

The Effect of Pick, List, Evaluate, Active, Supply, End (PLEASE) Strategy on Students' Writing Ability in Developing Descriptive Paragraphs

 <https://doi.org/10.31004/jele.v8i2.413>

¹Suci Anjar Sari, ²Henri Fatkurochman, ³Indri Astutik 
Universitas Muhammadiyah Jember

ABSTRACT

The purpose of this study was to look into the effect of the PLEASE (Pick, List, Evaluate, Activate, Supply, and End) approach on the development of paragraph writing skills. It attempted to look into the effect. In previous study, the research was conducted in areas outside East Java and this research was conducted in the area of East Java, to be precise at SMP Negeri 2 Genteng, Banyuwangi. Seventy-three EFL students from SMP Negeri 2 Genteng took part in the study and were divided into experimental and control groups. The researchers used a pre- and post-test on both groups to achieve the study's goal. The research was analyzed by comparing the pre-test and post-test of both group by using normality test, homogeneity test and independent sample t-test. The findings of the data analysis revealed that the PLEASE method had a significant effect on developing paragraphs.

Keywords: PLEASE strategy, descriptive text, experimental study.

Article History:

Received 15th June 2023

Accepted 20th July 2023

Published 24th July 2023



INTRODUCTION

Writing is a process where we pour creativity or ideas that are in our heads into the form of written language. It is one form of communication between humans. In writing the writer must express the contents of their thought, idea, opinion or desire through the writing. (Galbraith, 2009) assuming that writing entails putting preconceived notions into text, coming up with material, and then adapting that content to the reader's demands. (Tetik & Özer, 2022) state that "writing become hardest to master because some of the students didn't like writing, were reluctant to write, and had difficulty expressing themselves in the writing-related sections of the activities". Writing is never easy since students must not only come up with and organize their writing ideas in English but also successfully communicate their ideas through linguistics (Lee, 2017). This study was done to determine whether or not the same method would be effective if used in various schools.

There are some definitions of writing according to some expert. (Niño & Páez, 2018) noted, "writing is the product of a complex brain process that involves many functions from individuals". In additions, when we write the words that we produce have already been filtered in our brains. Writing is meant for conveying thoughts, ideas, and fact in easy and lucid language (Rao et al., 2018). Then, our brain will sort out the right words before we

*Corresponding Author: Suci Anjar Sari e-mail: b9.sucii.34@gmail.com

Authors' Contribution: a-Study design; b-Data collection; c-Statistical analysis; d-Manuscript preparation; e-Funds collection.

pour these thoughts into written form. Writing is a mental process that requires intentional effort and time on the part of the writer in addition to the transformation of language into written signals (Murugiah, 2013). Writing is more than just translating spoken communication into printed symbols. However, the writer must make a conscious effort and devote time to the task. Writing as a type of formal correction and stylistic appropriateness, where the capacity to construct logically and grammatically sound sentences in sequences, is essential. The writing style used when someone is writing a text for a readership they do not directly know. Writing in this style is most appropriate for official letters, academic texts, research papers, and business texts.

Writing is regarded as one of the most difficult language skills to learn and teach. Writing is a method for students to transfer ideas. As a result, learning to write is critical. Students have learned it in a variety of ways. When writing, students need to keep the cognitive, linguistic, and cultural aspects in mind (Haerazi & Irawan, 2019). Writing is frequently viewed as an exploration and discovery process, and teaching in an EFL environment is similar to the instructional process of learning a language in order to enhance vocabulary and grammar usage. Writing is intended to convey thoughts, ideas, and facts in simple and straightforward language (Rao et al., 2018). Writers need to use language to convey ideas and interact with readers.

To comply with language rules, we must understand important components including grammar, vocabulary, and mechanics (Erniwati et al., 2022). When students do not master these important elements, they will not be able to produce good writing. If you have not mastered the three elements, you can start by learning the basics of grammar first, working on matters that can add to the understanding of the grammar, buying a grammar book to learn from, remembering new vocabulary every day, and always getting used to paying attention to the big letters and reading marks when writing.

