

# **CHAPTER I**

## **INTRODUCTION**

This introductory chapter contains background of the research, formulation of research question, objective of the research, research scope and limitations, significance of the research, research hypothesis and definition of key terms.

### **A. Background of the Research**

Writing is an activity in expressing thoughts into written language which has the aim of conveying information and entertaining, therefore everyone must have skills in writing because it will be useful for interacting as a means of self-expression. Writing is an activity or process of expressing thoughts, ideas, opinions, feelings or imagination to communicate whether in sentences or paragraphs, whether long or short. According to Graham et.al., (2007) writing is important for communicating with other people, especially for people who live far away. Currently, exchanging information is easy and fast, this is influenced by advanced technology. Technology makes human life easier.

Writing is very important for all groups to learn, including in schools. Even writing must be taught from an early age. It is important for students' to learn to write from an early age, this makes it easier for them to exchange information or feelings easily. However, writing is one of the difficult skill aspects in English learning and teaching. According to Harmer (2004), writing will encourage students' to focus more on using language correctly. This is because in the writing process students will think and then this will have an

influence on language development in students'. Writing is important in teaching English because the objectives of teaching can be achieved, that is students' can communicate and exchange ideas in writing, so that the students are able to understand desires or can convey a desired thought. In Senior High School level, there are many types of texts which should be mastered by students', those are recount, descriptive, procedure, narrative and report text. All types of text have differences which include function and language features. In daily activities, texts are useful for us, they are used so that readers know what the writer means. One of the texts studied is report text.

Report text is text that aims to convey to the reader a description or information of what happened according to the facts. Report text is almost the same as descriptive text. The difference between report text and descriptive text lies in that report text explains something in general, while descriptive text explains something in detail. Report text is a type of text that has the aim of describing an object in general, such as natural or artificial phenomena, animals, objects, plants and surrounding social conditions. Hidayati (2016), there are significant differences between descriptive texts and reports, even though both have similarities as texts that provide descriptions of a subject. Report text explains objects in general, but descriptive text explains objects specifically. Basically, this type of text presents facts without any personal opinion. The function of a report text is to provide information to readers objectively. In the report text there is a main idea which contains what will be discussed. Then there are detailed facts or statements to help the main idea being discussed.

In teaching report text, the teacher must choose strategy that is appropriate and suitable for students'. One strategy is PLEASE (Pick, List, Evaluate, Activate, Supply, End) strategy. PLEASE (Pick, List, Evaluate, Activate, Supply, End) strategy is a method of approaching students' from the beginning or planning, implementing the plan, then ending the activity by making a conclusion. According to Aminatun et. al., (2019) the PLEASE strategy is described as a map for developing writing that uses words that are easy to remember. The benefits of the PLEASE (Pick, List, Evaluate, Activate, Supply, End) strategy for students' include students' receiving guidance from the start of writing to the end. Where students' will be guided from one step to another. Because this will make it easier for students' to write. Because this strategy has several stages, it allows students' to concentrate on writing. From the stage of starting writing, choosing a topic, writing several ideas based on the chosen topic, then evaluating the ideas, then composing the main sentence, then making supporting sentences based on the main sentence, finally ending by re-evaluating the writing and providing a conclusion.

Study on the use of PLEASE (Pick, List, Evaluate, Activate, Supply, End) strategy in teaching writing has been conducted before. First study conducted by Nasution (2018) with the title "The Effect Of Using Please Strategy On The Students' Achievement In Writing Descriptive Paragraph At SMPN 1 Bilah Hulu". In this research, the PLEASE (Pick, List, Evaluate, Activate, Supply, End) strategy has a significant effect on students' writing abilities in descriptive paragraph. Second study conducted by Sartika and Nery

(2018) with the title “The Effect Of Please Strategy And Writing Interest Toward Students’ Writing Skill”. In this research shows that students’ writing achievements in writing text descriptive increased significantly by using the PLEASE (Pick, List, Evaluate, Activate, Supply, End) strategy.

