The Effect of Using Pick List Evaluate Activate Supply End (Please) Strategy towards Students' Ability in Writing Analytical Exposition Text at the Second Year of SMAN 1 Gunung Talang

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The purpose of the research is to find out whether or not the PLEASE strategy is effective in the students' ability in writing analytical exposition text at the second year of Senior High School 1 Gunung Talang. This research uses a quantitative with quasi-experimental research with Pre-Test and Post-Test Control Group Design. The populations in this research were second year students' of Senior High School 1 Gunung Talang who were registered in the January-June period of the 2020/2021 school year. The research sample was 35 students of class XI IPA 1 as the experimental class and 35 students of class XI IPS 4 as the control class. The results of the analysis indicated that the mean of post-test score 72.49 was higher than the mean of pre-test score 68.20. Thus, in this research, the test scores were compared using of the t-test formula to determine the effectiveness of using PLEASE strategy ability in writing. The data analysis and the results of the t-test, it shows that learning using PLEASE strategy gives the better effect to students ability in writing analytical exposition text at Senior High School 1 Gunung Talang because $t_{count} < t_{table}$ at a significant level of 0.05. So, it can be concluded that using PLEASE strategy has a good effect toward students' ability in writing than without using PLEASE strategy.

Keywords:
PLEASE strategy, writing ability, analytical exposition

INTRODUCTION

The learner are expected to master the writing skill because writing is the way to express thought, ideas, and information in written form. Mather, Wedling and Robberts (2009) explain that writing is the key to success in school experience and an important communication tool that helps students learn how to organize their thought. In the new revision of the 2013 Curriculum, there are some kind of writing texts in English subject that are taught in school. They are analytical exposition, descriptive text, procedure text, narrative text and others. Analytical exposition text is a text that elaborates the writer's idea about the phenomenon surrounding. To persuade the reader or listener that there is something that, certainly, needs to get attention to analyze a topic and to persuade the reader that this opinion is correct arguments it is supported by Zahoor (1978).

One of many teaching writing strategies is PLEASE strategy. PLEASE strategy is chosen as a strategy to student's writing ability. Welch (1992) stated that the PLEASE strategy has been developed to address types of written expression deficits related to prewriting planning, composition and revision. It means that the PLEASE strategy is very suitable and has the right relationship to be applied in analytical exposition texts. Therefore, by using this strategy the students' are more motivated to produce more regular writing to be organized and integrated.

PLEASE strategy is an acronym from six strategies for each letter mnemonic, those are: Pick, List, Evaluate, Activate, Supply, End. Akincilar (2010) composes the steps of PLEASE strategy. P stands for the action pick. At this step, the students learn to pick their topic, pick their audience and pick the type of the paragraph. The second letter is L that refers to list. The students are taught various techniques for ideas about the topic before starting to write. The third step of the strategy is E that 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 is A that reminds the students to activate their paragraph with a topic sentence. The students are taught how to write a precise and effective introductory sentence. The fifth step is S that cues students to supply supporting details for their paragraphs based on the list that they have generated for the second step. The final letter is E that reminds the students to end with a concluding sentence and evaluate their work. Thus, the strategy provides a structure to help the student's develop and organize ideas for writing sentences and paragraphs. The strategy is useful because it provides clues to help the student's remember and implement activities involved in the planning and writing process.

PLEASE strategy has many benefits that are found including who will focus on writing and also easily develop ideas in a conceptual and structure manner, because they will star writing in stages. Starting from selecting the topics, making a list of ideas, evaluating these ideas, activating the topic sentence in a paragraph, displaying supporting sentences, combining sentences using conjunctions and ending with the conclusion. This strategy helps the students writing ability. This strategy is expected to provide something interesting for students, so that they can put their ideas into a structured and fun writing while learning English. This strategy can make it easier or teachers in teaching writing, especially in writing analytical exposition. In this analytical exposition text they use arguments in writing, so it is more visible how they arrange ideas, organize ideas and make mappings using this strategy.

