Description

Description is brief details about who, or what of the subject.

Supporting the elaboration above, below is the structure of descriptive text that is applied in the example:

Figure 2.1. The structure of descriptive text

Agnes Mo

Identification

Indonesia has many famous singers. One of them is Agnes Monica. We can call her as Agnes Mo. She is a singer with the most number of awards in Indonesia. Agnes Mo is a very talented artist. Besides singing, she is good at dancing. She is also a songwriter, producer, model, director and entrepreneur. Agnes Mo is known as a professional singer on the international stage.

Description

Agnes Mo looks so beautiful with her pointed nose, black eyes and stylish hairstyle. Her hair is short and straight with brown color. Many people like her because of her tall and petite body. She looks more exotic with her brown skin. Moreover, Agnes Mo is one of singers who really cares of her appearance. She always appears fashionable and impressive in her daily life.

People know Agnes Monica as a hard worker with an awesome skill. She can sing well while dancing, and create many famous songs. She likes exercise and is really discipline. Besides that, she is also a professional and competitive person in her career. Therefore, she becomes a successful and rich person because of her career in entertainment. However, she remains humble and friendly although she has been an idol of many people in the world.

2) Language Features of Descriptive Text

There are several language features of descriptive text concluded by Noprianto (2017) which can be organized as follows:

- a. Focus on specific participants as the main character.
- b. Use present tense as dominant tenses.
- c. Use linking verbs or relational process frequently (is, are, has, have, belongs to) in order to classify and describe appearance or qualities and parts or functions of the participant).
- d. Use action verbs or material process and behavioral process in giving additional description regarding action and behavior done by the participants in text.
- e. Use mental verb or mental process when describing feelings.

- f. Use adjectives and adverbs to add information to nouns (participant) and add information to verbs (actions) to provide more detailed description about the topic.
- g. Use adverbial phrases to add more information about manner, place, or time and sometimes realized in embedded clause which functions as circumstances.

Briefly, descriptive text is a text that aims to describe particular person, place or thing. Descriptive text describes a specific subject rather than a general group. The aim of descriptive is giving descriptions of an object to the reader clearly.

2.6. The Concept of PLEASE Strategy

PLEASE strategy is a strategy to help students make a good text. The students get a guide to make a text by following each step. PLEASE strategy has six steps: pick, list, evaluate, active, supply, and end. PLEASE is a mnemonic writing strategy that can be effective to improve the students' writing ability. According to Akincilar in Rahmalia, et al. (2022), PLEASE strategy is effective for improving the students' ability in paragraph writing. Furthermore, PLEASE strategy is strategy using mnemonic letter for each letter, those are:

1) P stands for pick

In this step, pick is the first stage aims to determine a topic that they will write. The topic will be provided by the teacher. However, the teacher needs to pay attention to students' interest and prior knowledge.

2) L stands for List

List aims to collect all of the information about the topic. This stage includes a list of the facts or characteristics of the topic.

3) E stands for Evaluate

The objective of this stage is the students are required to arrange the list coherently. Therefore, the students have to check their list whether they are going to add or delete the information related to the topic.

4) A stands for Activate

Activate the paragraph with a topic sentence. It means that student start to write the topic sentence for their paragraph. In this step, students will practice to make sentence based on the information related to their list.

5) S stands for Supply

Supply the supporting sentences. On the other hand, Supply is the activity in which students produce more sentences. Furthermore, the students arrange their sentences into a good paragraph.

6) E stands for End

End aims to ask the students to write concluding sentence. Finally, students are asked to look over their text.

According to Welch in Kurniati, et al. (2020), PLEASE strategy was developed to address types of written expression deficits related to rewriting planning, composition and revision. Teachers can adapt this strategy and use it in writing a text, because basically this strategy is the same as writing process. This strategy guides the students on how they start writing and generate their idea until the end of their writing. It means that PLEASE strategy will help the students to write, how to collect the data and how to start the first sentence, put the data and information in their writing and how to revise and end their writing.

It can be concluded that PLEASE is a strategy in writing process. PLEASE strategy is strategy used by the teacher to guide the students when they make a

paragraph or text. The steps of PLEASE strategy help and guide students when they do writing. In this strategy, the students can follow each step of PLEASE Strategy (PLEASE stand for Pick, List, Evaluate, Activate, Supply and End). By using this strategy, the students will be helped to start writing and help them to write step by step until they finish writing a descriptive text.

