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THE EFFECT OF USING PLEASE (PICK-LIST-EVALUATE-ACTIVATE-SUPPLY-END STRATEGY) ON STUDENTS ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT AT SEVENTH GRADE OF Mts NURUL HAKIM TEMBUNG

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ABSTRACT

The purpose of this study was to determine the significant effect of the PLEASE (Pick-List-Evaluate-Activate-Supply-End) Strategy on student achievement in writing descriptive text in class VII Mts Nurul Hakim Tembung. This research used quantitative research with experimental design. The implementation was in class VII Mts Nurul Hakim Tembung. The researcher took 64 students consisting of 32 students for the experimental class and 32 students for the control class. In collecting the data, the researcher used test in essay test. The researcher used two tests, the pre-test was given before the treatment and the post-test was given after the treatment in the learning process. Then the researchers analyzed the data using statistical formulas and Microsoft Excel 2010 with a significance level of 0.05. After analyzing the data, the researcher found that the value of observed was higher than the table. This can be seen from the observed (4.473) > t table (1.6) at the significance level of 0.05 and degrees of freedom (df) 62. It means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It can be concluded that the PLEASE (Pick-List-Evaluate-Activate-Supply-End) strategy has significant effect on students' writing achievement in descriptive text of seventh grade students at Mts Nurul Hakim Tembung. This is related to the results of observations which show that students are more interested and motivated in attending classes and enthusiastic during the teaching and learning process so that their descriptive writing achievement increases.

Keyword: Please strategy, Students' achievement, writing descriptive text

INTRODUCTION

Every country has a different language. Even in a country it has its own language variety. Language is very important in a country, especially in society, because with language we can convey our opinions and ideas and can also interact with other people, Bernardi Bloch and George L. Trager said that "Language is a system of arbitrary vocal symbols by means of which a social group cooperates" Then over time a language can spread throughout the world. One of the languages that has become global because many people can already master it, namely English.

Writing is one of the language skills and one of the activities performed by students. If you do not master important components such as grammar, vocabulary and mechanics in accordance with the language rules available in the language itself, writing will not occur.

Writing must follow rules, because writing also has rules. In the writing process, the writer must dig his mind to find good ideas to make the writing meaningful and easily understood by those who read it. In the high school English curriculum, there are twelve genres of text that students must study, then in junior high school there are only five genres text that has to be studied. Namely: Narrative Text, Descriptive Text, Recount Text, Procedure Text, and Report Text.

The above problems are in line with the information researcher got from the English teacher at Mts Nurul Hakim that students also experience problems during learning descriptive texts, such as: 1.)Some students do not have proper vocabulary to develop their ideas in writing descriptive texts. This condition is most likely influenced by the lack of vocabulary that students have, so that students do not understand how to compose them into correct and interesting sentences.2.) Some students are not motivated in writing descriptive text which consists of identification and description. This condition is likely to be influenced by the existence of less attractive learning strategies, so that students are less interested or even lazy in writing descriptive texts.

Based on the above problems, the researchers are interested in solving these problems by using new strategies that increase their interest in learning in understanding descriptive texts, namely the PLEASE Strategy in learning Descriptive Texts. The PLEASE strategy, according to Carrier, stands for Pick, List, Evaluate, Activate, Supply, End. Pick, how to choose the subject; students are invited to choose the subject to be created. List means a list of the thoughts on the subject; students are asked to write down ideas on the subject. Evaluate involves assessing the list; students evaluate the proposals they make by checking that the organization of ideas makes sense and that it is interesting to endorse the key sentence. Evaluate, which means triggering paragraphs with the concept of sentences; develop the main concept into the main sentence. Activate, which means triggering paragraphs with the concept of sentences; turn the main concept into the main statement. Supply which means to have supporting sentences; students first describe the main sentence using a series of logical ideas and logically associate them with supporting sentences. The last one is End, which means that it finishes with a closing sentence and measures the outcomes of the writing that the students have written. This strategy should be used to develop students' ability to write descriptive texts, as this strategy is really interesting to use in class, provided that students' skills have not exceeded their planned teacher expectations, and many of them are slow and less motivated in learning. This PLEASE strategy will then replace the teacher's strategy, since it is simple to do and motivates students to create descriptive texts so that they can enjoy studying and inspire students to bring together terms and concepts that match and appeal to each other before they become great texts again. Based on the description above, researchers are interested in conducting research entitled: The Effect of Using PLEASE (Pick-List-Evaluate-Activate-Supply-End) Strategy on Students Achievement in writing Descriptive text at Seventh Grade of Mts Nurul Hakim.

