

"PLEASE" STRATEGY AS A COOPERATIVE STRATEGY IN TEACHING WRITING ANALYTICAL EXPOSITION TEXT

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Abstract

Teaching is an activity to obtain knowledge, ideas, and information for students. Writing is one of the language skills that need to be developed. Furthermore, the text that taught in senior high school was analytical exposition text. To develop the students writing skills, the researcher used PLEASE strategy as a strategy format using mnemonic strategy. It has several steps such as pick, list, evaluate, activate, supply and end. Moreover, this research was conducted by the aims to describe the implementation of PLEASE strategy and to describe the students' responses in learning writing analytical exposition using PLEASE strategy. The researcher used a qualitative method in this research. The subject in this research was eleventh-grade students of SMA Al-Fattah. The researcher used field note, observation checklist, and questionnaire as the instrument of this research. The result showed that the implementation of PLEASE strategy was successful. The teacher was able to give an example of the steps PLEASE strategy. Then, the students could practice all the steps on PLEASE strategy. Moreover, the response of the students was good. The percentage of the questionnaire was 80% students' picked "Yes" and 20% students' picked "No". It was indicated that PLEASE strategy was given several benefits to the students.

Keywords: *Teaching, Writing, Analytical Exposition text, PLEASE Strategy.*

Abstrak

Mengajar adalah kegiatan untuk memperoleh pengetahuan, ide, dan informasi untuk siswa. Menulis adalah salah satu keterampilan bahasa yang perlu dikembangkan. Selanjutnya, teks yang diajarkan di sekolah menengah atas adalah teks eksposisi analitis. Untuk mengembangkan keterampilan menulis siswa, peneliti menggunakan strategi PLEASE sebagai bentuk strategi yang menggunakan strategi memori. Strategi ini memiliki beberapa langkah seperti memilih, mendaftar, mengevaluasi, mengaktifkan, dan mendukung dan menyimpulkan. Selain itu, penelitian ini dilakukan dengan tujuan untuk mendeskripsikan implementasi dari PLEASE strategi dan untuk mendeskripsikan respon siswa dalam pembelajaran menulis teks eksposisi analitis menggunakan PLEASE strategi. Peneliti menggunakan metode kualitatif dalam penelitian ini. Subjek dalam penelitian ini adalah siswa kelas XI SMA Al-Fattah. Peneliti menggunakan catatan lapangan, daftar observasi, dan kuesioner sebagai instrumen penelitian ini. Hasil penelitian menunjukkan bahwa implementasi strategi PLEASE berhasil. Guru mampu memberikan contoh langkah-langkah PLEASE strategi. Kemudian, para siswa dapat mempraktikkan semua langkah pada strategi PLEASE. Apalagi respon para siswa baik. Persentase kuesioner adalah 80% siswa memilih "Ya" dan 20% siswa memilih "Tidak". Dapat disimpulkan bahwa PLEASE strategi memberikan beberapa manfaat untuk peserta didik.

Kata Kunci : pengajaran, menulis, teks eksposisi analitik, PLEASE strategi.

Introduction

Teaching is an activity to obtain knowledge, ideas, and information to students. In teaching, the teacher tells students what they are learning before adding to the knowledge they have gained. Teaching activities can include everything around humans (Amilia, 2016). Teachers must make their students understand what is taught to achieve learning objectives. They are the four aspects that influence the teaching and learning process: they are the teacher, students, the learning process, and the learning situation. In teaching and learning English, there are two aspects that must be considered as language skills and language components (Sari, 2014). The language skills are speaking, listening, reading, and writing, then the language component as vocabulary, pronunciation.

Writing is one of the language skills that needs to be developed. In learning English there are four skills that must be learned, one of which is writing. To develop this ability

students are required to think critically, creatively and innovatively. Writing skills are productive skills that focus on producing and creating information in written form (Sari, 2014). Besides writing can also be used as a communication tool and make people happy (Sari, 2014). In writing learning, students can communicate in written form through the media in several ways such as expressing ideas and feelings. In teaching and learning writing, there are four approaches such as: product approach, process approach, genre based approach, process and genre based approach (Sari, 2019). The teacher most applying it. Teaching writing is important because it helps students deliver messages and integrate with other skills (Liza, 2013). To produce quality writing, writers need time to write, because writing text can not be done instantly, but it needs a process to do it.