2.7. Product Approach

Actually, there are numbers of different approaches to the practice of writing skills both in and outside the classroom. It determines the way of teaching writing itself. There are three common approaches which are product, process, and genre. When concentrating on the product, teachers are only interested in the aim of a task and in the end product.

Product Approach is used in order to highlight form and syntax and the emphasis was on rhetorical drills (Silva in Rusinovci, 2015). In product approach, students are normally asked to write an essay by imitating a given pattern. The objective or the focus of writing approach is on the written product rather than process. It considers writing as main concerned with the knowledge about the structure of language, and writing development is the main result of the imitation input, in the form of texts provided by the teacher (Badger and White, 2000: 154).

Tangpermpoon in Pasand (2013) states that students start from pre-writing to composing and to correcting. In this approach what is emphasized is raising students' awareness, especially in grammatical structures. Product writing is an approach to teach writing that focuses on students' final production, that is, the text the students are asked to produce.

The product approach forces the writer to concentrate on the finished text, or the product of writing, rather than on the steps and stages necessary to arrive at that product. Finishing the piece quickly, efficiently and in one sitting is what counts. According to Nunan in Pasand (2013), in this approach, the focus is on the final product which should be a coherent, error-free text and students will initiate, copy, and transform models provided by textbooks or by teachers.

Gabrielatos in Hasan, et al. (2010) states that a product approach is a traditional approach in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage. It is in line with Klimova (2014) who says that the product approach in writing usually involves the presentation of a model text, which is discussed and analyzed. For instance, in a typical product approach-oriented classroom, students are supplied with a standard sample of text and they are expected to follow the standard to construct a new piece of writing.

Product-based approach comprises of four stages (Steele in Hasan, et al., 2010):

1. Stage 1

Students study model texts and then the features of the genre are highlighted. For example, if studying a formal letter, students' attention may be drawn to the importance of paragraphing and the language used to make formal requests. If a student reads a story, the focus may be on the techniques used to make the story interesting, Theoretical Background and students focus on where and how the writer employs these techniques.

2. Stage 2

This stage consists of controlled practice of the highlighted features,

usually in isolation. So if students are studying a formal letter, they may be asked to practice the language used to make formal requests, for example, practicing the ‘I would be grateful if you would...’ structure.

3. Stage 3

This is the most important stage where the ideas are organized. Those who favor this approach believe that the organization of ideas is more important than the ideas themselves and as important as the control of language. The students are planning, noting, and outlining their ideas to write their own descriptive text.

4. Stage 4

This is the end product of the learning process. Students choose from the choice of comparable writing tasks. To show what they can be as fluent and competent users of the language, students individually use the skills, structures and vocabulary they have been taught to produce the product.

By adopting a product approach to writing, it is believed that teachers can help learners develop an awareness of discourse and grammar. This might support the students to be a proficient and independent writer. Moreover, as product writing focuses on the end product, it is probably less time consuming. Intently, this research aims to modify PLEASE strategy based on product approach in order to support this strategy to be applied appropriately in all of writing process.

2.8. The Concept of PLEASE Strategy Based on Product Approach (PSBPA)

In this case, the researcher aims to modify the original PLEASE strategy based on product approach in order to support this strategy that can be applied and solve students’ problems in each writing process by providing imitating form.

The used product approach involves in steps of PLEASE strategy. Therefore, the modified PLEASE strategy based on product approach will be different with the original PLEASE strategy. The differences can be organized as follows:

Table 2.2. The Differences between The Original PLEASE Strategy and The Modified PLEASE Strategy based on Product Approach (PSBPA)