LITERATURE REVIEW

The Nature of Writing

Writing is a really important activity. Writing is a productive talent. In comparison, the productive capabilities of writing and speech vary in several respects. It means that, although writing and speaking are both valuable skills, they vary in terms of meaning,

utterance, syntax, and so on. Langan also said that writing is a realistic attitude based on this idea, a way to communicate with others, discover what they want to write, and explore writing ideas. Then, according to Utami Dewi, text is a language expressed in the form of letters, symbols or words.

The Steps of Writing

According to Alice and Ann, the writing process has approximately four stages. You generate concepts in the first step. In the second step, you're organizing thoughts, you're writing a rough draft. You refine the rough draft in the final stage by reading and revising it. In conclusion, writing is a process that requires four steps that students can follow: Prewriting, to organize, writing, edit, revise

Definition of Descriptive text

The social role of descriptive text is to identify a specific person, location, or object. Description in writing is the process of creating visual images and sensory impression through words. Gerot & Wignel; Knapp & Watkins in Eko Noprian stated Descriptive text is a type of text used by the writer or speaker to explain to readers or listeners specific objects, people, animals, places and events. The descriptive text is divided into three sections depending on the standardized structure. The description or involvement component is the first step in defining the phenomena to be identified. The definitions of a single person, location, or item come next. It also concentrates on individual participants, such as parts, attributes, and features of the person or thing being represented. The final step is to provide closure or a summary of what has been described. The final step is to provide closure or a summary of what has been described. The final step is to provide closure or a summary of what has been described.

Definition of PLEASE (Pick-List-Evaluate-Activate-Supply-End) Strategy

According to Graham, The PLEASE strategy is to prepare and write a paragraph containing a subject sentence, supporting phrases/details and a final sentence/statement in addition, Akincilir stated that PLEASE strategy is effective for improving the students' ability in writing paragraph. Brownell, et al argue that PLEASE strategy is a writing strategy used to produce a collection of paragraphs that are organized and integrated. Students would be able to write entirely and use coherent sentences if they use this strategy. It can be concluded that the PLEASE strategy is extremely beneficial for students to develop an interest in writing because students write according to the instructions provided by the PLEASE strategies, resulting in less rigid writing.

This strategy has six steps to help students write a descriptive text. Each step follows a letter in the word PLEASE: Pick: Teacher provides students with instruction about how to pick their topic, their audience, and appropriate format. List: Teacher shows students techniques to list information about the topic. Evaluate: Teacher instructs students in ways to evaluate if their list is complete. Then they plan the best way to organize the ideas. Activate: Teacher shows students how to activate the paragraph with a topic sentence. Teacher provides instruction to students about writing a topic sentence. Supply: Teacher instructs students to extrapolate information from their list of generated ideas to supply supporting sentences. Then, teachers provide instruction about how to generate

clarifying or expansion sentences. End: teacher reminds students to end the paragraph with a concluding sentence. students learn how to rephrase their topic sentence by using synonyms to generate a concluding sentence.

RESEARCH METHOD

The design of this research is quantitative Research method. Based on Syahrudin and Salim, they stated that quantitative Research is empirical research whose data is in the form of numbers. The purpose of quantitative research is to develop and use mathematical models, theories and or hypotheses relating to natural phenomena. Researchers will use an experimental design. The purpose of this design is to determine the effect of the independent variable on the dependent variable. This is related to research which wants to know the effect of PLEASE strategy in studying descriptive texts. This study will use two classes, namely the experimental class and the control class. This research was conducted in randomized groups, post-test design. In this design, subjects are assigned to an experimental group and a control group by random method and both are given a post-test at the end.

The treatment was only carried out for experimental subjects, after measurements were made in both groups. The experimental group was treated using the PLEASE strategy while the control group was treated without the PLEASE strategy. Post-test is given after treatment. After the treatment, both the experimental class and the control class will get a post-test to determine the effect of the PLEASE Strategy on the descriptive text of students 'writing and to find out the differences in students' writing using the PLEASE Strategy, which is carried out in the experimental and control classes. The experimental design in this study is:

Table 3.1
Design of the Research: Pre-test and Post-test

Group Pre-test	Pre test	Treatment	Post- test
Experiment	√	PLEASE Strategy	√
Control	√	Teaching Centered Learned	√

RESULT AND DISCUSSION

The research data were obtained from the test results of the two classes, namely the experimental class (VII-1) and the control class (VII-3), to see whether there was an effect of using the PLEASE strategy on student achievement. in writing descriptive text or not. In the experimental class students were taught using the PLEASE Strategy, then in the control class students were taught without using the PLEASE Strategy. In the experimental class, based on the table of pre-test and post-test scores in the experimental class, there were five students who received the lowest pre-test score, namely 70. Meanwhile, there were 5 students who also obtained the highest score, namely 80,85,85,85,90. In the post test, there were 5 students who received the lowest post test score, namely 80, while the students who obtained the highest post test score were 100 as many as 5 students. increased by 14 points.