A writer must write effectively to make the reader understand and not get confused with the content of our writing. A skilled writer employs simple language that interests and entertains the reader, making comprehension simple (Farnsworth et al., 2021). Writing skills are an important aspect of the art of affective communication. So that way writer cannot just stringing words together without meaning while produce a writing content. A writer must understand the purpose of writing before finally creating literary work that is beautiful and useful for many people when read it. To produce a good writing a writer must always read a variety of new information to maintain their writing because by reading often a writer can find ideas and plan what to write next. Writing is a persistent, complicated cognitive process that is useful for language production (Marpaung & Hum, 2019).

The Proses of Writing

Writing is not something that comes easily. When students want to write something, they have to think beforehand about what they want to write. There are various procedures in good writing that must be followed by students, because using the writing process will make students concentrate more on completing one task at a time and can also help students improve their ideas. According to (Peregoy & Boyle, 2016) said that there are five processes of writing:

1. Prewriting
Generating and gathering writing ideas. The student finds a topic and generate ideas,
2. Drafting
Putting the ideas on paper. Putting together a first draft that can be assessed in light of the purpose and audience.
3. Revising
Reordering supporting information, reviewing or changing sentence. Ensuring that your writing goal and content are appropriate for the target audience.
4. Editing
Modifying mechanics, grammar, punctuation, and spelling.

5. Publishing

Sharing the writing through paper placed on bulletin boards, shared with one another, paper published with computer, etc.

The writer may alter a piece once they have received it. The author may consult any references, including dictionaries.

Component of writing are the assortment of several things that make up quality writing. Anyone who wishes to write must think about the many writing elements. (Brown, 2007) there list five elements that make up writing. They are as follows:

1. Content

It contains the thesis statement, linked concepts, ideas that are developed from personal experience, examples, facts, and opinions, as well as connected ideas.

2. Organization

It includes an excellent introduction, coherent concepts, a strong finish, and the appropriate length.

3. Vocabulary

It also discusses the usefulness of selecting words for writing that are meaningful but also fit the chosen topic or concepts.

4. Grammar

When divining, combining, and grouping concepts in words, phrases, clauses, and sentences, it refers to the usage of the appropriate grammatical and syntactic patterns in order to highlight logical linkages.

5. Mechanic

Included are proper grammar, spelling, and reference citations, as well as presentational neatness.

Based on the basic competencies of Curriculum 13 at SMP/MTS, students must be able to write a text. Students in the seventh grade are required to grasp a variety of literature, including descriptive text. Students are expected to be able to comprehend the social functions, textual elements, and linguistic components of descriptive prose in order to write it. Students are also expected to be able to capture meaning in descriptive text and compose descriptive text about people, animals, and objects correctly and in context.

Descriptive text is one of the type of writing that is made to describe something. When creating descriptive texts, students often encounter difficulties. (Eka Yoandita, 2019) state that, some of the students' difficulties in writing descriptive text are how to start writing and generate the ideas, write the right words in English, how to write the correct grammar and how to organize ideas. So to overcome this problem, we need a leaning strategy that will make it easier for students to write a text. One of the strategy that can help students is PLEASE strategy. A mnemonic known as the PLEASE strategy gives learners a guide for creating paragraphs (Aminatun & Marmanto, 2018) PLEASE strategy for learning descriptive text is one of the strategies that the researchers hope will increase their interest in learning and understanding descriptive texts and help them solve these challenges.

According to (Akincilar, 2010), "PLEASE is an effective strategy to improve students' ability to write paragraphs. Students can write paragraphs using this strategy because it helps them improve and organize their ideas". Students will be able to write entire and employ cohesive phrases by using PLEASE strategy (Sartika & Nery, 2018). As a result of students writing in line with the PLEASE approach's instructions and not being strict in their writing, it can be inferred that the PLEASE strategy is very helpful for students to develop an interest in writing. According to (Peregoy & Boyle, 2016), there are six procedures of PLEASE, they are:

1. Pick a topic. How to choose a topic, purpose, and audience is taught to students.

2. List the ideas you have on the subject; we should teach our students how to come up with and list topic ideas. In addition to listing or outlining ideas, coming up with ideas can involve asking and responding to questions regarding the subject. There are both topic ideas and associated ideas
3. Evaluate. Check the list for completeness, order, and the logical flow of the concepts that will be utilized to create the supporting sentence.
4. Active the paragraph with a topic sentence. At this stage, instructors also cover how to compose a succinct declarative topic phrase.
5. Supply supporting sentences; pupils are taught how to do this. Students use their list of ideas to generate supporting sentences. Gradually students are taught to develop their thoughts by coming up with new, longer, or more precise statements.
6. End. Finally, add a couple sentences. Students are instructed to include a concluding statement in their writing as well as to evaluate their own work.

