

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter describes the research findings and discussions based on the analysis of collected data and the application of the strategies. Then the research problem are explores the research findings and discussion.

4.1 Findings

This subchapter was presented the research findings of the implementation of PLEASE strategy and the students' response on implementation PLEASE strategy. It contained several points such as the implementation in the first observation, second observation and third observation.

4.1.1 The Implementation of PLEASE strategy in Teaching Writing Analytical Exposition Text

The Observation was one of the data sources in compiling these research findings. The researcher describes the activity in the classroom. The observation was done three times.

4.1.1.1 First Observation

Based on the observation on October 22nd 2019 by the researcher. There were three steps in teaching-learning that were pre-teaching, whilst-teaching and post-teaching. When teaching and learning were begun, the students were enthusiastic. They could answer the teacher question. But, firstly they keep silent and the class was quiet.

Then, the teacher taught the students, they greeted the students and checked the presence. The teacher asked the students to make a small group discussion. The students would be divide into 4 small groups (2 female groups and 2 male groups). That each group contained a 5 until 8 persons. After that, she wrote the analytical exposition and she asked the student about the material “who knows the definition of analytical exposition?”, suddenly students that call Nadiya said " analytical exposition is a text that tells about phenomena in living. Then the teacher said, "good job Nadiya, thank you". After that, the teacher said that today they would like to learn about analytical exposition text. The teacher asked to the students to open page 67. The teacher asked to the students to gather with their group. Because the time was limit, the teacher divided the material become 4 based on the number of group. The students must attention about task 8. The group one declared the analysis about paragraph one (thesis), the group two must analyze the second paragraph (argument), the group three must analyze the third paragraph (reiteration) and the four group must conclude the element of analytical exposition based on the presentation of each group, such as the definition, social function, generic structure and language features of the text. After that they must show the result of the discussion in front of the class. When the students showed the result of analysis the teacher and each group was given some question to the group presentation. After the last presentation was done, the teacher gave the result about the material clearly.

Teacher : *assalamu'alaikum Wr. Wb*

Students : *waalaikum salam ustadzah*

Teacher : *today we are going to discuss about Analytical exposition, before that we could make a small group discussion.*

Students : *okay ustadzah*

Then the students finished to make a small group discussion. They make 2 male small group discussion and 2 female small group discussion. Then ustadzah asked all the students to open task 8 page 6. The ustadzah ask the students to analyze and discuss the structure text on the task 8.

Teacher : *okay because the time is up. Ustadzah wants to divided the material the first paragraph (thesis) for the group one, the second paragraph (argument) for group two, then the last paragraph (reiteration) for the group three, and the last group was analyze the type of text on task 8 and also the definition, social function and generic structure*

Students : *okay ustadzah*

The students started to discuss, the teacher took 10 minutes to discuss.

Then, the time was finish. The first group was showed their performance.

Member 1st group : *assalamu'alaikum*

All : *wassalamu'alaikum*



Member group one : now, we will showed the result of the discussion. So the thesis on paragraph one was tell the argument of the writer about how to monitoring children activity and the writer introduced the topic. Thank you. Maybe any question for the first material?

Edelweis : in the first paragraph (thesis) there are 2 material the argument and also introducing a topic. So can we say that thesis same with the main idea on the text? Is it right?

Member 1st group : Yes, you're right

Teacher : okay great job for 1st group. Give applause for group one. The next presentation, please prepared the material clearly.

Then, the group to was ready to present their discussion in front of the class. They started greets their friends and teacher and showed their performance.

Member 2nd group : so the result of our discussion was simple. 2nd Paragraph that called argument was contained about the positive opinion to support several evidence and explanation.



Adlin : so can we called the 2nd paragraph as a supporting idea from the 1st paragraph ?

Member 2nd group : yeah, it's true

Teacher : nice explanation 2nd group. Give applause for group two. Then the next group please prepared the material

The 3rd group was ready to present the material. They started to greets the listener. After that they declared the result of their discussion.

Member 3rd group : okay, from our discussion we could conclude that the reiteration on paragraph 3 was consist about the conclusion of the text.

Enggar : so the conclusion on paragraph 3 was come from the thesis and argument? Is it right?

Member 3rd group : yeah, of course enggar.

Teacher : okay, good job 3rd group. Give applause for group three. The last group please prepared the material.

The last group was ready to serve the material. They started to greets the listener. Then they explain the outcome of the discussion.