In the control class based on the attached table the results of the pre-test and post-test of the control class, there were five students who obtained the lowest pre-test score, namely 70, while the highest score was obtained by five students, namely 79.79.79.79.85. In the post test, there were five students who obtained the lowest score, namely 75, while students who

obtained the highest score were five students, namely 98. The average pre-test score was 74.9 and the average post-test score was 85.9. So the average control class only increased by 11 points. Based on the description above, the increase in the average score of the experimental group and the control group shows a significant effect on the increase in student scores between pre-test and post-test. The post-test results of both the experimental class and the control class were carried out after the treatment was carried out. Based on the data in the appendix, it can be seen that there is a significant difference between the experimental class (Mean = 91 and S = 6.9) and the control class (Mean = 85.9 and S = 7.9). Furthermore, the researcher compared the t-table observation and t-table values to determine whether the use of the PLEASE strategy was significant towards student achievement in writing descriptive texts. Based on the results of the above calculations, it can be seen that $t_{count} = 4.473$. As it is known that the basic test of the hypothesis H_a is accepted if $count > t_{table}$. In testing this hypothesis, the researcher uses t-table calculation with 62 degrees of freedom ($df = N_1 + N_2 - 2$) at the 0.05 significance level. This shows that the critical value of t table is 1.66 (See attachment 5). After calculating the score, it is known that in this study the value of t count is higher than t table. This means that $count (4.473) > t_{table} (1.6)$. This means $count > t_{table}$. So, it can be concluded that H_a is accepted and this shows that there is a significant effect of using the PLEASE strategy on students' learning achievement in writing in descriptive texts.

Based on the results of the research above, it shows that there is an effect of the use of the PLEASE strategy on the learning achievement of writing descriptive texts of class VII students of MtisNurul Hakim Tembung. This can be seen from the results or scores in the experimental class which has a higher score than the control class. The results of the above research indicate that the use of the PLEASE strategy in learning to write text has a significant effect so that students who get treatment get higher scores than students who do not use this strategy.

The results of this study prove that Akincilir in Chapter II states that the PLEASE strategy is very effective in improving students' text writing skills. This research could also be included to support other related studies on the use of the PLEASE strategy as a strategy in learning.

The results of this study are related to Sury Handayani's findings entitled "The Effect of Using PLEASE(Pick-List-Evaluate-Activate-Supplay-End) Strategy toward Students' Writing ability on Descriptive Texts". This research was conducted in 2013. This study was tested using the PLEASE strategy on students' writing skills. The significant effect of these results is driven by several things such as the ease of use of the strategy for 30 students, and this strategy consists of several steps that are easy to understand to learn descriptive text, so that students feel comfortable using this strategy in the learning process, especially in writing text.

In the last section. The results of this study prove that there is a significant effect of the use of the PLEASE strategy on the learning achievement of seventh grade students of MTs Nurul Hakim Tembung, and this strategy uses interesting steps in the learning process in the classroom.

CONCLUSION

Based on the results and discussion of this study, it can be concluded that the PLEASE strategy is effective on students' writing achievement. It can be seen that count (to) > t table (tt) at a significant level of 0.05 (4.473) > t table (1.6). This means that H_a is accepted and H_o is rejected. After that the significance of this study can be seen from the average post-test score of students who have different scores where the experimental class gets 91.0 while the control class only gets 85.9.

Based on the conclusions above. It can be interpreted that this research has answered research problems and proved that the PLEASE strategy can be an effective medium to improve the writing skills of students in class VII Mts Nurul Hakim Tembung, especially in Mts Nurul Hakim Tembung, this strategy consists of six steps that are very easy for students to understand. so that it can be an interesting and innovative strategy to be applied in the teaching and learning process in the classroom.

SUGGESTION

This study shows that writing with the PLEASEN(Pick-List-Evaluate-Activate-Supplay-End) strategy can improve student achievement in writing descriptive texts. From the results of this study it is suggested that:English teachers are advised to use this PLEASE strategy, because this strategy is a creative strategy that can be used in the teaching and learning process to improve students' writing skills.Further researchers who are interested in conducting research related to this research should try to apply the PLEASE strategy to students from different levels through different genres to prove the effectiveness of the PLEASE strategy on students' writing skills.

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