

The Use of PLEASE Strategy in Teaching Writing Descriptive Text for the Tenth Grade

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Abstract. The paper aimed at finding out the significant different between the students' writing skill taught with and without using PLEASE strategy. The researchers used quasi-experimental research with two groups. The population of the research was the tenth grade students of SMKN Jenawi. The researchers took two classes as experimental class and control class. The researchers gave post-test only for each class and the treatment to the experimental class. To collect the data, the researchers used essay test. The mean of the post-test in experimental class was 83.5 and the mean of the post-test of control class was 62.3. Then the result was calculated quantitatively using SPSS. It showed that there were any significant difference. The researchers concluded that PLEASE strategy can improve students writing descriptive text. Eventually, pedagogical implication of the research, hopefully, can be used as a supplementary reference with different discussion.

Keywords:Descriptive text, PLEASE strategy, Writing

1. Introduction

Language is an important element in communication, people use language to deliver information, expressing feeling or ideas and etc. Language can unite communication between people. There are many languages in the world, and every country has its own characteristic of their language. English is one of international language that used by almost all country to communicate with people from another country. English is one of subject taught in school involves in Indonesia, for example in Junior High School and Senior High School. So English has important role in education in Indonesia.

There are four skills that should be mastered by language learners; listening, reading, speaking and writing. These skills cannot be separated because they are related one to each other. Writing has function to express feeling or ideas, to persuade readers or to

provide information to the readers. The students should be able to write in English correctly and make the reader understand with what they write.

Writing has mechanical components such as; organization, content, grammar, punctuation, spelling, mechanic, and vocabulary (Brown, 2004). Furthermore, Brown (2000:335) as cited in Budiani (2014) stated that a written product is a product of thinking, drafting, and revising that requires specialized skill 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 appropriate grammar, and how to produce a final project. According to some experts above, we need to consider the element of writing and do some steps to produce a good text.

Students usually find some difficulties to master writing skill. For example, they do not know how to start to write, they also do not know what they should write and how to implement their ideas on written text. Therefore, English teacher should be able to face the problem and find the solution in order to make student write correctly. One of the way that the teacher can use is PLEASE strategy. PLEASE is an acronym for six strategies for each letter: P for pick, L for list, E for evaluate, A for activities, S for supply, and E for end.

PLEASE strategy enables students to choose their own topic they will write, listing their ideas related to the topic, evaluate their ideas, activate their ideas to be complete sentence, supply their supporting sentence to their ideas, and end their ideas with conclusion. The design of this research was an experimental research. The purpose of this research was to know whether or not there was an effect of using PLEASE (Pick, List, Evaluate, Activate, Supply, End) strategy in teaching writing. Therefore, this strategy could be a solution to improve students' ability in writing. Based on the background of research, the researchers formulated the statements of the problem as follows: 1) how is the result of the students' writing skill who are taught using PLEASE strategy? 2) How is the result of the students' writing skill who are taught without using PLEASE strategy? 3) Is there any significant difference between the students' writing skill taught using PLEASE strategy and those taught without using PLEASE Strategy?

Definition of Writing

Writing is one of important skill to learn language in school. Raimes (1983:76) say that writing is a skill in which we express ideas, feeling and thought which is to be arranged in words, sentences and paragraph. Writing is also reinforces the use of

sentence's structure and tenses, idiom and vocabulary correctly in order to make the reader get the idea clearly.

According to Brown (2001:335) in Irawan (2015), writing is the written products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final products.

Definition Descriptive Text

According to Oshima and Hogue (1997:50) as cited in Utami (2014), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. In addition, a good description is like a "word picture"; the reader can imagine the object, place, or person in his or her mind. Descriptive text is a text that has function to describing something such as place, thing, and others. The object that usually describe in descriptive text is shape, color, weight, size and other