Members 4th group : from the discussion we could conclude that this paragraph was an analytical exposition text. More over analytical exposition text is a text that tells about



phenomena or social issue. Analytical exposition consist of three generic structure as a thesis, argument and reiteration.it purposed to the reader or listener that something is a case. The paragraph on task 8 was an analytical exposition text. Any question ?

Students : No, thanks

Teacher : nice explanation group 4. Give applause for group .Okay now Ustadzah would like to practiced how to write or make analytical exposition text with simple way and you could used PLEASE strategy. Before that please stayed at task 8 page 67. There are 6 steps in PLEASE strategy as pick, list, evaluate, active, supply and end. Any question?

Edelweiss Ustadzah can you showed me how to make a topic, build thesis, write an argument, and give conclusion but please make a simplify.

Teacher : okay guys to put the best topic you could use pick, list and evaluate. To build the thesis you could activated the paragraph with put several main idea based on the topic. To write an argument you could supply your main idea with supporting idea base on the topic. You could supply with several positive opinion. To give a conclusion you



could used end. You can put several conclusion or suggestion based on the main idea and supporting idea.

The teacher gave occasion to the students and they can be asked some question used bahasa. Before finished, the teacher reviewed the material. The teacher said that in the next meeting the teacher would like to practice written analytical exposition used PLEASE strategy. After that, she closed the lesson with prayer and saying hamdalah.

4.1.1.2 Second Observation

The second observation was held on October 24th 2019. In the second meeting, the teacher asked the student to gather with their group. In this meeting, the teacher shared a form of PLEASE strategy. This meeting used discussion as the teacher said in the first meeting. The students freely discussed with their group. The classroom procedure divided into the various steps : discuss the topic, make the main idea, give an argument, make a conclusion and the last was collected the form.

The meeting begun. The teacher greets and asked the students condition. The teacher distributed the form of PLEASE strategy. The teacher delivered some information about today's activity. The students expected to stand with their group. This session spent approximately 15 minute

Teacher : guys, today we will be practiced to make some analytical exposition Text. Are you remember the definition of analytical exposition?

Adlin :analytical exposition is a text that contained the argument

about phenomenon.

Teacher : good job Adlin thank you, who know the social function ?

Edelweis : the social function is to persuade the writer or listener

Ustadzah

Teacher : god job edelweiss thank you, what is the generic structure?

Enggar : in my opinion, the generic structure are thesis, argument and reiteration, thesis explain the general information about the topic, the argument stated the supporting information about the topic and the reiteration showed the conclusion or suggestion ustadzah

Teacher : good job Enggar thank you, your answer is very clear, guys what is the language feature analytical exposition ?

Maria : analytical exposition used simple present tense, modals, action verbs, adverbs, adjective, technical terms, general and abstract noun, and conjunction ustadzah.

Teacher : good job maria thank you, guys yesterday I explore some



strategy to write analytical exposition text, are confused about PLEASE strategy ?

All student : No ustazah

Hidayatuna : ust, base on the form that ustadzah shared I can

understand how to applying the strategy it was very easy.

Teacher : good job Hida thank you, guys can you tell me how to applied PLEASE strategy?

Nadiya : in my opinion firstly we can pick some topic, then list the topic in some paper, evaluated the topic or taking the best topic, after that we can activate the topic with make some main idea, then supporting the idea with argument after all we can take some conclusion or suggestion. Enough ust...

Teacher : Thank you Nadiya your explanation is very good. Okay

because all of you are understand very well the material and also the strategy okay we can start to practice. Please, gather with your group and lets started to discuss and make analytical exposition text. But don't forget the topic is free.



On the discussion session, the students could express their idea. They were allowed to use a dictionary in order to get an arrangement of their idea. The teacher applied PLEASE strategy in writing analytical exposition by using a form. The form was appropriated PLEASE strategy. The strategy started to search for a topic with the members of the group until getting some conclusion.

a. Pick

Firstly, the teacher took 5 minutes to discuss the topic. The member of the group was discuss the topic to fill the form. Before that, the teacher gave an example to take some topics. The students were enthusiastic

b. List

After the student found a topic. The teacher asked the student to fill the topic in the form. Before that, the teacher practised how to list the topic. The students followed the teacher rules. The took the topic on the written form.

c. Evaluate

The teacher gives an example of how to evaluate the topics. She showed the procedure. After that, the student started following her. The student took a sign of checklist to remark the topics based on discuss.

d. Activate

Before continued the steps, the teacher remembers to the students about the language feature of analytical exposition. After the students were reminded. The



teacher continued to practice make the main idea in a form. The students followed her. They filled the form with the main sentence.

e. Supply

The teacher gave an example of how to make a supporting sentence. The student followed her. They filled the supporting sentence from the main sentence in a form.

f. End

In the last step, the teacher showed how to make a conclusion from the main and supporting sentence. The students followed her. Then they took the conclusion in form.