According to the steps above, PLEASE strategy is very interesting to use in class because it may be used to help students create better descriptive text. So that it will motivate students to put together words and ideas that match and before it becomes a better text, it must relate to one another.

The Advantages of PLEASE Strategy

According to (Nasution, 2018) the advantages of using PLEASE strategy are:

1. To help student organize and generate sentence.
2. It can be using for all genre of the text.
3. PLEASE strategy can help the student to improve writing ability in writing a paragraph and text.
4. Help the student to start writing. Assist students in coming up with ideas, planning their writing from prewriting, and editing their work.
5. By choosing their own topics and ideas for their essays. Students can write independently with the support of the PLEASE method.

The Disadvantages of PLEASE Strategy

According to (Nasution, 2018), the disadvantages of using PLEASE strategy are:

1. There are six steps in this strategy, it may make the students forget the order they should be.
2. Before starting their lessons, the pupils should give their preparation great consideration.
3. The teacher really has to guide the students to understand step by step of this strategy, so the students can understand.

From the preceding description, it can be inferred that employing the PLEASE approach has both advantages and disadvantages, but that the advantages outweigh the disadvantages. In addition, using the PLEASE strategy is also a lot of fun if it is used in a classroom setting while students are learning.

In school, in order to make a descriptive text, one of the methods used by the teacher is the reading-writing strategy. Reading has been viewed as a receptive skill, while writing has been viewed as a productive skill (Fitzgerald & Shanahan, 2000). Here, before making a text, the teacher will give an explanation in advance about what a text description is, and then students can deepen their understanding of this text by reading books or looking up examples on the internet. Then students will be given the task of making a text description based on what they have understood from the results of the reading.

(Akincilar, 2010) said that, adopting the PLEASE strategy has had a favorable impact on students' writing quality overall and increased their understanding of the value of planning before writing. According to (Basri, 2016), the PLEASE strategy helped students create better essays in terms of content, organization, structure, and mechanics and it also helped them learn how to compose paragraphs of at least 50 words. Students' metacognitive knowledge of paragraph production was found to be improved by using the metacognitive PLEASE strategy (Welch, 1992).

The researcher develops the following hypothesis in order to deduce the reason or the previously described issues: There is a significant effect of using PLEASE strategy on students' writing ability in developing descriptive text.

METHOD

This research was conducted at the seven grade of SMP Negeri 2 Genteng, Banyuwangi, East Java. This research was conducted from 11 Mei 2023 until 29 Mei 2023. The population of this research was all the seven grade students of SMP Negeri 2 Genteng in the academic year 2023/2024. Two classes were selected from a total of eight classes as the sample for this research using simple-random sampling. The average class size are 36 and 37 students. The first class was an experimental that was instructed using PLEASE, and the second was a control class that was instructed using reading-writing strategy.

The instrument for gathering data was a writing test. Students in the experimental and control groups are each given the test. The pre-test and post-test are their official names. The exam used to gather the data is a writing test that takes the shape of an essay. The writer gives students a theme, and they are asked to write a descriptive paragraph about it. Both the experimental and control groups receive the test. The test data collection examines how successfully the students learned to write descriptive paragraphs.

In the first week of the research, a pre-test will be carried out in both the control group and the experimental group to determine the initial abilities of students from the two groups. This test will last for 90 minutes, which is the same length as usual. In the second week, at the same time and day, there will be treatment for both classes. For the experimental class using the PLEASE strategy, while the control class will use the reading-writing strategy, and the time allocation is 90 minutes. For the last week, a post-test will be carried out to find out the abilities of the two classes after being given treatment. The students will be allowed to use online or offline dictionaries, but not allowed to browse on the internet. The students at least have to make two paragraphs of descriptive text.

Experimental research was used in this study. Because the research sample was drawn from two already-existing classes, the researcher used a quasi-experimental approach. This study was non-equivalent in its control group design. The experimental group was taught using the PLEASE technique, while the control group was taught using the reading-writing strategy.