The original of PLEASE Strategy	PLEASE Strategy based on Product Approach (PSBPA)
<ol style="list-style-type: none"> 1. Pick: The students pick a topic for their paragraph. 2. List: The students list the characteristics of the topics. 3. Evaluate: The students look over their list to ensure that it contains all fact or ideas relevant to the topic and add or delete information if necessary. 4. Activate: The students activate their paragraph by writing a topic. 5. Supply: The students supply or construct sentences to support the topic sentence using the list of relevant facts and ideas. 6. End: The students write a concluding sentence and edit individual sentences in their paragraph. 	<ol style="list-style-type: none"> 1. Pick: the teacher asks the students to pick a topic for their paragraph. Pick, Stage 1 <ol style="list-style-type: none"> a) The teacher and the students discuss the topics that are going to be used. b) The teacher gives model text to the students and asks the students to observe and analyze the text. 2. List: The teacher asks the students to list the idea of the topic. List, Stage 2 <ol style="list-style-type: none"> a) Identifying the topic by outlining the facts and related information of the topic. b) The teacher generates the students to practice making an appropriate sentence by using the information in outline. 3. Evaluate: The students look over their list to ensure that it contains all fact or relevant ideas to the topic and add or delete information if necessary. Evaluate, Stage 2 <ol style="list-style-type: none"> a) The students do peer-correction to check their list of information and give feedback to their friends. 4. Activate: The students activate their paragraph by writing a topic. Activate, Stage 3 <ol style="list-style-type: none"> a) The students organize the main idea for every paragraph in the form of sentence. 5. Supply: The teacher asks the students to supply and construct sentences to support the main idea that they have constructed before.

	<p>Supply, Stage 3</p> <p>a) The students produce sentences based on teacher's paragraph as model.</p> <p>6. End: The students write a concluding sentence and edit the sentences in their paragraph.</p>
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2.9. Students' Response in Teaching Writing

Teaching writing has been a key focus in second language acquisition research, as writing is considered one of the most challenging productive skills to develop. Several scholars have examined students' responses in relation to various teaching methods, materials, and environments to better understand their impact on writing outcomes. According to Harmer (2007:265), productive skill is the term for speaking and writing skills where students actually have to produce language themselves. Students' responses to writing instruction are influenced by their engagement with the task, their familiarity with the topic, and the feedback they receive from teachers. Nunan (1999) supports this by emphasizing that the success of teaching writing depends heavily on how students perceive and react to the teaching strategies employed. He argues that positive student responses are often linked to tasks that are meaningful and relevant to their experiences.

In a study by Graham and Perin (2007), students' responses to explicit instruction in writing strategies, such as planning, revising, and editing, were found to significantly improve writing quality. This finding suggests that students respond better when they are actively involved in the writing process and when they have clear guidelines and models to follow. Similarly, Hyland (2003) highlights the importance of student responses to feedback, both peer and teacher-generated. Effective feedback fosters student motivation and helps them identify areas for improvement, which can lead to more positive responses and

enhanced writing performance. Other studies have explored the role of classroom environment and its effect on students' responses in writing instruction. Students who were encouraged to reflect on their writing process were more likely to produce high-quality texts and engage more positively with writing tasks.

In conclusion, students' responses in writing instruction play a crucial role in determining the effectiveness of teaching approaches. Positive responses are often linked to structured guidance, meaningful feedback, and engaging classroom environments. On the other hand, negative responses can arise from unclear instructions or cultural mismatches in teaching methods. As such, understanding students' responses is essential for teachers to adapt their strategies and create a supportive environment that fosters student engagement and writing improvement.

2.10. Theoretical Assumption

As formulated on the literature review above, the original PLEASE strategy potentially can be a suitable way to stimulate the learners to enhance their writing skill. The strategy provides a structure to help students generate, organize ideas and write sentences and paragraphs by providing cues to help students remember and apply activities involved in the process of planning and writing. However, it still has limited activity to solve students' entire problem in producing paragraph with grammatical correctness. In other word, the development of this strategy is needed to be explored as purposed in this present research. The modifying of PLEASE strategy based on product approach is aimed to solve students' entire problems in each writing process through systematically guidance with role model. Through observing and imitating the model paragraph, the students are supposed to understand how to produce a good

sentence and generate it into coherent paragraphs. Meanwhile, the role of product approach is as the systematical guidance that supports PLEASE strategy that can be applied in all of writing processes. Therefore, the modified PLEASE strategy based on product approach is believed to be able to work better than the original strategy, in teaching writing skill. In other words, it can solve the presented problems in this research.

Furthermore, students' responses of the learning process are important to investigate because it can significantly impact their learning outcome. Therefore, the researcher also aims to identify whether the students give positive responses in learning activity through the implementation of the modified PLEASE strategy based on product approach.

2.11. Hypotheses

Based on the research questions formulated in this research, there are two hypotheses stated, as follows:

1. There is a significant improvement in students' writing achievement after the students are taught through PLEASE strategy based on Product approach
2. The students' response towards the implementation of PLEASE strategy based on Product approach is positive

Completely, the literature review has been discussed well in this chapter. Then, the next chapter deals with the research methods.