After the time of discussion ended, it was the turn for collecting the form. The teacher said that we must pay attention to the generic structure and language feature of analytical exposition. The last session was closing the meeting. The teacher gave advice and little comments.

4.1.1.3 Third Observation

The third observation was held on October 29th 2019. The material in the last meeting was written analytical exposition text based on the form of PLEASE strategy on a piece of paper without the steps. These activities were spent 20 minutes. The goal of these meeting was the students could apply PLEASE strategy in writing analytical exposition text. Then, the researcher could know the students respond in implementing PLEASE strategy on writing an analytical

exposition text used questionnaire. There is the whole session of these meeting as follow :

The teacher opened the class for about 7 minutes. The teacher opens the class by saying “ Assalamu’alaikum Wr. Wb.” And the students respond. The teacher asked the students to gather with their group. The teacher prepared to distribute the form based on the group members. Besides that, the presence list turned around. The teacher explained today's activity. The students were started to write. These activities spent 20 minutes.

Teacher : Assalamu alaikum Wr. Wb

All student : Waalaikum salam Wr. Wb

Teacher : Good Morning guys. How are you?

All student : Good Morning Ustadzah. I'm fine and you?

Teacher : I'm fine too. Okay guys today we will be rewriting the analytical exposition text on the PLEASE from in some paper but please don't write with the step of PLEASE strategy. you must write only the analytical exposition text. Can you understand guys ?

All Student : yeah, understand ust.

Then the teacher distributed a questionnaire. The teacher explained the questionnaire content, the students were given attention.

Teacher : guys ustadzah wants to know about your response in writing analytical exposition using PLEASE strategy so today ustadzah distribute a questionnaire. Please answer all

the statement by yourself!

All students : okay ustadzah

Teacher : I give you 20 minute to response to the statement. Please used the time as well as possible.

All students : Okay ustadzah

Then they were filled by the questionnaire. Then the bell was rung. The students collected it to the teacher desk. The class was ended. The teacher greeted the students and leave the class.

4.1.2 The Students Response of PLEASE Strategy

The questionnaire is one of the data sources in compiled these research findings. The questionnaire was taken on the third meeting. The researcher used 10 statements to know the students' response. It contained two answers such as yes and no. it distributed on 26 students of XI-IPA. It's to know the students' response in the teaching-learning process by using a new strategy. It contained the positive statement of the advantages PLEASE strategy. Then the researcher showed the response of the students based on the table :

Table 4.1.2.

Questionnaire Result

No	Statement	Respond	
		Yes	No
1.	I Understand PLEASE strategy	25	1

2.	PLEASE strategy can make me more creative in writing analytical exposition	20	6
3.	I get the advantages of writing analytical exposition using PLEASE strategy	22	4
4.	“PLEASE” strategy can make me able in writing task	22	4
5.	Analytical exposition material given by the teacher using PLEASE strategy is easy to understand	18	8
6.	PLEASE strategy is a suitable strategy to improve my writing skills actually on analytical exposition	18	8
7.	PLEASE strategy can help me to start my writing in sequence	21	5
8.	I can explore my idea on a paragraph by using PLEASE strategy in writing analytical exposition	22	4
9.	Writing analytical exposition by using PLEASE strategy can make the learning process challenging	19	7
10.	PLEASE strategy can help me to write independently	21	5
Total		208	52

To know the percentage of the students' response on the questionnaire the researcher used some formula to count it. The formula was :

$$P = \frac{N}{R} \times 100\%$$

P : Percentage

Source: (Arikunto, 2012)

