

TEACHING WRITING IN RECOUNT TEXT BY USING PLEASE STRATEGY TO THE HIGH SCHOOL STUDENTS

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ABSTRACT: Writing is one of the four major skills and it is important because it needs a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. The objective of the study was to find out whether or not there was any significant difference on students' writing skill in recount text between the tenth grade students who were taught by using PLEASE strategy and those who were not. The population of the study was tenth grade students of SMAN 11 Palembang in the academic year 2016/2017. In doing the study, the writer did the experimental method by using quasi-experimental design to the two groups of students. The X IPA 5 class became the experimental group and the X IPS 2 became the control group. The two classes were chosen because they had the same level of competency in learning English. A test was the instrument for collecting the data. The test was administered twice, as the pre-test and post-test. The result showed that PLEASE strategy had a significant effect on the students' writing skill.

Keywords: *writing skill, PLEASE Strategy.*

MENGAJAR MENULIS TEKS *RECOUNT* DENGAN MENGGUNAKAN *PLEASE STRATEGY* TERHADAP SISWA SMA

ABSTRAK: Menulis adalah salah satu dari empat keterampilan utama dan penting karena memerlukan sejumlah kegiatan: menetapkan tujuan, menghasilkan ide, mengatur informasi, memilih bahasa yang sesuai, membuat konsep, membaca dan meninjaunya, kemudian merevisi dan mengedit. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan pada keterampilan menulis siswa dalam teks recount antara siswa kelas sepuluh yang diajarkan dengan menggunakan strategi PLEASE dan mereka yang tidak. Populasi penelitian adalah siswa kelas X SMAN 11 Palembang pada tahun akademik 2016/2017. Dalam melakukan penelitian, penulis melakukan metode eksperimen dengan menggunakan desain quasi-eksperimental kepada dua kelompok siswa. Kelas X IPA 5 menjadi kelompok eksperimen dan X IPS 2 menjadi kelompok kontrol. Kedua kelas dipilih karena mereka memiliki tingkat kompetensi yang sama dalam belajar bahasa Inggris. Tes adalah instrumen untuk mengumpulkan data. Tes diberikan dua kali, sebagai pre-test dan post-test. Hasil penelitian menunjukkan bahwa strategi PLEASE memiliki pengaruh yang signifikan terhadap keterampilan menulis siswa.

Kata Kunci: *keterampilan menulis, PLEASE strategi.*

INTRODUCTION

English is an international language which had many features in the daily life. Almost every element in daily life used English language for business, trading, social life, and many others. Brown (2000) defined the language is acquired by all people in much the same way; language and language learning both have universal characteristics (p. 5). On the other hand, Nordquist (2016) stated that the English language is the primary language of several countries (including Australia, Canada, New Zealand, the United Kingdom, and the United States), and a second language in a number of multilingual countries (including India, Singapore, and the Philippines)

Meanwhile, in Indonesia, English is taught as a foreign language. It meant that English is not the primary language, nor second language of Indonesia. By learning English, students could acquire knowledge in order to use it in communication both in oral and written form. In education, English had four major skills, there were as follow; listening, speaking, reading, and writing. Hedge (2000) stated:

Writing is the result of employing strategies to manage the composing process, which is one of gradually developing a

text. It involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. It is a complex process which is neither easy nor spontaneous for many second language writers (p. 302).

Writing needs the strategy which could help to manage the complex process that involved a number of activities: planning, drafting, revising and editing. The complex process was not easy especially for second language writer or ESL and EFL students. In addition, Nunan (1999) claimed that “the process writing approach involves the process-steps necessary to produce a good quality final piece of writing. The process begins by thinking about what is going to be written (choosing a topic) and collecting ideas both formally and informally” (p. 101).