III. METHODS

This chapter elaborates the research methods that involve research design, population and sample. Additionally, it also clearly explains the research procedures, data collection technique, instrument, validity, reliability, data analysis, and hypotheses testing.

3.1. Research Design

Research design is the procedural data collection and interpretation chosen by the researcher to conduct the research. Setiyadi (2018) argues that research design is a plan or steps prepared to collect data in a research. This current research is the one-group pretest-posttest design and conducted using a quantitative method. Its goal is to find whether the modified strategy can enhance the students' achievement in writing and to know what the responses of the students' are. The design is described as follows:

Table 3.1. Research Design

T1 X T2

T1: Pre-test

X : Treatment

T2: Post-test

The figure above illustrates that pre-test is administered before the treatment to obtain information about the students' writing achievement which is prior to the treatment. The researcher then gives the treatments which entail teaching writing

through the modified PLEASE strategy at one class. Afterward, a post-test is given to see the difference of students' writing achievement as a result of the treatments.

3.2. Population and Sample

1) Population

According to Fraenkel (2009:105), the term *population* refers to all the members of a particular group. It is the interesting group that is to be generalized by researcher in the result of study. In this research, the population is the students at the seventh grade of SMP IT Bina Insani in Metro, Lampung. There are 70 students at the 7th grade of SMP IT Bina Insani which are divided into 3 classes. The seventh grade was chosen based on the curriculum. At this level, the students have to study descriptive text and adequate vocabularies.

However, although they had studied descriptive text and adequated vocabularies, the students at the seventh grade of SMP IT Bina Insani still had several problems in writing a text. Therefore, the modified PLEASE strategy is aimed to solve this problem.

2) Sample

A sample can be defined as small group that is observed or portion of a population (Ary, et.al, 2010:148). Sample of this research is one class of the 7th grade C of SMP IT Bina Insani in Metro, Lampung. The technique used in determining the sample is the purposive sampling technique. The purposive sampling is non-probability sampling method in which individual or case that is chosen can represent the case that can answer the research questions (Setiyadi, 2018). It was done by using an interview to one of the

English teachers in that school. It was known that the students of the class had low score in writing. They seemed to be in the beginner level of English. It is hoped that the change might be seen. The class consists of 23 students.

3.3. Research Procedures

In conducting the research, the researcher is employed some research procedures as follows:

1) Determining the research problem

Based on the result of pre-survey, there are some presented problems in this research. The students get difficulties in generating and organizing ideas for writing, constructing sentence with the correct grammar and mechanics, and composing a text with appropriate content and structure. It is relevant with the assumption from Richards and Renandya (2002:303) that says that the difficulty of writing lies not only in generating and organizing ideas, but also in translating their ideas into readable text. It could be concluded that the students face difficulties in every writing process. Therefore, the modification of PLEASE strategy based on product approach is needed to solve students' writing problems.

2) Determining population and sample

The population is all the students at Seventh grade of SMP IT Bina Insani. There are 70 students at the Seventh grade of SMP IT Bina Insani. The samples of this research are a group of students in VII C and there are 23 students as the research samples.

3) Selecting the material

The materials of this research is descriptive text because writing descriptive is the target skill which must be mastered by students at the Seventh grade Junior High School based on the syllabus of curriculum 2013.

4) Administering writing pre-test

Before conducting the treatments, there is a writing pretest for students. The students are instructed to write a descriptive text individually based on the several available topics. Furthermore, the results of writing pretest will be scored by two raters. The first rater is the researcher and the second is an English teacher of SMP IT Bina Insani.

5) Conducting treatments

The treatments in this research are the modified PLEASE strategy based on Product approach. The treatments are given in three meetings. The first meeting, students practice each activity together in small groups. It was to make the students get used to the new strategy and share their ideas to friends as brainstorming before writing. Then, the second meeting, the students in pair discusses and practice about every step of PLEASE strategy based on Product approach. In this meeting, students discuss with their pair to activate their understanding in writing descriptive text. In third meeting, students practice individually the step of PLEASE strategy based on Product approach in learning process. In this session, students had already understood about the steps that they should do in writing the text, so individually, the students had already known how to make a good paragraph in a right grammar and mechanics, by imitating the rules of the product given to them.

6) Administering writing post-test and distributing students' responses questionnaire after the treatments

After the researcher conducted the treatments, the post-test is given to the class. The students are instructed to write a descriptive text individually based on the several available topics. Then, the questionnaire is administered to the students in order to know their responses about the learning activities.