The texts taught in high school are narrative, recount, procedure, descriptive, news items, reports, analytical exposition, hortatory exposition, spoof, explanation, discussion, and text review (Hilmi, 2013).

One type of text taught in class XI of high school is analytical exposition. Analytical exposition is a text that has a perspective on the problem (Sari, 2014). Students can write down several problems that develop in society, then convey their arguments in different perspectives. Students are required to explain some arguments in a broader scope. Then, the readers can trust the truth.

The practitioner in foreign language education should find any possible solution in delivering the best teaching methods and strategies in teaching English (Sari, 2019).

To positively modify the classroom situation and make the teaching-learning process live, the researcher wants to propose an alternative strategy, which is known as the "PLEASE Strategy". PLEASE Strategy is one of the mnemonic strategies that gives students a road map for writing paragraphs (Marzulina, 2018). PLEASE Strategy is defined as a language learning strategy that makes students learn easier, faster, more enjoyable, more independent and more effective. PLEASE the strategy can help

improve students' writing skills especially in paragraph writing. In this strategy students are required to write gradually starting from the determination of ideas and build ideas in a whole paragraph. Therefore, the teacher needs to be more creative in teaching, including the use of technique. Therefore the researcher makes some research with the title " *Please Strategy*" as a *Cooperative Strategy in Teaching Writing Analytical Exposition Text* " is expected to neutralize or reduce the difficulty in writing analytical exposition text.

Research Method

Research designs are types inquiry with qualitative, quantitative, and mixed methods approaches that provide specific direction for procedures in a research design (Creswell, 2012). Here the researcher used qualitative as research design of this research.

Qualitative research is analyze the data for description and themes using text analysis and interpreting the larger meaning of the findings (Creswell, 2012). Qualitative research was approach for exploring and

understanding the meaning individuals or groups ascribe to a social or human problem. In qualitative research, it was data observation checklist, field note and questionnaire.

Findings and Discussion

Findings

The Implementation of PLEASE strategy in Teaching Writing Analytical Exposition Text

The Observation was one of the data sources in compiling these research findings. The researcher describes the activity in the classroom. The observation was done three times.

First Observation

Based on the observation on October 22nd 2019 by the researcher. There were three steps in teaching-learning that were pre-teaching, whilst-teaching and post-teaching. When teaching and learning were begun, the students were enthusiastic. They could answer the teacher question. But,

firstly they keep silent and the class was quiet.

Then, the teacher taught the students, they greeted the students and checked the presence. The teacher asked the students to make a small group discussion. The students

would be divide into 4 small groups (2 female groups and 2 male groups). That each group contained a 5 until 8 persons. After

that, she wrote the analytical exposition and she asked the student about the material

“who knows the definition of analytical exposition?”, suddenly students that call Nadiya said " analytical exposition is a text that tells about phenomena in living. Then

the teacher said, "good job Nadiya, thank you". After that, the teacher said that today

they would like to learn about analytical exposition text. The teacher asked to the students to open page 67. The teacher asked to the students to gather with their group.

Because the time was limit, the teacher divided the material become 4 based on the number of group. The students must attention about task 8. The group one declared the analysis about paragraph one



(thesis), the group two must analyze the second paragraph (argument), the group three must analyze the third paragraph (reiteration) and the four group must conclude the element of analytical exposition based on the presentation of each group, such as the definition, social function, generic structure and language features of the text. After that they must show the result of the discussion in front of the class. When the students showed the result of analysis the teacher and each group was given some question to the group presentation. After the last presentation was done, the teacher gave the result about the material clearly.

The teacher gave occasion to the students and they can be asked some question used bahasa. Before finished the teacher reviewed the material. The teacher said that in the next meeting the teacher would like to practice written analytical exposition used PLEASE strategy. After that, she closed the lesson with prayer and saying hamdalah.