Based on the observation done by the writers during the teaching practice in SMAN 11 Palembang on August 2016, many students in there were struggling while starting to write a paragraph because of the complex process of writing which in turn leads them to consider themselves as unsuccessful writer. Besides, the average score of the students was considered low

even some students got failed. This condition would make the students not interested and not motivated in writing. There were some other factors that caused difficulty in writing, they were as follow: (1) students were worried about making mistakes, (2) students had no motivation to express themselves, and 3) students felt bored with the conventional (lecturing method) that has been taught in the class.

Because of the phenomenon above, the writers wanted to apply one of the instruction strategies for writing namely PLEASE strategy. The PLEASE strategy was developed to address specific difficulties in paragraph writing which are mostly related to prewriting planning, composition, and paragraph revision (Welch, 1992). The first step of the "PLEASE" strategy, "P", stands for the action "PICK". At this step students learn to Pick their topic, Pick their audience and, Pick the type of the paragraph. The second letter, "L", refers to "LIST". Students are taught various techniques for idea generation about the topic before starting to write. The third step of the strategy, "E", represents "EVALUATE" for ongoing evaluation of the process. At this stage, students are taught to check if their list is complete

and how they can organize their notes. The forth step, "A", reminds students "ACTIVATE" their paragraph with a topic sentence. Students are taught how to write a precise and effective introductory sentence. The fifth step, "S", cues students to SUPPLY supporting ideas for their paragraphs based on the list that they have generated for the second step. The final letter, "E", reminds students to END with concluding sentence and evaluate their works.

Based on the above explanation the writers were interested in investigasting the use of PLEASE strategy to improve students' writing skill in recount text to the Tenth Grade Students of SMAN 11 Palembang.

The Concept of Writing

"Writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers" (Nunan, 2005, p. 98). In the other words, writing was the ability to express, to convert ideas, thoughts and feelings to someone else. Writing was very important in written communication. Hedge (2000) claimed:

Writing is the result of employing strategies to manage the composing process, which was one of gradually developing a text. It involved a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing (p. 302).

Writing is one of the four basic skills in language learning. It was very important in teaching and learning English. Because writing involved a number of activities and also it needed the step-by-step process, so this skill would increase if the learners keep practicing it.

The Concept of Recount Text

According to Knapp (2005), recount text, basically it is written out to make a report about experience of a series of related event. A recount is written out to inform an event or to entertain people (p. 224). In the other words, recount text told the events that happened in the past such as the childhood experiences. Seaton (2007) claimed:

Recount text was a reconstruction of something that happened in the past. It was the unfolding sequence of events over time and the purpose is to tell what happened. Recounts began with telling the reader who was involved, what happened, where this event took place and when it happened. The sequence of event was then

described in some sort of order, for instance a time order.

Recount text described about something that happened in the past. It involved the sequence of events that began with telling about who, what, where, and when the events happened in a time order.

The Concept of PLEASE strategy

The PLEASE strategy is a mnemonic strategy that provides learners with a road map for writing a paragraph. It reminds learners to carry out the following step while writing (Akincilar, 2010, p. 51).

The PLEASE strategy was developed to address specific types of written expression deficits related to prewriting planning, composition, and paragraph revision. It is designed to facilitate metacognitive problem solving, the strategy provides students with a repertoire of behaviors through the use of a first letter mnemonic that cues students on how to complete the writing task independently (p. 121).

The first step of the “PLEASE” strategy, “P”, stands for the action “PICK”. At this step students learn to Pick their topic, Pick their audience and, Pick the type of the paragraph. The second letter, “L”, refers to “LIST”. Students are taught various techniques for idea

generation about the topic before starting to write. The third step of the strategy, “E”, represents “EVALUATE” for ongoing evaluation of the process. At this stage, students are taught to check if their list is complete and how they can organize their notes. The fourth step, “A”, reminds students “ACTIVATE” their paragraph with a topic sentence. Students are taught how to write a precise and effective introductory sentence. The fifth step, “S”, cues students to SUPPLY supporting ideas for their paragraphs based on the list that they have generated for the second step. The final letter, “E”, reminds students to END with a concluding sentence and evaluate their work. The steps of PLEASE strategy were actually same with the steps of general writing, but it was easier to be used in teaching writing. The PLEASE strategy also made the students easier to remember the steps of writing.