Third study conducted by Farikhah (2019) with the title “Please (Pick, List, Evaluate, Activate, Supply, And End) Strategy Toward Student’s Writing Achievement On Recount Text”. In this research shows that there are significant differences in teaching using the PLEASE strategy at Pangudi Luhur High School. Fourth study conducted by Kurniati (2019) with the title “A Comparative Study Between The Use Of Please Strategy And Idea Details Strategy In Increasing Students’ Descriptive Text Writing Ability At The Second Semester Of The Eighth Grade At Smp Negeri 2 Menggala In The Academic Year Of 2018/2019”. In this research shows that teaching using PLEASE (Pick, List, Evaluate, Activate, Supply, End) strategy is better than teaching using Idea Details strategy, there are significant differences between the use of PLEASE (Pick, List, Evaluate, Activate, Supply, End) strategy and Idea Details Strategy. Fifth study conducted by Maysaroh (2020) with the title ”Improving Students Writing Ability Of The Tenth Grade Of MAN 1 Lampung Timur By Using Please Strategy In The Academic Year Of 2019/2020”. In this research, PLEASE (Pick, List, Evaluate, Activate, Supply, End) strategy can improve students’ writing skills and activity of student learning.

From several previous studies above, it can be seen that they use the same strategy, namely the PLEASE (Pick, List, Evaluate, Activate, Supply, End)

strategy and they use texts in the form of descriptive text and recount text. However, there is no research examining the effectiveness of using the PLEASE strategy to teach writing report text at the high school level. For this reason, this research was conducted to fill the gap in previous research. This research focus only on the use of the PLEASE strategy to teach writing report text of the tenth grade at MAN 3 Blitar. The topic in the report text only focuses on natural phenomena. Therefore, this study is to investigate “The Effectiveness Of Using PLEASE (Pick, List, Evaluate, Activate, Supply, End) Strategy To Teach Writing Report Text At The Tenth Grade Of Man 3 Blitar”.

## **B. Formulation of Research Question**

Based on the background of the research, the formulation of research question is:

1. Is there any significant different score in writing report text before and after taught using PLEASE (Pick, List, Evaluate, Activate, Supply, End) strategy of the tenth grade students' at MAN 3 Blitar?

## **C. Objective of the Research**

Related to the formulation of research question above, the objective of the research is:

1. To find out the significant different score in writing report text before and after taught using PLEASE (Pick, List, Evaluate, Activate, Supply, End) strategy of the tenth grade students' at MAN 3 Blitar.

#### **D. Research Scope and Limitation**

The research only focus on the use of PLEASE (Pick, List, Evaluate, Activate, Supply, End) strategy in writing report text. There are many kinds of report text such us natural, man-made, and social phenomena. In this research, the researcher only focus on the topic of natural phenomena and this research conducted in MAN 3 BLITAR for tenth grader students’.

#### **E. Significant of the Research**

The significant of this research are:

1. Teacher

For teachers, it can increase insight and become an alternative strategy used to improve students’ writing mastery in the classroom.

2. Student

Students’ can improve their English writing mastery at various stages and encourage students’ to be able to write paragraphs.

3. Future Research

This research will make it one of the materials for consideration for further and similar research and in learning English students’ through the PLEASE strategy is expected to increase students’ writing skills, one of which is writing reports text.

## **F. Research Hypothesis**

The formula of research hypothesis are:

### 1. Null hypothesis ( $H_0$ )

Null Hypothesis states that there is no significant different score in writing report text mastery before and after taught using PLEASE (Pick, List, Evaluate, Activate, Supply, End) of the tenth grader students' at MAN 3 Blitar.

### 2. Alternative Hypothesis ( $H_a$ )

Alternative Hypothesis states that there is a significant different score in writing report text mastery before and after taught using PLEASE (Pick, List, Evaluate, Activate, Supply, End) of the tenth grader students' at MAN 3 Blitar.

## **G. Definition of Key Terms**

To avoid misinterpretations, the researcher will explain by giving several meanings of the terms contained in the title, The following is the definition of key terms:

### 1. Effectiveness

In this research, the effectiveness can be shown as the difference in scores obtained by students. It can be interpreted as there is a significant different score in writing report text before and after taught using PLEASE (Pick, List, Evaluate, Activate, Supply, End) strategy. As a condition, if the

result of the significant level is  $>0.005$ , it means there is a difference in the score in writing report text before and after taught using the PLEASE (Pick, List, Evaluate, Activate, Supply, End) strategy. If the results of the significant level are  $<0.005$ , it means there is no difference in scores in writing report text before and after being taught using the PLEASE (Pick, List, Evaluate, Activate, Supply, End) strategy.

## 2. PLEASE (Pick, List, Evaluate, Activate, Supply, End) strategy

Related to this research, PLEASE strategy stand with Pick, List, Evaluation, Activate, Supply and End. This strategy begins with students choosing a topic, writing ideas, evaluating ideas, writing topic sentences, compiling supporting sentences and finally writing conclusions, then the final stage is revising the writing.

## 3. Writing Report text

Writing report text is an activity that presents information based on what happens in the field which explains the actual facts related to the object by paying attention to the structure of the report text.