There are several procedures to do this research: First, the researcher will ask permission from the English teacher to conduct research in the two classes taught by the teacher. Second, after obtaining the two classes to be studied, the researcher will start giving pre-tests to the control class and experimental class to get initial scores. Third, on the second day. The researcher will treat only the experimental class using the PLEASE strategy, while the control class will be taught using conventional method. Both classes will be given the same topic to work on. Third, on the third day. Both classes will be given a post-test to find out the difference between the control class and the experimental class after applying the PLEASE strategy. The topic will be the same. Fourth, scoring. All grades from both classes will be collected and calculated using SPSS. Fifth, conclusion. The conclusions drawn from the results of the research. It will be taken from the results of calculating the student's score.

Descriptive analysis was the method utilized to analyze the data. With the use of the normality test, homogeneity test, and independent sample t-test, the research was assessed by comparing the pre-test and post-test of both groups. Excel and SPSS 29 will both be used for the data analysis. Descriptive analysis was used to calculate the writing test results' mean and standard deviation. The hypothesis was tested using two samples under the assumption of equal variances. If the two-tail score is less than significance 0.05, H_0 is rejected.

FINDING AND DISCUSSION

The experimental class and the control class make up the sample of data, respectively. The control class was VII-F, while class VII-D served as the experimental group. To gather data, pre- and post-tests are given to all students in each class. A pre-test for class VII-F was given on Mei 11, 2013 and for class VII-D on Mei 15, 2023. The treatment for class VII-F was began from Mei 15-25 and for class VII-D from Mei 19-26. After that, students in each class received a post-test that was given after treatment on Mei 29, 2023. After gathering data in class as a prerequisite for data analysis, the researcher in the study gathered the students score. Each class's pre- and post-test result were compiled in a table prior to the data analysis.

Independent sample t-test, Two-sample assuming equal variances was used to test the hypothesis in this research. Before independent sample t-test was two kinds of test. Those are normality test and homogeneity test. The result of these test was used as the requirement before independent sample t-test. Before conducting the t-test, we must first find the gain score in each class, namely in the experimental class and the control class. The gain score is the score from the post-test scores minus the pre-test scores.

The results for the experiment group, which consisted of 36 students, were as follows: the students' pre-test scores for producing a text in the experiment class ranged from 45 to 86, with a mean of 66.81. On the other hand, the mean post-test score was 86.47, the highest post-test score was 97, and the lowest post-test score was 70.

The students' pre-test scores for composing texts in the control class ranged from 15 to 86, with a mean of 60.78. The lowest pre-test score was 15. On the other hand, the post-test had a range of scores that ranged from 40 to 94, with a mean of 73 and a standard deviation of 65.

The data is normal if $Lo < L$ table at the level of significance $\alpha = 0.05$. The result of normality test pre-test and post-test in experimental class showed $Lo\ 0.107 < Lt\ 0.148$ and $Lo\ 0.138 < Lt\ 0.148$. The result of normality test in control group showed $Lo\ 0.090 < Lt\ 0.146$ and $Lo\ 0.097 < Lt\ 0.146$. Since Lo of the total data is less than Lt ($Lo < Lt$) at the level of significance = 0.05, the results of the normality test for all groups indicate that the writing score data from the experimental class and control class are distributed normally.

Table 1 Homogeneity Test of Pre-Test Experimental Class and Control Class

	<i>Pre Test Experiment</i>	<i>Pre Test Control</i>
Mean	66.80555556	60.78378378
Variance	136.5039683	354.6741742
Observations	36	37
df	35	36
F	0.384871463	
P(F<=f) one-tail	0.002835807	
F Critical one-tail	0.57067887	

Excel was used to calculate the statistics, which revealed that the experimental class's mean score was 66.80, which was higher than the control class's mean score of 60.78. F must be F_0 , as can be seen. $F_0 = 0.385$ and $F_t = 0.570$, as can be shown. In conclusion, $F_0 (0.385 \leq F_t (0.570))$ denotes homogeneity of the pre-test variation data in the experimental class and control class.