METHODOLOGY

Research Design

In this study, the writers used one of the quasi-experimental method, the nonequivalent (Pretest and Posttest) control-group design. In this design, the experimental group A and the control group B are selected without random

assignment (Cresswel, 2014, p. 172). Both groups were given a pretest and posttest. The writers conducted the actual teaching to the sample students, both in experimental group and control group. The experimental group was taught through PLEASE strategy, while the control group was taught through lecturing method. The treatment were given for eight times.

Population and Sample

The population of the study were all the tenth grade students at SMAN 11 Palembang in the academic year 2016/2017. In this study, the writers determined the sample by using purposive sampling. Creswell (2012) stated that purposive sampling is a non-probability sampling method and it occurs when elements selected for the sample are chosen by the judgment of the researcher (p. 143). Besides that, these two classes were selected because they have the same teacher of English X IPA 5 became the experimental group and X IPS 2 was the control group.

Data Collection

In collecting the data, the writers used a writing test. Brown (2004) stated “a test is a method of measuring a person’s ability, knowledge, or performance in a given domain” (p. 3).

In this study, there were two tests administered to the students, the pre-test and the post-test. The pre-test would be done before treatment and it was used to find out the students' level of English. The post-test would be done after treatment and it was used to measure the students' achievement of writing test.

Validity and Reliability

In this study, the writers used the content validity. Then, the writers used inter-rater reliability with two raters who came from lecturer of Tridinanti University Palembang who had achieved the master degree. In scoring the test, the writers needed two raters because by using inter-rater reliability scores would be more objective. The result of calculation showed that the Cronbach' Alpha was 0.727, it means that the instrument was reliable.

FINDING & DISCUSSION

Statistical Analysis

The Result of Experimental and Control Group

The pre-test and post-test for experimental group were done in class X IPA 5 and for control group was in class X IPS 2 at SMAN 11 Palembang. The lowest score of the pre-test result of experimental group was 38 reached by 1 student and the highest score was 51

reached by 1 student. Then, the result of post-test for experimental group showed that the lowest score was 55 reached by 1 student and the highest score was 71 reached by 1 student. Meanwhile, the result of pre-test for control group showed that the lowest score was 42 reached by 1 students and the highest score was 52 reached by 3 students. Next, the result of the post-test for control group showed that the lowest score was 43 reached by 1 student and the highest score was 52 reached by 2 students. The score distribution was displayed in the table 1 and 2.

Table 1. The Score Distribution in Experimental Group

Score	Category	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
86-100	Very Good	-	0.0%	-	0.0%
71-85	Good	-	0.0%	1	2.8%
56-70	Enough	-	0.0%	34	94.4%
41-55	Low	28	77.8%	1	2.8%
0-40	Failed	8	22.2%	-	-
	Total	36	100%	36	100%

From the above table, the results of pre-test for experimental group were as follow: 77.8% (reached by 28

students) got “Low”, 22.2% (reached by 8 students) got “Failed”. After that, the results of post-test were 2.8% (reached by 1 student) got “Good”, 94.4% (reached by 34 students) got “Enough”, and 1 student got “Low” with the percentage 2.8%.

Table 2. The Score Distribution in Control

Sc or e	Cate gory	Pre-test		Post-test	
		Frequ ency	Perce ntage	Frequ ency	Perce ntage
86- 10 0	Very Good	-	0.0%	-	0.0%
71- 85	Good	-	0.0%	-	0.0%
56- 70	Enou gh	-	0.0%	-	0.0%
41- 55	Low	36	100%	36	100%
0- 40	Faile d	-	0.0%	-	0.0%
	Total	36	100%	36	100%

From the above table, the results of pre-test for control group were: 36 students got “Low” with the percentage 100%. Then, the result of post-test for control group showed the same results, those were 36 students got “Low” with the percentage 100%.