In connection with the PLASE strategy in analytical exposition text, there have been many researchers who have done their research related to this topic. The first one is the studies of using PLEASE strategy in teaching writing a descriptive text conducted by Liza (2013). She investigated that using PLEASE strategy can improve students' writing skills and make the students active and motivated in writing. So, the students are able to generate ideas easily.

A similar study was examined by Samsul Basri (2016) that uses PLEASE Strategy to improve the students writing skills in MTs Nurul Falah Air Mesu Pangkalan baru. In this study, he discovered that there was a significant effect of using PLEASE Strategy on writing descriptive text. PLEASE Strategy was one factor in developing students writing skills such as; content, organization, structure, and

mechanics. Then, the results of his observations show that most students are able to follow the learning activity process and PEASE strategy steps very well. So that using this PLEASE strategy is able to improve students' learning outcomes in writing descriptive text.

Furthermore, Sartika et al. (2018) conducted a research on the influence of PLEASE strategy and writing interest on students' writing skills. This shows that using this strategy can influence students' writing interest in descriptive text based on the given generic structure, so that it can improve students' writing skills. In addition, Marzulina (2018) stated that the PLEASE strategy can enhance the students writing skills, mainly writing a paragraph.

According to Al-zu'bi et al. (2019), the use of the PLEASE strategy is very effective in helping students to improve writing skills by following steps so that students can develop their ideas. In this study, the students were able to enhance their writing skills by following the steps of the PLEASE strategy.

From several previous research findings above, the researcher is interested to emphasize the supply aspect in implementing brainstorming strategy. Good techniques to use can form students' creative ideas in groups. The students can motivate and support each other. Then, they feel interested in writing. Some of them use PLEASE strategy to students' writing ability. There are several steps that students must learn in order to be able to compose and write analytical exposition texts. Despite, few studies have focused on developing the content of their analytical exposition texts into writing ability. The previous research did not examine the students creating content from writing analytical exposition texts because the steps of PLEASE strategy were mostly make in terms of choosing topics, so that the students had difficulty developing their ideas in writing. In addition, previous researchers did not do a great way to form creative and unique ideas in becoming their idea.

METHOD

The design of this research was experimental research. Experimental research is a study designed to test usefulness and efficiency of teaching and learning practices, processes, strategies or media whereas. If the results are good, they can be used in classroom teaching by Sutedi (2011). This type of experiment was quasi-experimental. According to Sugiyono (2017), quasi-experiments are the development of true experimental designs that are complicated to implement.

The design of this research, the researcher used pre-test and post-test. According to Arikunto (2010), this design is a design that uses a group of research subjects from a specific population, and then divides them into two groups, namely experimental class and control class. In this research, the researcher taught two different classes; those are controlled and experimental classes. The experimental group has been treated using *PLEASE strategy* whilst the control group has been treated using conventional method.

The population in this research was all of the students from the second year of Senior High School 1 Gunung Talang. The students consist of 380 students. The research used *Cluster Random Sampling* technique to select the samples. The

researcher selected two classes of students to be taken as samples that consist of 70 students; they are XI IPA 1 as the experimental class and XI IPA 4 as the control class.

RESULT AND DISCUSSION
Research Finding (tentative)

The research findings can be seen in the following table. The table show the total students consist of 35 students.

Table 1. Descriptive Statistic

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Eksperimen	35	57	78	68.20	6.356
Post-Test Eksperimen	35	61	83	72.49	5.933
Pre-Test Kontrol	35	55	84	67.94	7.384
Post-Test Kontrol	35	58	87	70.63	7.480
Valid N (listwise)	35				

Based on the table above, it can be seen that the total students consist of 35 students. The minimum of Pre-Test Experiment class was 57, while minimum of Pre-Test Control class was 55. The maximum of Pre-Test Experiment class was 78, while maximum of Pre-Test Control class was 84. The mean of Pre-Test Experiment class was 68.20, while mean of Pre-Test Control was 67.94. Standard Deviation from Pre-Test Experiment class was 6.356, while Standard Deviation from Pre-Test Control class was 7.384. The minimum of Post-Test Experiment class was 61, while minimum of Post-Test Control class was 58. The maximum of Post-Test Experiment class was 83, while maximum of Post-Test Control class was 87. The mean of Post-Test Experiment class was 72.49, while mean of Post-Test Control was 70.63. Standard Deviation from Post-Test Experiment class was 5.933, while Standard Deviation from Post-Test Control class was 7.480.