Table 2 Homogeneity Test of Post-Test Experimental Class and Control Class

	<i>Post test experimental</i>	<i>Post test control</i>
Mean	86.47222	73.64865
Variance	59.79921	244.012
Observations	36	37
df	35	36
F	0.245067	
P(F<=f) one-tail	3.27E-05	
F Critical one-tail	0.570679	

The mean score of the experimental class was 86.47, which was higher than the mean score of the control class, according to the Excel calculations of the statistics mentioned above. F must be F_0 , as can be seen. $F_0 = 0.245$ and $F_t = 0.570$, as can be shown. When $F_0 (0.245) \leq F_t (0.570)$, it is concluded that the post-test variant data in the experimental class and control class are homogeneous. H_0 rejected if $\text{sig.} \leq \alpha = 0.05$

Table 3 The Result of Hypothesis Test

	<i>Experiment</i>	<i>Control</i>
Mean	19.66666667	12.86486486
Variance	54.05714286	73.00900901
Observations	36	37
Pooled Variance	63.66653978	
Hypothesized Mean Difference	0	
df	71	
t Stat	3.641321553	
P(T<=t) one-tail	0.000255868	
t Critical one-tail	1.666599658	
P(T<=t) two-tail	0.000511737	
t Critical two-tail	1.993943368	

After the score was calculated, it was discovered that $t_{\text{count}} = 0.0005$ in this study. Since $0.0005 \leq 0.05$, it may be concluded that H_a is accepted and H_0 is rejected. It shown how the mean of the experiment class is 19.67 times larger than the mean of the control class, which is 12.86. Therefore, it can be concluded that adopting the PLEASE technique has a significant effect on students' writing skills in generating descriptive paragraphs.

Based on the findings of the research mentioned above, it can be concluded that using the PLEASE technique has an impact on class VII students at SMP Negeri 2 Genteng Banyuwangi's learning achievement when it comes to producing descriptive writings. According to the findings of the aforementioned study, using the PLEASE technique when

The Effect of Pick, List, Evaluate, Active, Supply, End (PLEASE) Strategy on Students' Writing Ability in Developing Descriptive Paragraphs

learning to write text has a significant effect and raises pupils' test scores compared to those who do not. As stated by (Aminatun & Marmanto, 2018), that the PLEASE Strategy, which incorporates a mnemonic technique that is particularly suited to the learning characteristics of high linguistic students, is an excellent method for teaching writing to students with high levels of linguistic intelligence. It means that students will experience an increase in their writing skills, especially for students who have had good writing skills from the start. The PLEASE strategy encourages students to choose their own themes and ideas for their writing, and research has shown that using the strategy helps students improve their paragraph writing (Al-Zu'bi & Kayed, 2019). Using the Please strategy will help students to come up with new ideas so they can develop their paragraphs.

After using PLEASE strategy, students find it easier to start writing and determine what they want to write. They are more free to express the ideas that are in their minds. Even for students who are initially confused about what they will write and the first part of their descriptive text. After using this strategy, they can more easily start writing and produce more writing than before. The PLEASE method will make it easier for pupils to arrange and come up with ideas, particularly while writing descriptive language (Liza, 2013). In the last part. According to the study's finding, using PLEASE strategy in the classroom has a significant effect on the learning achievement of SMP Negeri 2 Genteng's seven grade students. This strategy also use interesting steps that make students easy to follow while in the learning process.

CONCLUSION

PLEASE (Pick-List-Evaluate-Activate-Supply-End) method improves students' writing performance. As can be shown, sig. $0.0005 \leq 0.05$. This indicates that H_0 is rejected but H_a is accepted. The relevance of this study may then be demonstrated by comparing the mean post-test scores of students with varied scores; the experimental class received a score of 19.67, while the control group received only an average of 12.86. In carrying out the test, the researcher found several obstacles, such as students who were busy and talking to themselves, students who were difficult to ask to do assignments, and some students who were unable to write texts of up to 100 words. Therefore, to address these problems and so that research can run smoothly, the researcher must always condition the class and be ready to teach students one by one by coming to each student's desk to ask about their problems in doing the assignment. This study showed that using PLEASE strategy to teach students to write a descriptive paragraph has a significance effect for students in SMPN 2 Genteng