Second Observation

The second observation was held on October 24th 2019. In the second meeting, the teacher asked the student to gather with their group. In this meeting, the teacher shared a form of PLEASE strategy. This meeting used discussion as the teacher said in the first meeting. The students freely discussed with their group. The classroom procedure divided into the various steps : discuss the topic, make the main idea, give an argument, make a conclusion and the last was collected the form.

The meeting begun. The teacher greets and asked the students condition. The teacher distributed the form of PLEASE strategy. The teacher delivered some information about today's activity. The students expected to stand with their group. This session spent approximately 15 minute

On the discussion session, the students could express their idea. They were allowed to use a dictionary in order to get an arrangement of their idea. The teacher applied PLEASE strategy in writing analytical exposition by using a form. The form was appropriated PLEASE strategy.

The strategy started to search for a topic with the members of the group until getting some conclusion.

Third Observation

The third observation was held on October 29th 2019. The material in the last meeting was written analytical exposition text based on the form of PLEASE strategy on a piece of paper without the steps. These activities were spent 20 minutes. The goal of these meeting was the students could apply PLEASE strategy in writing analytical exposition text. Then, the researcher could know the students respond in implementing PLEASE strategy on writing an analytical exposition text used questionnaire. There is the whole session of these meeting as follow :

The teacher opened the class for about 7 minutes. The teacher opens the class by saying " Assalamu'alaikum Wr. Wb." And the students respond. The teacher asked the students to gather with their group. The teacher prepared to distribute the form based on the group members. Besides that, the presence list turned around. The teacher

explained today's activity. The students were started to write. These activities spent 20 minutes.

Then the teacher distributed a questionnaire. The teacher explained the questionnaire content, the students were given attention. After that, they were filled by the questionnaire. Then the bell was rung. The students collected it to the teacher desk. The class was ended. The teacher greeted the students and leave the class.

4.1.2 The Students Response of PLEASE Strategy

The questionnaire is one of the data sources in compiled these research findings. The questionnaire was taken on the third meeting. The researcher used 10 statements to know the students' response. It contained two answers such as yes and no. it distributed on 26 students of XI-IPA. It's to know the students' response in the teaching-learning process by using a new strategy. It contained the positive statement of the advantages PLEASE strategy. Then the

researcher showed the response of the students based on the table :

Table 4.1.2.

Questionnaire Result

No	Statement	Respond	
		Yes	No
1.	I Understand PLEASE strategy	25	1
2.	PLEASE strategy can make me more creative in writing analytical exposition	20	6
3.	I get the advantages of writing analytical exposition using PLEASE strategy	22	4
4.	“PLEASE” strategy can make me able in writing task	22	4
5.	Analytical exposition material given by the teacher using PLEASE strategy is easy to understand	18	8
6.	PLEASE strategy is a suitable strategy to improve my writing skills actually on analytical exposition	18	8
7.	PLEASE strategy can help me to start my writing in sequence	21	5
8.	I can explore my idea on a paragraph by using PLEASE strategy in writing analytical exposition	22	4
9.	Writing analytical exposition by using PLEASE strategy can make the learning process challenging	19	7
10.	PLEASE strategy can help me to write independently	21	5
Total		208	52

To know the percentage of the students' response on the questionnaire the

researcher used some formula to count it.

The formula was :

$$P = \frac{N}{R} \times 100\%$$

Source: (Arikunto, 2012)

P : Percentage

N : Number of answer score by trial subject

R : Number of Respondents

The researcher declared how to count the students' response based on the formula.

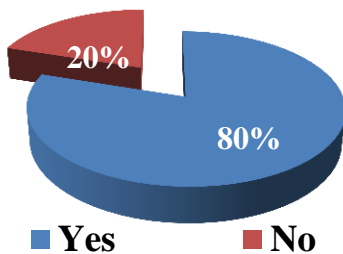
Then, the outcome was :

$$Yes = \frac{208}{26 \times 10} \times 100\% = 80\%$$

$$No = \frac{52}{26 \times 10} \times 100\% = 20\%$$

Based on the outcome that the researcher counts. The researcher showed the result used some diagram. The diagram was :

Figure 1.2 Students Response



The students could respond to the questionnaire based on their experience and feel in the teaching-learning process. Based on the result and the diagrams showed the students' response to the questionnaire was positive. Most of the students could agree with the statement. Most of the student picked "Yes" because all the questionnaire were a positive statement. So they picked a positive response. But a small part of the students disagreed with the statement. They picked "No" because they couldn't give the advantages of PLEASE strategy or they were difficulties way to learn.