7) Analyzing the data

In analyzing the data, the researcher uses data from the students' pretest and posttest scores in class as well as the data of questionnaire. Moreover, the steps in data analysis are connected with the research questions. Then, the results of data analysis will be interpreted to answer the research questions.

Those are the steps of doing this research to ease the researcher in conducting this research.

3.4. Data Collecting Technique

In this research, there are two techniques employed in collecting the data. It can be elaborate as follows:

1) Administering Writing Test

Writing test is administered to collect the data in this research namely students' writing skills. The researcher will get students to write a descriptive text individually with a given topic and pictures providing by the teacher during the test. This written test is given twice as the pretest before the treatment and posttest after the treatment.

2) Distributing Questionnaire

A questionnaire is distributed to gain the data of students' learning responses in this research. It is distributed after the implementation of PLEASE Strategy based on Product Approach. The students were required to choose the provided options in the questionnaire.

Above are the two instruments used in this research.

3.5. Instrument

To answer the research questions, the researcher will carry out two instruments.

They are:

1) Writing Test

Test is valuable measuring instrument for educational research. Therefore, the role of the test is important in collecting data. For tests, the researcher provides pre-test before treatments and post-test after treatments. Writing test is used to collect the data of the students' writing skill. In this case, the researcher scored the students' writing in accordance with some aspects of writing adapted from Heaton (1988).

2) Questionnaire

Questionnaire is used to get the data of the students' responses of learning activities during the research. In this research, the questionnaire is adapted from Mahpul (2014) in Flora, et al. (2021) in which questions are classified into six categories. Additionally, aspects of Writing based on Heaton (1988) are added in 5 questions. The students' scores of questionnaire are coded into five-point-likert scales with ranges from 1 (strongly disagree) to 5 (strongly agree). The categories and five-point-Likert Scale are described in table below:

Table 3.2. Specification of Students' Responses in Questionnaire

No	Question Categories	N Item	1	2	3	4	5
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Level of Difficulty	1					
2	Degree of Stress	1					
3	Confidence	1					

4	Interest	1					
5	Motivation	1					
6	Learning Outcomes	1					
7	Aspects of Writing	5					

(Adapted from Mahpul (2014) and Heaton (1988))

This questionnaire is distributed to get students' responses on the implementation of PLEASE strategy based on Product approach.

3.6. Validity

Gronlund, et al. in Belinda (2021) states that validity is concerned with the interpretation and the use of assessment result. For example, if it infers from an assessment that students have achieved the intended learning outcomes, some assurances are required that our tasks provided a relevant and representative measure of the outcomes. Validity can be divided into two types : content validity and construct validity. For achievement tests, content validity is very important. A test result cannot accurately reflect a student's achievement if it does not take into account of what the student is taught and is supposed to have learned. While the degree to which a test measures an intended hypothetical construct is referred to as construct validity. Consequently, this research examined both types of validity to make sure that the tests are valid.

3.6.1. Validity of Writing Test

According to Setiyadi (2018), if a measuring instrument has represented all the ideas or domains related to the material to be measured, the measuring instrument has fulfilled aspects of content validity. In making the final test for English subjects, content validity is related to the extent to which the items in the

test are prepared based on the existing curriculum. Here, the researcher correlates the writing tests with the curriculum for Junior High School. SMP IT Bina Insani used *curriculum 2013* to run the teaching and learning process.

Besides, the tests are then created based on the materials that the students have been taught by the teacher of that school. Because the type of the text taught is descriptive text, the tests are certainly about descriptive text. About the construct validity, the test assessment is based on the rating scale of writing assessment by Heaton (1988) that has five aspects of writing, which are content, organization, vocabulary, language use and mechanics.

3.6.1.1. Content Validity

A test is said to be valid to the extent that it measures what is supposed to measure. In making the final test for English subjects, content validity is related to the extent to which the items in the test are prepared based on the existing curriculum. In this research, the content validity was measured based on basic competences in English syllabus of *Curriculum 2013* for the Seventh grade of Junior High School, as follows:

Table 3.3. The Content Validity of Writing Test

Core Competence
3. Understanding knowledge (factual, conceptual and procedural) based on curiosity about science, technology, art, culture related to visible phenomena and events.
4. Trying, processing, and presenting in the concrete domain (using, parsing, assembling, modifying, and creating) and the abstract domain (writing, reading, calculating, drawing, and composing) according to what is learned at school and other sources from the same point of view /theory.