N : Number of answer score by trial subject

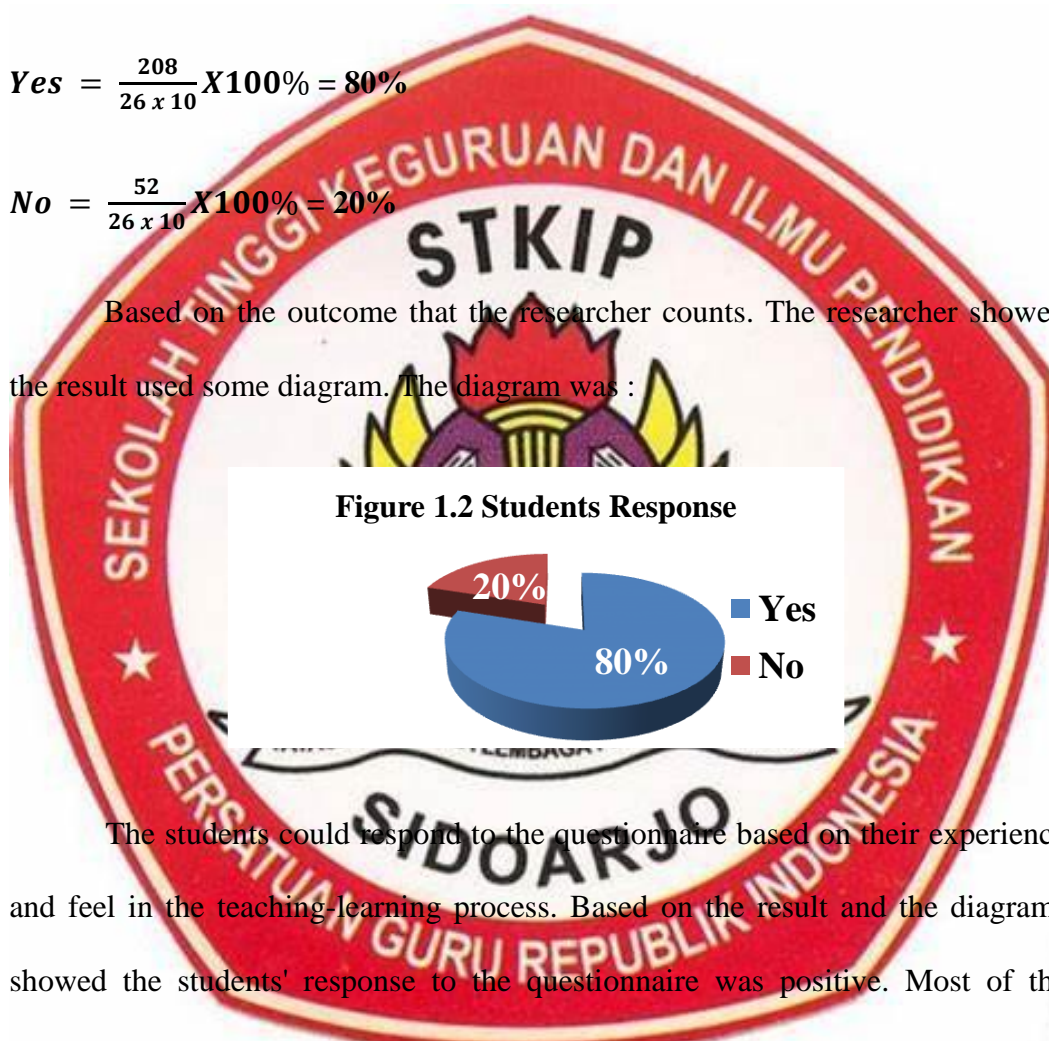
R : Number of Respondents

The researcher declared how to count the students' response based on the formula. Then, the outcome was :

$$Yes = \frac{208}{26 \times 10} \times 100\% = 80\%$$

$$No = \frac{52}{26 \times 10} \times 100\% = 20\%$$

Based on the outcome that the researcher counts. The researcher showed the result used some diagram. The diagram was :



The students could respond to the questionnaire based on their experience and feel in the teaching-learning process. Based on the result and the diagrams showed the students' response to the questionnaire was positive. Most of the students could agree with the statement. Most of the student picked "Yes" because all the questionnaire were a positive statement. So they picked a positive response. But a small part of the students disagreed with the statement. They picked "No" because they couldn't give the advantages of PLEASE strategy or they were difficulties way to learn.

4.2 Discussion

This case was explained about the result of the research. It was two aspects as the implementation of PLEASE strategy on Teaching Writing analytical Exposition Text and The students response of implementing PLEASE strategy on Teaching Writing Analytical Exposition Text

4.1.2 The Implementation of PLEASE strategy on Teaching Writing Analytical Exposition

Based on the three observations, the strategy that used on teaching writing analytical exposition was PLEASE Strategy. The class adopted this strategy to make the students more creative. The teacher used the form of PLEASE strategy to make the students easier to understand. The theme of the analytical exposition was free. Before the students' practiced the strategy, the teacher was giving the simulation. The teacher gave an example of how to practice the technique step by step. PLEASE strategy was more than one step. The students must understand the step. There were six steps in writing analytical exposition used PLEASE strategy. It started from picking a topic, list a topic, evaluates the topic, activated the topic with making the main idea, supply the main idea with a supporting idea, and the last was make conclusion or solution.