Table 3. Descriptive Analysis of Pre-test Score

		Exp	Control
N	Statistics	36	36
Range	Statistics	14	10

Max	Statistics	38	42
Min	Statistics	51	52
Sum	Statistics	1536	1717
Mean	Statistics	42.65	47.71
	Std. Error	.477	.434
Std. dev	Statistics	2.861	2.606
Variance	Statistics	8.183	6.791

Descriptive Analysis of Pre-test Score

Based on the table of descriptive analysis of pre-test score showed that number of statistic pre-test for experimental group was 36, minimum statistic of pre-test was 38 and maximum statistic was 51, mean statistic was 42.65, standard error 0.477, standard deviation statistic of pre-test for experimental group was 2.861.

Next, number of statistic pre-test for control group was 36, minimum statistic of pre-test was 42 and maximum statistic was 52, mean statistic was 47.71, standard error 0.434, standard deviation of pre-test for control group was 2.606. The descriptive analysis of post-test score was displayed in the table 4.

Table 4. Descriptive Analysis of Post-test Score

		Exp	Control
N	Statistics	36	36
Range	Statistics	16	10
Max	Statistics	55	42
Min	Statistics	71	52
Sum	Statistics	2150	1733
Mean	Statistics	59.71	48.13
	Std. Error	.576	.434
Std. dev	Statistics	3.459	11.963

Variance	Statistics	2.603	6.777
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Based on the table descriptive analysis of post-test score showed that number of statistic post-test for experimental group was 36, minimum statistic of post-test was 55 and maximum statistic was 71, mean statistic was 59.71, standard error 0.576, standard deviation statistic of post-test for experimental group was 3.459.

Next, number of statistic pre-test for control group was 36, minimum statistic of pre-test was 42 and maximum statistic was 52, mean statistic was 48.13, standard error 0.434, standard deviation of pre-test for control group was 2.603.

The Result of Paired Sample T-Test

The results of paired sample t-test could be seen from the table 5 and 6

Table 5. Paired Sample t-test for Experimental Group

	Mean	t	df	Sig (2-tailed)
Pre-test Post-test	-17.056	-27.105	35	.000

Based on the above table, the significance $0.000 < 0.05$, it means that there was a significant difference from pre-test to post-test results in experimental group.

Table 6. Paired Sample t-test for Control Group

	Mean	t	df	Sig (2-tailed)
Pre-test Post-test	-.417	-1.090	35	.283

Based on the table above, the significance $0.283 > 0.05$, it means that there was no significant difference from pre-test to post-test results in control group.

Data Analysis for Experimental group

Based on the data collected from both experimental and control group, the writers used Independent sample t-test in SPSS 16 program to compare the result of post-test between experimental and control group. The result of this analysis was shown in the table below.

Table 7. Independent Sample t-test

	T	df	Sig (2-tailed)
Equal variances assumed	16.055	70	.000
Equal variances not assumed	16.055	65.021	.000

Based on the analysis in the table above, the writer found that the significance was $0.00 < 0.05$ with the degree of freedom 70 and t-obtained $16.055 > t\text{-table } 1.994$. It means that there was a difference between post-test results of experimental group and control group.

Based on the results of analysis, the calculation indicated that the result of pre-test in experimental group was eight students got failed with the range score 0-40, and the rest twenty eight students got low score with the range 41-55, it might be caused of some factors such as the students had low motivation to start writing, they were confused with the instructions and it was difficult for them to generate their ideas. The post-test result in experimental group showed that thirty four students got enough score with the range 56-70, it was because of the treatment that had been given to them. Besides, one student still got low score with the range 41-55, it might be caused of the lack attentions during the treatment, while another one got the good score with the range 71-85 because of the full attempts, the prior knowledge, and the activeness during the teaching and learning process. The results showed the significant difference in experimental group from pre-test to post-test. On the other hand, the result of pre-test in control group showed that all thirty six students got the low score. It might be caused of some factors such as they did not have any knowledge about recount text, they were not interested in writing, and they got confused with the unclear

instructions. The post-test result also showed the same percentage that was one hundred percent or thirty six students got the low score with the range 41-55. It might because of the same factors with the same instructions but they were not given the treatment. The results showed that there was no significant difference in control group from pre-test to post-test.