Basic Competence
3.7. Understanding the social functions, text structure, and linguistic elements of descriptive texts by stating and asking about descriptions of people, animals, and objects, definitely short and simple, according to the context of their use.
4.8. Composing the oral and written descriptive texts, definitely short and simple, about people, animals, and objects, taking into account the social functions, structure of the text, and elements of language, correctly and in accordance with the context.

(Source: *English Syllabus of Curriculum 2013*)

3.6.1.2. Construct Validity

The construct validity of writing test in this research was measured based on the theory of academic writing. The students' writing should be composed based on several writing compositions namely content, organization, vocabulary, language use, and mechanics. These aspects are in line with the aspects of writing by Heaton (1988). The tests are also scored based on each writing composition through SPSS 22.

Table 3.4. Rating Scales of Writing Assessment

	Excellent to very good (30-27)	Good to average (26-22)	Fair to poor (21-17)	Very poor (16-13)
Content	Knowledgeable – substantive – etc.	Some knowledge of subject – adequate range – etc.	Limited knowledge of subject – little substance – etc.	Does not show knowledge of subject – non-substantive – etc.
Organization	Excellent to very good (20-18)	Good to average (17-14)	Fair to poor (13-10)	Very poor (9-7)
	Fluent expression – ideas clearly stated – etc.	Somewhat choppy – loosely organized but main ideas stand out – etc.	Non-fluent – ideas confused or disconnected – etc.	Does not communicate – no organization – etc.
Vocabulary	Excellent to very good (20-18)	Good to average (17-14)	Fair to poor (13-10)	Very poor (9-7)
	Sophisticated range – effective word/idiom choice and usage – etc.	Adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.	Limited range – frequent errors of word/idiom form, choice, usage – etc.	Essentially translation – little knowledge of English vocabulary.

Language use	Excellent to very good (25-22)	Good to average (21-19)	Fair to poor (17-11)	Very poor (10-5)
	Effective complex constructions – etc.	Effective but simple constructions – etc.	Major problems in simple/ complex constructions – etc.	Virtually no mastery of sentence construction rules
Mechanics	Excellent to very good (5)	Good to average (4)	Fair to poor (3)	Very poor (2)
	Demonstrates mastery of conventions – etc.	Occasional errors of spelling, punctuation – etc.	Frequent errors of spelling, punctuation, capitalization – etc.	No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.

(Source: Heaton, 1988)

The scoring of the content depends on the students' capability to write their ideas and information in the form of logical sentences. The organization refers to the students' capability to write their ideas and information such a good logical order to topic and supporting sentences are clearly stated. The scoring of vocabulary depends on the students' capability to use words or idioms to express idea logically. Language use refers to the competence in writing down the sentence either in the simple, complex or compound sentence correctly or logically. It also refers to the ability if using the arrangement in the sentences and some other words such as: nouns, adjectives and time signals. Lastly, the score for mechanic depends on the students' competence to write spelling, punctuation, capitalization, paragraphing, and hand writing whether or not can be read.

Since writing test is a subjective test, it is necessary that the students' writings were scored by two raters; the first is the researcher and the second is one of English Teacher of SMP IT Bina Insani Lampung. It can be inferred that in scoring students' writing ability, the researcher used Inter-Rater. Furthermore, the scores from the two raters were combined and the average score was taken as the final score. The possible score gained by students based on the criteria above

ranks from 0 - 100. In scoring the students' writing achievement, the researcher will use the table of scoring system below:

Table 3.5. Scoring System

No	Students' Initial	C (13-30)		O (7-20)		V (7-20)		LU (5-25)		M (2-5)		Total Score (0-100)		Average Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1														
2														

Notes:

C : Content LU : Language Use V : Vocabulary
O : Organization M : Mechanics

3.6.2. Validity of Questionnaire

Content validity deals with the equivalent among treatments that are given in the test. Since the purpose of the instrument is to produce data from the questionnaire, the researcher uses the close-ended interview protocol adapted from Mahpul (2014) and adapts the aspects of writing by Heaton (1988) to ensure the validity.

Construct validity is necessary for measurement instrument which has several indicators in measuring one aspect or construct (Setiyadi, 2018: 22). The researcher examines it by referring to the open-ended interview protocol by Mahpul (2014) and the theory of aspects of writing by Heaton (1988). It means that the test measures certain aspects based on the indicator. In addition, in analyzing questionnaire validity, the items are correlated to their constructs. It combines 11 questions about students' responses towards the implementation of the modified PLEASE strategy.

