

**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 SENIOR HIGH SCHOOL 1 GUNUNG TALANG**

THESIS

*Submitted as a Partial Fulfillment of the Requirements to Obtain Bachelor of
Education (B. Ed) in English Language Education Program*



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2021**

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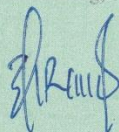
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The Effect of Using Pick List Evaluate Activate Supply End (PLEASE) Strategy towards
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Talang

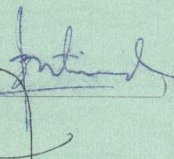
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ABSTRACT

Belviati, Rani. (2021). *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 Senior High School 1 Gunung Talang*. Thesis. Padang: English Department. Faculty of Languages and Arts. Universitas Negeri Padang.

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.*

ABSTRAK

Belviati, Rani. (2021). *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 Senior High School 1 Gunung Talang*. Thesis. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Tujuan dari penelitian ini adalah untuk mengetahui efektif atau tidaknya strategi PLEASE terhadap kemampuan siswa dalam menulis teks eksposisi analitik dikelas dua Sekolah Menengah Atas 1 Gunung Talang. Penelitian ini menggunakan jenis penelitian kuantitatif dengan metode kuasi eksperimen dengan Pre-Test dan Post-Test Control Group Design. Populasi dalam penelitian ini adalah siswa kelas dua Sekolah Menengah Atas 1 Gunung Talang yang terdaftar pada periode Januari-Juni tahun ajaran 2020/2021. Sampel penelitian adalah 35 siswa kelas XI IPA 1 sebagai kelas eksperimen dan 35 siswa kelas XI IPA 4 sebagai kelas control. Hasil analisis menunjukkan bahwa rata-rata skor Post-Test 72.49 lebih tinggi dari rata-rata skor Pre-Test 68.20. Jadi, pada penelitian ini skor tes dibandingkan menggunakan rumus t-test untuk menentukan efektivitas penggunaan PLEASE strategy dalam kemampuan menulis. Berdasarkan dari analisis data dan hasil uji-t, disimpulkan bahwa pembelajaran menggunakan PLEASE strategi memberikan pengaruh baik terhadap kemampuan menulis teks eksposisi analitik siswa di Sekolah Menengah Atas 1 Gunung Talang karena $t_{hitung} < t_{tabel}$ pada taraf signifikan 0.05. Jadi, disimpulkan bahwa menggunakan PLEASE strategi memberikan pengaruh yang baik terhadap kemampuan menulis siswa daripada tanpa menggunakan PLEASE strategi.

Kata Kunci: *PLEASE strategi, kemampuan menulis, eksposisi analitik.*

ACKNOWLEDGEMENTS

Alhamdulillah rabbil 'alaamiin, all praise be to ALLAH SWT, the lord of every living creature, with his uncountable blessing and kindness that has given the researcher good health and welfare to finish this thesis entitled: ***“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 Senior High School 1 Gunung Talang”*** as one of the requirements to obtain the Bachelor Degree (B. Ed) in English Department, Faculty of Languages and Arts, Universitas Negeri Padang. *Shalawat and Salam* is delivered to the greatest leader for human beings, the Propet Muhammad *Salallahu ‘Alaihi Wassalam*.

In the process of compiling this thesis, a lot of helps, supports, motivations, advices, and prays are coming up from the following people whom the researcher is very grateful to. To begin with, the researcher would like to express her sincere gratitude to the honorable advisor Witri Oktavia M.Pd. who has given her much attention, support, suggestion, and advice from the beginning until finishing state of this thesis. The researcher also expressed her special thanks to the examiners, Sitti Fatimah, S.S., M.Ed., Ph.D and Prof. Dra. Yenni Rozimela, M.Ed., Ph.D. who have given suggestions, guidance and ideas toward the development of this thesis. A huge thank is also given to Dra. An Fauzia Rozani Syafei, M.A the researcher’s academic advisor, for her advices and motivation during the study in English Department. In addition, the researcher would like to express his thanks to the validator Dinnovia Fennil Kher, M.Pd.