Moreover, the writers found that the result based on the output values of the paired sample t-test, Sig. (2-tailed) $0.000 < 0.05$ for experimental group, it means that there was a significant difference after the treatment. Meanwhile, in control group, the output values of paired sample t-test showed that Sig. (2-tailed) $0.283 > 0.05$, it means that there was no significant difference from pre-test to post- test results.

Further, the writers also found the result based on the output values obtained Sig. (2-tailed) $0.000 < 0.05$, it means that there was a significant difference between post-test results of experimental group and control group in which the post-test results of experimental group showed the better score than the post-test results of control group. So that based on the Independent Sample T-test and Paired Sample T-test

analysis, it could be concluded that H_0 was rejected and H_a was accepted, it means that there was a significant difference in writing skill between students who were taught by using PLEASE strategy (experimental group) and those (control group) who were not. Next, during the study, the writers found some differences before and after the treatment. Students were difficult to start their writing, even though they really want to write. They could not generate the idea to be written out for their paragraph. In addition, the students got confused because of some unclear instructions. After receiving the treatment by using PLEASE strategy, they finally could express and generate their own ideas. Therefore, PLEASE strategy took the students' interests and made them easier to start writing especially in recount text. In short, it was proven that the students' writing skill by using PLEASE strategy was significantly improved. Besides, the previous related study that was done by Vildan Akincilar showed the same result that PLEASE strategy has improve the students' writing skill.

CONCLUSION

PLEASE strategy could improve writing skill of the tenth grade

students of SMAN 11 Palembang. It can be proven from the students' score after post-test given. The students' writing score between pre-test and post-test in experimental group were significantly different and the students' posttest score between experimental group and control group were also different. It means that the alternative hypotheses (H_a) was accepted and the null hypotheses (H_0) was rejected.

Suggestion

The writers would like to give some suggestions for both the English teachers and the students. They are as follow:

1. To the teacher of English, not only as the facilitators but also as educators, they should be aware of the students' needs. They should give the students stimuli to encourage them so that they could be interested to start writing and express their idea. It is also important for them to know the students' difficulties in learning English because teachers have the main role in the classroom. Then, they should find out the best techniques or methods or strategies to teach English especially for writing because writing is quite difficult

while the students are lack of motivation and knowledge in writing. In order to improve the students' writing skill, the teachers are demanded to give some clear instructions for them because the unclear instruction would make misunderstandings. Besides, the teachers should put the students as the center of the teaching and learning process. It means that students should be more active and creative in the classroom. Moreover, teachers should encourage and motivate the students to start writing. In this study, the writer proudly presents PLEASE strategy as one of the teaching method that could be applied in teaching writing especially in teaching recount text. PLEASE strategy provides some clear instructions with the mnemonic step for writing. It reduces the difficulties while start writing and also make the students more interested in learning.

2. To the students, expanding and developing the ideas or feelings are the best ways in learning writing. The students are hoped

to be brave in expressing themselves. Besides, the students should try the best attempts to keep practice because writing is not easy, it took so much time and efforts. In order to improve their writing skill, they should not to be bored in keep practice. Then, in teaching and learning process, the students should put themselves as a center and they should be brave for asking the teacher if the instructions are not clear enough or if the material is not understandable.

3. To the institutions of education in Indonesia, they should be aware of the students' development from time to time. They should also be aware of the students' environment in education such as schools, courses, or other social institutions. They should create some comfort environments for teaching and learning process by facilitating, monitoring, and revising.

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