Definition of PLEASE strategy

According to Welch & Jensen(1989), PLEASE strategy was developed to condense all of the action from procedure into more succinct steps by simplifying the steps and terminology to facilitate prewriting, planning and ongoing evaluation. A first letter mnemonic is used to facilitate recall of each strategic steps and cue specific students' behavior. Every strategy have steps, PLEASE strategy as well. PLEASE strategy has 6 steps to teach writing subject. According to Boyle and Scanlon (2010:246), there are six procedures of PLEASE, they are: 1) Pick a topic, students are taught to pick a topic and decide their audience. Once students have chosen the topic, purpose, and audience. 2) List the ideas about the topic, students are taught technique to generate and list ideas about the topic. Generating ideas can include asking various questions about the topic and then answering them, as well as listing or mapping out ideas. These ideas include topic ideas and related ideas. 3) Evaluate the list, students are taught to evaluate their list in term of completeness, organization, and sequencing of ideas that will be used to generate supporting sentences. 4) Activate the paragraph with a topic sentence, students are taught to activate the paragraph with a topic sentence. During this stage, students are also taught how to write a short declarative topic sentence. 5) Supply supporting sentences, students are instructed on how to supply supporting sentences for their topic. Students generate supporting sentences from their list of ideas. Over time, students are taught to enhance ideas by generating clarifying or expanding sentences. 6) End with a concluding sentences and Evaluate work, students are taught to end with a concluding sentence and evaluate their work.

By the procedures above, the researchers can teach the students how to write the text step by step correctly. Each steps of this strategy will help the students to write their ideas into a written language

Method

In this study, the researchers used quantitative research or experimental research. Experimental design is to test the impact of a treatment (or an intervention) on an outcome, controlling for all other factors that might influence that outcome (Creswell, 2009). There are some design in experimental: pre experimental, quasi-experimental, and true experimental. The researchers used quasi-experimental research design. According to Muijs (2004), quasi-experimental designs are meant to approximate as closely as possible the advantages of true experimental designs where the problems mentioned above occur, such as having to implement a program in a natural school setting. The treatment was given only to the experimental group, and both of groups are just measured on the post - test

In this case, the researchers used two groups of sample, they were control group and experimental group. An experimental group was a group which get a treatment while control group without treatment. In conducting the research, the researchers expected the experimental group gave a good effect in students' writing skill. The design of post-test for experimental and control group was illustrated as follows:

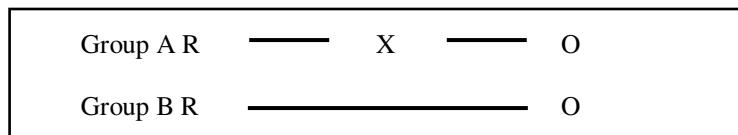


Figure 1
Design of the study

In which:

R = Random

X = Treatment

O = Post-test

The researchers grouped the participants in two groups, group A is the experimental group which get PLEASE strategy as the treatment. On the other hand, group B is the control group which did not get the treatment.

This part discusses on the population, sample and sampling, instrument of the research, technique of collecting data. The population of the research is all of the tenth grade students with Accounting major of SMKN Jenawi in academic year of 2018/2019. The classes consist of 3 classes with the total students 108. The sample in a research study is the group on which information is obtained (Jack R Fraenkel, 2006). In this research, the researcher selected two groups of students from the population as the sample. The group of an experimental group was Class X Accounting 1 which consisted of 36 students and as control group was class X Accounting 2 which consisted of 36 students. In the experimental group the researchers used PLEASE Strategy and the control group without PLEASE strategy.

In this research, the researchers used test as an instrument to collect the data. According to Brown (2004), test is a method of measuring a person, ability, knowledge, or performance in a given domain. The researchers gave an essay text test after giving the treatment to measure the students' writing skill. It makes a descriptive text about place, thing or person by including the generic structure (Identification and description).

Method of data collection

The researchers used some methods to collect the data in this research. The technique of data collection are: 1) Library research, the researchers gathered data from the library facilities, such as reference theories that support the researchers conducting the research, thesis, some books, and journals for references. 2) Observation, the researchers did the observation before conducting the research. 3) Treatment, the researchers gave treatment to the experimental group. 4) Post-test, after having treatment for the experimental group, both groups were given the post-test. The researchers asked the students to make a descriptive text using PLEASE strategy. The researchers compared the score between experimental group and control group.

Method of Data analysis

After conducting the post test, the researchers calculated the t-test formula. After the t-test was known, the next steps was comparing the t-test with t-table. If the value of t-test is higher than t-table ($t\text{-result } 0.05 > t\text{-table } 0.01$), it means that there is significant difference between students' writing skill using PLEASE Strategy and without using PLEASE strategy. However, if the value of t-test is lower than the t-table ($t\text{-result } 0.05 < t\text{-table } 0.01$), it means that there is no significant difference between students' writing skill using PLEASE Strategy and without using PLEASE strategy.