Another sincere thank is honored to the head of English Department, Desvalini Anwar, S.S, M.Hum., Ph.D., and the sectary of the department, Dr. Muhd. Al Hafizh, S.S, M.A., and for all lectures and staff in this department who have shared precious knowledge, advices in facing life and study experiences that could not be forgotten. Moreover, the researcher would like to express her gratitude to all of English teaching at Senior High School 1 Gunung Talang for giving permission also their time and cooperation during the research process.

Further, her deepest appreciation goes out to her beloved parents: Beni Kasri and Usnopia who had given her love, care, support and prayer in every single time.

The last but not least, for all friends and everyone especially for my best friend Adrian Sya'ban S.Pd who has given him much attention, support, motivations and advice for the researcher in the process of doing this thesis. So, the researcher is able to complete the thesis as well.

Padang, February 2021

The researcher

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CHAPTER I INTRODUCTION

A. Background of the Problem

The learners are expected to master the writing skill because writing is the way to express thought, ideas, and information in written form. Mather, Wedling, and Roberts (2009) explain that writing is the key to success in school experiences and an important communication tool that helps students learn how to organize their thoughts. In the new revision of the 2013 Curriculum, there are some kinds of writing texts in English subject that are taught in schools. 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.

In the supply aspect, the students are grouped brainstorming. Brainstorming can provide inspiration and broaden horizons in making decisions. Based on the problems of students who produce irregular writing results, the supply aspect can solve the problem. Claxton (2008) defines that brainstorming is a process of listing as many ideas that an individual or group

can think of on a topic. Then, she adds that brainstorming is a quick respond-and-record exercise without judgment or discussion. 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 start 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 for 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 PLEASE 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.

Based on these considerations, the researcher conducted a research entitled: 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 Senior High School 1 Gunung Talang.

B. Identification of the Problem

Based on the background above, the researcher can be identified the problem of this research "Does PLEASE strategy give good effect towards students' ability in writing analytical exposition text at Senior High School 1 Gunung Talang?"

C. Limitation of the Problem

Based on the identification of the problem above, the researcher limits the problems of this research into the effect of using PLEASE strategy towards student's ability in writing analytical exposition text at the second year of Senior High School 1 Gunung Talang.

D. Formulation of the Problem

Based on the limitation of the problem above, the formulation of the problem in this research is as follows “Does PLEASE strategy give good effect towards students’ ability in writing Analytical Exposition text at Senior High School 1 Gunung Talang?”

E. Purpose of the Research

Based on the formulation of the problem above, the purpose of the research is to find out whether PLEASE strategy give good effect towards students’ ability in writing analytical exposition text at the second year of Senior High School 1 Gunung Talang or not.

F. Significance of the Research

The finding of this research is expected to give theoretical and practical significance. Theoretically, it is expected that the result of this research can enrich the language teaching strategy especially for teaching writing ability. This theory can be used as the sources of information and references for further research on PLEASE strategy as a technique. Practically, it is expected to give the contribution for English teachers to improve their teaching quality. Then it can be the information to help students to develop their writing ability and improve their writing skill by using PLEASE strategy.

G. Definition of the Key Terms.

1. Pick list evaluate activate supply end (PLEASE) strategy

PLEASE strategy is a strategy that stands for Pick a topic, purpose and audience. List the idea about the topic. Evaluate the list of ideas and plan the best way to organize the idea. Activate the paragraph with a topic sentence. Supply the supporting sentences. End writing and evaluate your work.

2. Writing Ability

Writing ability is a process of the skill to generate ideas and developed it become some work into written form.

3. Analytical Exposition Texts.

An analytical exposition text is to give an opinion about something that happens in society.

CHAPTER V CONCLUSION AND SUGGESTIONS

This chapter deals with a conclusion and suggestion. After the researcher analyzed the data, here is the conclusion and suggestion can be described below.

A. 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.

B. Suggestion

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.
1. 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.
 2. 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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