Discussion

The Implementation of PLEASE strategy on Teaching Writing Analytical Exposition

Based on the three observations, the strategy that used on teaching writing analytical exposition was PLEASE Strategy. The class adopted this strategy to make the students more creative. The teacher used the form of PLEASE strategy to make the students easier to understand. The theme of

the analytical exposition was free. Before the students' practiced the strategy, the teacher was giving the simulation. The teacher gave an example of how to practice the technique step by step. PLEASE strategy was more than one step. The students must understand the step. There were six steps in writing analytical exposition used PLEASE strategy. It started from picking a topic, list a topic, evaluates the topic, activated the topic with making the main idea, supply the main idea with a supporting idea, and the last was make conclusion or solution.

Based on the analysis, PLEASE strategy was a strategy used in the written task of analytical exposition. The classroom procedure to apply this strategy was introducing the strategy, make a group discussion, applied the technique and practiced in the written task. Based on the observation, the goal to apply this strategy was to make the students more creative, the students could explore their idea in sequence and the student could be write independently. So the students must be mastered in written task actually analytical exposition used

PLEASE strategy. It includes the oral competency and grammatical rules, that is relevant to the level of writing.

The Students Response of Implementation PLEASE strategy in

Teaching Writing Analytical Exposition.

Based on the result of the questionnaire, the researcher concludes that most of the students were a good response. Most of the students stated that they could apply the strategy and practice the strategy in written form. It was the result of the questionnaire that showed in the table.

Table 4.2.2.

Questionnaire Result

No	Statement	Respond	
		Yes	No
1.	I Understand PLEASE strategy	96%	4%
2.	PLEASE strategy can make me more creative in	77%	23%

	writing analytical exposition				writing skills actually on analytical exposition		
3.	I get the advantages of writing analytical exposition using PLEASE strategy	85%	15%		7. PLEASE strategy can help me to start my writing in sequence	81%	19%
4.	“PLEASE” strategy can make me able in writing task	85%	15%		8. I can explore my idea on a paragraph by using PLEASE strategy in writing analytical exposition	85%	15%
5.	Analytical exposition material given by the teacher using PLEASE strategy is easy to understand	69%	31%		9. Writing analytical exposition by using PLEASE strategy can make the learning process challenging	73%	27%
6.	PLEASE strategy is a suitable strategy to improve my	69%	31%				

10.	PLEASE strategy can help me to write independently	81%	19%
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To know the result of the questionnaire, It needed to check the result on the questionnaire based on the table. After that, it should be compared with the eligibility table to know the quality. The eligibility table was:

Table 4.2.2 The Eligibility Table

Percentage	Level of Eligibility	Information
80% - 100%	Very Good	Used
66% - 79%	Good	Used
56% - 65%	Pretty Good	Used (Conditional)
40% - 55%	Less Good	Revise
<39%	Bad	Not used

Source: (Arikunto, 2012)

From the table of output the questionnaire, the researcher stated that most of the students given a positive response. Moreover, based on the eligibility table, the researcher conclude that various response was on a very good and good level. The various response was on 66% until 96%.

Various students picked the negative response but the percentage was little. It can be concluded that the average response was very good. Furthermore PLEASE Strategy was useful on writing analytical exposition because the strategy was a very good response based on the result of the questionnaire. Then if the response was very good or good, so it concluded that PLEASE Strategy was a useess or acceptable strategy on teaching writing analytical exposition.

Conclusion

From the research findings, the researchers concluded that:

1. The outcome of the implementation of PLEASE strategy in the observation was successful. The students and the teacher was successful showed the steps of PLEASE

strategy and the students was successful to practiced very well.

2. Based on the outcome of the questionnaire and the teaching-learning activity, the percentage of the questionnaire was 80% students' picked "Yes" and 20% students' picked "No". It was indicate that PLEASE strategy was given several benefit to the students.

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