References

- Akincilar, V. (2010). *The effect of "please" strategy training through the self-regulated strategy development (srsd) model on fifth grade efl students' descriptive writing: strategy training on planning*.
- Al-Zu'bi, M., & Kayed, M. Al. (2019). The impact of please strategy on developing paragraph writing skills. *Journal: A Journal on Language and Language Teaching*, 22(2), 270–275. <https://doi.org/10.24071/llt.2019.220211>
- Aminatun, D., & Marmanto, S. (2018). *Applying PLEASE Strategy to Teach Writing Skill to Students with Different Linguistic Intelligences* (Vol. 16, Issue 1).
- Basri, S. (2016). *Improving Writing Skills By Using Please Strategy Of Seventh Grade Students At Mts Nurul Falah Air Mesu Pangkalanbaru* (Vol. 1, Issue 1). <http://isc.sagepub.com>
- Brown, H. D. (2007). *Teaching By Principles An Interactive Approach To Language Pedagogy*.

- The Effect of Pick, List, Evaluate, Active, Supply, End (PLEASE) Strategy on Students' Writing Ability in Developing Descriptive Paragraphs*
Eka Yoandita, P. (2019). An Analysis Of Students' Ability And Dif F Iculties In Writing Descriptive Text. *Print) Jurnal JOEPALLT*, 7. <https://jurnal.unsur.ac.id/jeopalltonline>
- Erniwati, E., Mertosono, S. R., Arid, M., Anggreni, A., & Nirwijayanti, N. (2022). *Promoting Effective Writing through POW+TREE Strategy Corresponding Email Article's History*. <https://doi.org/10.30605/25409190.429>
- Farnsworth, D., Posner, M., & Miller, A. (2021). Single cell transcriptomics of the developing zebrafish lens and identification of putative controllers of lens development. *Experimental Eye Research*, 206.
- Fitzgerald, J., & Shanahan, T. (2000). Reading and writing relations and their development. *Educational Psychologist*, 35(1), 39–50. https://doi.org/10.1207/S15326985EP3501_5
- Galbraith, D. (2009). *Cognitive Models of Writing*.
- Haerazi, & Irawan, L. A. (2019). Practicing Genre-Based Language Teaching Model to Improve Students' Achievement of Writing Skills. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 4, 9–18.
- Lee, L. (2017). Learners' perceptions of the effectiveness of blogging for L2 writing in fully online language courses. *International Journal of Computer-Assisted Language Learning and Teaching*, 7(1), 19–33. <https://doi.org/10.4018/IJCALLT.2017010102>
- Marpaung, M. B., & Hum, M. (2019). *Cognitive Models Of Writing Of Students Taught By Text-Oriented Teaching And Research*.
- Murugiah, M. R. (2013). Improving the 5th Formers' Continuous Writing Skills through the Creative Writing Module. *Advances in Language and Literary Studies*, 4(2), 7–12. <https://doi.org/10.7575/aiac.all.v.4n.2p.7>
- Nasution, S. N. (2018). *The Effect of Using PLEASE Strategy on The Students' Achievement in Writing Descriptive Paragraph at SMPN 1 Bilah Hulu*.
- Niño, F. L., & Páez, M. E. V. (2018). Building Writing Skills in English in Fifth Graders: Analysis of Strategies Based on Literature and Creativity. *English Language Teaching*, 11(9), 102. <https://doi.org/10.5539/elt.v11n9p102>
- Peregoy, S. , & Boyle, O. (2016). *Reading, Writing, and Learning in ESL. In A Resource Book for Teaching K-12 English Learners*. Person.
- Rao, C. S., Satya, M. V., & Durga, S. (2018). Developing Students' Writing Skills in English-A Process Approach. *Issue*, 6. <http://www.jrspelt.com>
- Sartika, D., & Nery, R. (2018). The Effect Of Please Strategy And Writing Interest Toward Students' Writing Skill. In *Journal of English Education and Linguistics P* (Vol. 2, Issue 1). <https://journals.unihaz.ac.id/index.php/edu-ling>
- Tetik, T., & Özer, D. A. (2022). Suporting The Writing Skills Of Primary School Third Grade Gifted Students With Activity-Based Digital Storytelling: Action Research. *European Journal of Education Studies*, 9(9). <https://doi.org/10.46827/ejes.v9i9.4475>
- Welch, M. (1992). Hammill Institute on Disabilities The PLEASE Strategy: A Metacognitive Learning Strategy for Improving the Paragraph Writing of Students with Mild Learning Disabilities. In *Source: Learning Disability Quarterly* (Vol. 15, Issue 2).