3.7 Reliability

Reliability is usually defined as the extent to which a test produces consistent, accurate results when administered under similar conditions. Whatever type of data are collected, they should be reliable. (Hatch & Lazaraton, 1991).

3.7.1 Reliability of Writing Test

The test is subjective. In testing the reliability of the writing test, inter-rater reliability is used. Inter-rater reliability is often used for behavioral observations. A measure has high inter-rater reliability if two people who are observing a behavior agree on the nature of that behavior. Thus, in this research, it is computed through Pearson product moment correlation in SPSS. The inter-rater correlation is described below:

Table 3.6. Inter-rater Correlation of the pre-test

		R1	R2
R1	Pearson Correlation	1	.984**
	Sig. (2-tailed)		.000
	N	23	23
R2	Pearson Correlation	.984**	1
	Sig. (2-tailed)	.000	
	N	23	23

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3.7. Inter-rater Correlation of the post-test

		R1	R2
R1	Pearson Correlation	1	.989**
	Sig. (2-tailed)		.000
	N	23	23
R2	Pearson Correlation	.989**	1
	Sig. (2-tailed)	.000	
	N	23	23

** . Correlation is significant at the 0.01 level (2-tailed).

From the two tables above, it could be seen that respectively the value of pearson correlations are 0.984 in the pre-test and 0.989 in the post-test. They are at the significant level of 0.000 which is lower than 0.05. It means that there is a correlation between the score of rater 1 and rater 2. Setiyadi (2018) reveals the degree of correlation interpreted by the value of r as elaborated below :

Table 3.8. Interpretation of r

Value of r	Interpretation
0.00 – 0.20	Very low
0.21 - 0.40	Low
0.41 – 0.60	Medium
0.61 – 0.80	High
0.81 – 1.00	Very high

All the correlation values are in the stage of very high. In conclusion, the scores of rater 1 and rater 2 are correlated. So, it can be said that the writing test used in this research is reliable.

3.7.2 Reliability of Questionnaire

Cronbach's Alpha is used in this research to measure the internal consistency of the reliability of the questionnaire. The alpha coefficient ranges between 0 until 1. The formula of alpha reliability is presented below :

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum \sigma_t^2}{\sigma_t^2} \right)$$

Notes :

- r_{11} = Alpha reliability coefficient
- n = Number of items
- $\sum \sigma_t^2$ = Number of item variants
- σ_t^2 = Total variants

Each question in the scale can be checked out by seeing the values. The reliability of questionnaire in this research is calculated by using SPSS to ease the process of finding Cronbach's Alpha. The result is below:

Table 3.9. Reliability of Questionnaire

Cronbach's Alpha	N of Items
.913	11

The basis for decision making in the reliability test is as follows:

- If the cronbach's Alpha value is > 0.6 then the questionnaire is declared reliable or consistent
- If the cronbach's Alpha value is < 0.6, the questionnaire is declared unreliable or inconsistent

It is clearly seen from the above table that the Cronbach's Alpha of Questionnaire test is 0.913 which means that it is more than 0.6. Then, the interpretation of reliability is based on the criteria developed by Guilford in Ardani, et al (2020):

Table 3.10. Interpretation of Reliability

r11	Interpretation of Reliability
0.80 to 1.00	Very High
0.60 to 0.80	High
0.40 to 0.60	Intermediate
0.20 to 0.40	Low
< 0.20	Very Low

Based on the Guilford's theory above, the degree of cronbach's alpha is very high. So, it can be concluded that the test is reliable.

In relation with the inter-rater, the first rater is the researcher herself, a master degree student of English Department in University of Lampung. While the second rater is an English teacher of SMP IT Bina Insani, Metro, Lampung. Thus, the researcher believes that the scores that appear are valid and reliable.

3.8 Data Analysis

To analyze the gained data, the researcher treats the data through the following steps :

1. Scoring the data of writing test

The result of pre-test and post-test of writing tests are scored through SPSS 22.

2. Analyzing the questionnaire responses of the modified PLEASE strategy based on product approach.

The responses are calculated manually through Ms. Excel 2010. To make statistical analysis easier, the items on the questionnaire are scored. The numerical scores are provided for the elements of 5-Likert-specific questionnaires (strongly disagree = 1, disagree =2, neutral=3, agree=4, and strongly agree=5).