The collected data was analyzed by paired sample t-test to answer the problem formulation of this research whether there is a significant difference between the mean students learning outcomes in the experimental class and the control class.

Table 2. Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-Test Eksperimen	-18.143	6.878	1.163	-20.505	-15.780	-15.606	34	.000
Pair 2	Pre-Test Kontrol	-9.857	5.494	.929	-11.744	-7.970	-10.614	34	.000

Based on the table above, Paired Samples Test is the main table of output that shows the results of the test was carried out. It can be seen from the significant value (2-tailed) in the table. The significant value (2-tailed) of this table is 0.000 (p<0.05). Thus, the results of the experimental class and the control class experiencing significant changes. It can be concluded that the treatment can be to students' ability in writing. Therefore, it also means that H_O is rejected and H_a is accepted. Thus, it can be concluded that there is a significant (real) difference between the mean students learning outcomes in the experimental class and the control class.

Based on the analysis above, it shows that t_o>t-table. It can be concluded that there was a significant effect of using PLEASE strategy toward students' ability in writing analytical exposition text at the second year of Senior High School 1 Gunung Talang.

Discussion

In this research, the researcher conducted quasi-experimental using PLEASE strategy and without PLEASE strategy were running well. The aim of this research is to find out whether or not the PLEASE strategy is effective in students' ability in writing analytical exposition text at the second year of Senior High School 1 Gunung Talang. Based on the data which were already collected, the PLEASE strategy was effective to writing ability. Before giving treatment, the researcher did the pre-test to know the student's prior ability in English. The student's pre-test was 68.20. After doing the treatment for four times, did the post-test to know the student's final ability in English. The student's post-test was 72.49.

The result of this research is similar to previous researches. The results of this study have a good effect; the results of this study are the same as the research of Suri Handayana and Samsul Basri who conducted experiments on Descriptive Text. So the conclusion is that this PLEASE strategy has a good effect on the writing skills of students both taught in Descriptive text and Analytical Exposition text.

CONCLUSION

The researcher conducted XI IPA 1 as the experimental class and XI IPA 4 as the control class at the second year of Senior High School 1 Gunung Talang in academic year 2020/2021. The research design was a quasi-experimental. Based on the research conducted, there was an effect of using PLEASE strategy towards students' ability in writing analytical exposition text. It was proved by the students' score of the post-test higher than the students' score in the pre-test after the treatment was already given. The mean of student's pre-test was 68.20. Then, in the student's posttest was 72.49. The result is a better effect. The students will only be able to produce good product writing when they follow the steps of the PLEASE strategy. PLEASE strategy can help the students in the writing process.

Based on the conclusion above, it can be delivered some suggestion that might be useful. The suggestions are given to the teacher, the students and the other researcher. As follow:
1. For Teacher.
   a. The English teacher is suggested to use PLEASE "Pick, List, Evaluate, Activate, Supply, and End" strategy as a strategy in the teaching and

learning process to enhance students' writing ability. It can effectively help the students to write the sentence by the sentence better.
    b. In studying writing in the classroom, the teacher is expected to be more creative in teaching students to increase teaching learning process and make students active in learning.
    c. The teacher can also use the PLEASE strategy to teach other genre of the texts. The PLEASE strategy can be applied in teaching procedure text, narrative texts, descriptive texts, and other text in the curriculum.

2. For Students.
    a. The students should be more active and think critically on expressing their idea into writing.
    b. The students should study hard and practice more in writing English to improve their writing ability.

3. For the next researcher
    a. The next researchers are suggested to implement PLEASE "Pick, List, Evaluate, Activate, Supply and End" strategy to the higher level, such as in university.
    b. The next researchers are suggested to use materials in implementing PLEASE strategy such as procedure text, narrative text, etc.

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