2. Findings and Discussion

The research aimed at finding out the significant difference between the students' writing skill taught with and without using PLEASE strategy through descriptive text. The researchers did the research in SMKN Jenawi, Karanganyar. The researchers took two classes, they were experimental class and control class. Firstly, the researchers took control class, the researchers explained about descriptive text and taught this without PLEASE strategy as the treatment. Then, the researchers gave them post-test. From the class that was taught without PLEASE strategy (control group), the researchers got the mean of the post-test of 62.3 with the division of 0% student who got Excellent category, 8.33% students who got Fair category, 66.6% students who got Poor category, and 25% students get Very Poor category.

After teaching in control class, the researchers taught the experimental class. In this class, the researchers explained about descriptive text and taught them to write using PLEASE strategy. Then, the researchers gave them a post-test. From experimental class, the researchers got the mean of the post-test of 83.5, with the division of 11% students who got Excellent category, 80.5% students who get Good category, 8.3% students who get Fair category and 0% student who got Poor and Very Poor category.

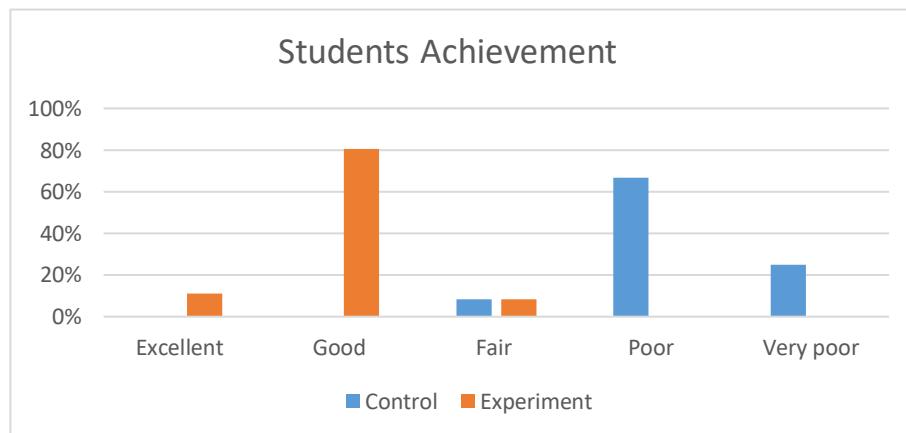
Based on the data analysis, there was significant difference of the students who taught without PLEASE strategy and the students who taught with PLEASE strategy. The result of the mean from experimental class and control class showed that PLEASE strategy could improve students writing descriptive text. It means that the use of PLEASE strategy to improve writing skill was appropriate. Then, the result of t-test was 12.7 and the result of t table was 1.994 in significance of 5%. So, there was significant different between the students who taught without PLEASE strategy and the students who though with PLEASE strategy.

From the students score, it showed that PLEASE strategy was effective to improve students writing descriptive text, this strategy could help them to write their ideas step by step correctly. The researchers provide the histogram of students' achievement below.

Figure 2
The Histogram of Students' achievement

3. Conclusion

Based on the data analysis and finding, there are three conclusions drawn: 1) The students' writing skill in writing descriptive text taught without using PLEASE Strategy, the students' writing skill in descriptive text taught without using PLEASE Strategy was lower than the students' taught with PLEASE Strategy. It showed by the mean of the control group which 62.3 where the highest score is 72, the lowest score is 50 and the total score is 2244. 2) The students' writing skill in writing descriptive text with PLEASE Strategy, the students' writing skill in writing descriptive text taught using PLEASE Strategy is higher than the students taught without using PLEASE Strategy. It showed by the mean of the experimental group which 83.5 where the highest score is 92, the lowest score is 77 and the total score is 3009. 3) The significant difference between students' writing skill in descriptive text taught with



PLEASE Strategy and without PLEASE strategy. There was a significant difference between students' writing skill in writing descriptive text taught with PLEASE Strategy and without PLEASE Strategy. It could be known by the different result of post - test between experimental group and control group by using t-test formula. The t test value was 12.7 and the t_{table} of 36 students was 1.994. It means that t-test is higher than t_{table} ($12.7 > 1.994$). It could be concluded that there was a significant

difference between students' writing skill in writing descriptive text that taught with PLEASE Strategy and those taught without PLEASE Strategy.

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