Based on the analysis, PLEASE strategy was a strategy used in the written task of analytical exposition. The classroom procedure to apply

this strategy was introducing the strategy, make a group discussion, applied the technique and practiced in the written task. Based on the observation, the goal to apply this strategy was to make the students more creative, the students could explore their idea in sequence and the student could be write independently. So the students must be mastered in written task actually analytical exposition used PLEASE strategy. It includes the oral competency and grammatical rules, that is relevant to the level of writing.

4.2.2 The Students Response of Implementation PLEASE strategy in Teaching Writing Analytical Exposition

Based on the result of the questionnaire, the researcher concludes that most of the students were a good response. Most of the students stated that they could apply the strategy and practice the strategy in written form. The researcher declared all of the questions in a positive sign. So most of the students answered all of the questions in a positive sign too. The questionnaire was 10 question with 2 selection answer. It was Yes and No. Then to provide that PLEASE strategy was able to apply in teaching writing analytical exposition. It was the result of the questionnaire that showed in the table.

Table 4.2.2.
Questionnaire Result

No	Statement	Respond	
		Yes	No
1.	I Understand PLEASE strategy	96%	4%
2.	PLEASE strategy can make me more creative in writing analytical exposition	77%	23%
3.	I get the advantages of writing analytical exposition using PLEASE strategy	85%	15%
4.	“PLEASE” strategy can make me able in writing task	85%	15%
5.	Analytical exposition material given by the teacher using PLEASE strategy is easy to understand	69%	31%
6.	PLEASE strategy is a suitable strategy to improve my writing skills actually on analytical exposition	69%	31%
7.	PLEASE strategy can help me to start my writing in sequence	81%	19%
8.	I can explore my idea on a paragraph by using PLEASE strategy in writing analytical exposition	85%	15%
9.	Writing analytical exposition by using PLEASE strategy can make the learning process challenging	73%	27%
10.	PLEASE strategy can help me to write independently	81%	19%

To know the result of the questionnaire, It needed to check the result on the questionnaire based on the table. After that, it should be compared with the eligibility table to know the quality. The eligibility table was:

Table 4.2.2 The Eligibility Table

Percentage	Level of Eligibility	Information
80% - 100%	Very Good	Used
66% - 79%	Good	Used
56% - 65%	Pretty Good	Used (Conditional)
40% - 55%	Less Good	Revise
<39%	Bad	Not used

Source: (Arikunto, 2012)

From the table of output the questionnaire, the researcher stated that most of the students given a positive response. The first statement was 96% response "Yes" and 4% response "No". it was on the statement that the students understood PLEASE strategy. The second statement was 77% response "Yes" and 23% response "No". It was on the statement that PLEASE strategy could make the students more creative in writing analytical exposition. The third statement was 85% response "Yes" and 15 % response "No". it was on the statement that the students could get the advantages of writing analytical exposition using PLEASE strategy. The fourth statement was 85% response "Yes" and 15% response "No". it was on the statement that PLEASE strategy could make the student able in writing task. The fifth

statement was 69% response “Yes” and 31% response “No”. it was on the statement that analytical exposition material given by the teacher using PLEASE strategy was easier to understand. The sixth statement was 69% response "Yes" and 31% response "No". It was on the statement that PLEASE strategy could a suitable strategy to improve students writing skills on analytical exposition. The seventh statement was 81% response "Yes" and 19% response "No". it was on the statement that PLEASE strategy could help the students to start their writing on the sequence. The eight statements were 85% response "Yes" and 15% response "No". it was on the statements that the students can explore their idea on a paragraph by using PLEASE strategy in writing analytical exposition. The ninth statement was 73% response “Yes” and 27% response “No”. It was on the statement that writing analytical exposition used PLEASE strategy could make the learning process challenging. The last statement was 81% response “Yes” and 19% response “No”. It was on the statement that PLEASE strategy could help the students to write independently.

Based on the eligibility table, the researcher conclude that various response was on a very good and good level. The various response was on 66% until 96%. Various students picked the negative response but the percentage was little. It can be concluded that the average response was very good. Furthermore PLEASE Strategy was useful on writing analytical exposition because the strategy was a very good response based on the result of the questionnaire. Then if the response was very good or good, so it

concluded that PLEASE Strategy was a useless or acceptable strategy on teaching writing analytical exposition.