Table 3.11. The Likert Scale Formula

Item	Score	Meaning	Range	Sign
11	1	Strongly Disagree	1.00 - 1.08	-
	2	Disagree	1.81 - 2.4	-
	3	Neutral	2.5 - 3.40	0
	4	Agree	3.41 - 4.20	+
	5	Strongly Agree	4.21 - 5.00	+

3. Interpreting, describing and drawing conclusion

The result of the writing tests were processed by using Paired Sample T-Test to answer RQ (Research Question) 1. For RQ 2, the result of the

questionnaire is measured manually through Microsoft Excel to know the responses of students' after they are taught through the modified PLEASE strategy. All are then interpreted, described and drawn into conclusion.

3.9 Hypotheses Testing

Hypotheses testing is a way for determining whether or not the hypotheses proposed in a research are accepted. The followings are the hypotheses of this current research:

1. There is a significant improvement in students' writing achievement after the students are taught through PLEASE strategy based on Product approach.

Paired Samples T-Test is used to test the hypothesis with a significant level of $p < 0.05$ to know the significant difference in the pre-test and post-test. As a result, the hypothesis will be accepted if there is a significant improvement in students' writing achievement after the students are taught through PLEASE strategy based on Product approach (H_1), and rejected if there is no improvement (H_0)

2. The students' response towards the implementation of PLEASE strategy based on Product approach is positive.

The researcher calculates the result of the questionnaire manually via Microsoft Excel 2010 to test the hypothesis. If the average score of the students' responses show positive sign towards the implementation of the modified PLEASE strategy, the hypothesis will be accepted (H_1) and it will be rejected if vice versa (H_0).

Briefly, those are the elaboration of this chapter that was conducted in this research. The methods of this research have been discussed systematically.

V. CONCLUSIONS AND SUGGESTIONS

This chapter is the last part which presents the conclusions of the research results and suggestions for teacher and further researchers.

5.1. Conclusions

Dealing with the results and discussions of the current research, the conclusions are jotted down as follows :

1. The students go through the learning process with the modified PLEASE strategy based on product approach. The integration of the two methods, i.e. PLEASE strategy and product approach brings positive impact in enhancing students' writing achievement. It is statistically proven that there is a significant improvement in the post-test compared to the pre-test in students' writing achievement in descriptive text. The product approach successfully covers the weakness of the original PLEASE strategy. Moreover, the students feel more understanding the materials, especially in the language use by looking at the model of text. They develop their writing aspects. Finally, they increased their achievement of writing ability, especially in descriptive text.
2. Based on the questionnaire answers, it reveals that the students' perception on the implementation of the modified PLEASE strategy based on product approach shows a positive category. It is because they accept the applied method that makes them understand easily about the materials in the learning activity. The positive mind makes them easy to learn the materials. Product approach covers the weakness of PLEASE strategy where the results of the

students' writing are corrected with their pairs and the researcher. The model texts given by the researcher help them ease their writing process. In conclusion, the modified PLEASE strategy based on product approach makes the students share their positive responses.

Those are the conclusions in agreement with the formulation of the research questions of this research.

5.2. Suggestions

The following suggestions are intended for teachers and further researchers concerning with the teaching and learning English language.

1. There are several benefits in implementing this new method at class. For teachers, suggestions are given by the researcher.
 - Teachers should apply this modified method at class. That is a very good choice to boost students' writing achievement, especially in descriptive text. Since PLEASE strategy deals with the process and product approach concerns with the result, a great increase in writing skill will be obtained.
 - Teacher should integrate PLEASE strategy in teaching writing for other text types and use model texts to guide writing tasks.

2. The researcher also suggests for further researchers, as follows:
 - This research was conducted only in a certain condition of one of Junior High School in Lampung namely SMP IT Bina Insani, so the results of the current research can not be generalized. But, this research could be a reference for further researchers who want to conduct similar research. Further researchers can explore the strategy's impact on different age groups or other types of writing text.

- The further researchers can use the open-ended interview protocol to investigate the students' responses more reasonably. Because it can engage students' opinions to a greater extent.

Those are the suggestions for English teachers and further researchers related to the methods applied in this current research, i.e. PLEASE Strategy Based on Product Approach (PSBPA).

At the end, this chapter is the last chapter that closes the elaborations of the current research to be a thesis. It concludes everything from the beginning until the last.

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