The Implementation of PLEASE Strategy to Enhance the Students Writing Skills

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ABSTRACT

This classroom action research study explores the implementation of the PLEASE strategy to enhance the writing skills of eighth-grade students at SMPN 19 Kabupaten Sorong. The sample comprises 23 students, with an initial mean score of 59.61 on the pretest or diagnostic test. The study is conducted over two cycles, with the average score for posttest 1 in the first cycle showing a notable increase to 68.37. Subsequently, in the second cycle, the average score further improved to 81.79. The results demonstrate a significant enhancement in students' writing skills following the integration of the PLEASE strategy into the instructional approach. The findings suggest that the systematic focus on planning, listing ideas, evaluating content, organizing arguments logically, structuring drafts effectively, and critically evaluating work has positively impacted students' writing proficiency. The study underscores the effectiveness of the PLEASE strategy in fostering students' writing competencies and highlights its potential to support students in developing essential skills for effective written communication. The outcomes of this research contribute valuable insights into the benefits of incorporating structured writing strategies like PLEASE into classroom practices to enhance students' writing skills and promote academic success.
Key words: PLEASE Strategy; Writing Skills

INTRODUCTION

Writing is a foundational skill that plays a vital role in academic achievement and communication across various disciplines. However, many students encounter challenges in developing their writing skills, including difficulties in organizing ideas cohesively, structuring arguments logically, and revising their work effectively (Tasya, 2022). These writing problems can impede students' ability to express themselves clearly and impact their overall academic performance. In response to these challenges, educators are continually seeking innovative strategies to support students in enhancing their writing proficiency.

One common writing problem faced by students is a lack of clarity and coherence in their written compositions (Ramos & Gatcho , 2020). Students may struggle to articulate their ideas in a structured and logical manner, leading to disjointed and confusing writing. Additionally, students often find it challenging to revise and edit their work comprehensively, resulting in errors in grammar, punctuation, and overall coherence. These writing difficulties can hinder students' ability to convey their thoughts effectively and communicate their arguments persuasively.

The PLEASE strategy, which stands for Plan, List, Evaluate, Arrange, Start, and Evaluate, offers a systematic approach to address the writing problems that students encounter (Nasution, 2021). By breaking down the writing process into sequential steps, the PLEASE strategy provides students with a clear framework for planning, drafting, revising, and finalizing their written work. This strategy aims to help students overcome their struggles with disorganized writing, lack of coherence, and ineffective revision practices by guiding them through each stage of the writing process methodically (Basri, 2016).

Research in the field of language education has demonstrated the effectiveness of explicit instruction in writing strategies, such as the PLEASE strategy, in improving students' writing skills. By teaching students how to plan their writing, generate detailed lists of ideas, evaluate their content critically, arrange their arguments logically, start drafting with a clear structure, and evaluate their work rigorously, educators can empower students to become more proficient and confident writers. The structured nature of the PLEASE strategy promotes metacognitive awareness, encourages self-regulation, and fosters a deeper understanding of the writing process (Milford & Harrison, 2010).

The implementation of the PLEASE strategy in the classroom setting addresses the specific writing problems that students face, such as disorganized thoughts, lack of coherence, and challenges in revising and editing their work (Sinambela & Sinulingga, 2013). By providing students with a systematic framework for approaching writing tasks, educators can support individual learning needs, enhance students' writing fluency, and promote higher levels of writing quality. The interactive and collaborative nature of the PLEASE strategy encourages students to engage actively in the writing process, seek feedback from peers and teachers, and reflect on their writing practices.

Furthermore, exploring the effectiveness of the PLEASE strategy in addressing students' writing problems through research can offer valuable insights into its impact on students' writing skills development. By collecting data on students' writing performance before and after implementing the PLEASE strategy, educators can assess improvements in writing quality, coherence, and revision practices. This research can inform evidence-based practices in writing instruction, guide educators in tailoring their teaching approaches to meet students' needs and contribute to ongoing professional development efforts aimed at enhancing students' writing skills.

LITERATURE REVIEW

Previous Related Study

Sinambela & Sinulingga (2013) conducted a classroom action research to enhance students' performance in writing hortatory exposition text by implementing the

PLEASE (Pick, List, Evaluate, Activate, Supply, End) method. 41 students from class XI IA 2 at SMA Negeri 1 Tanjung Morawa were the research subjects. Analysis of the data from the two cycles of classroom action research revealed a progression in students' scores. The scores increased from 49.88 in test I to 64.90 in test II during cycle I, and further improved to 74.23 in test III during cycle II. According to the statistics, the implementation of the PLEASE (Pick, List, Evaluate, Activate, Supply, End) method led to a considerable enhancement in students' performance in composing hortatory exposition texts. English teachers are recommended to utilize the PLEASE technique as an option for teaching hortatory exposition text in the classroom.

Milford & Harrison (2010) demonstrates the efficacy of the PLEASE Strategy, an intervention created using the SRSD approach to tackle the specific writing challenges faced by an 11-year-old kid with a chronic illness. Harris and Graham developed the self-regulated strategy development (SRSD) approach based on effective writing skills and techniques to improve composition skills. This method has proven to be successful with both kids with and without learning disabilities who are facing challenges in writing, regardless of whether their issues are related to fundamental or advanced writing skills. SRSD instruction is characterized by explicit teaching, interactive learning, individualized instruction, and criterion-based assessment. It involves an ongoing process where new strategies are introduced and older ones are revised and adapted for current learning situations.

Writing Skills

Writing skills encompass a range of abilities that enable individuals to effectively communicate their thoughts, ideas, and arguments through written language. The concept of writing skills involves not only the technical aspects of writing, such as grammar, punctuation, and spelling, but also higher-order cognitive processes, including critical thinking, organization, and coherence (Sa'adah, 2020). Strong writing skills are essential for academic success, professional communication, and personal expression, as they allow individuals to convey complex information, persuade others, and engage in meaningful dialogue.

One key aspect of writing skills is the ability to organize ideas cohesively and structure arguments logically. Effective writers can arrange their thoughts in a clear and coherent manner, guiding readers through a logical progression of ideas and supporting evidence (Nafiah, Susilohadi, & Sulistyawati, 2018). This organizational skill involves creating a well-defined structure for written compositions, including introductions, body paragraphs, and conclusions, to ensure that the content flows smoothly and the message is conveyed effectively.

Another critical component of writing skills is the capacity to revise and edit written work comprehensively (Syahriyanti, Gaffar, & Nur, 2022). Skilled writers engage in the process of revising their drafts, refining their ideas, clarifying their arguments, and improving the overall quality of their writing. Revision involves

evaluating the content, structure, and style of the text, making necessary changes to enhance clarity, coherence, and impact. Effective writers also pay attention to editing tasks, such as proofreading for errors in grammar, punctuation, and spelling, to ensure that their writing is polished and professional (Berhanu, 2021).

PLEASE Strategy

The PLEASE Strategy is utilized in the writing process to enhance pupils' paragraph writing skills. Chadha (2008) mentioned that the PLEASE strategy is utilized to enhance pupils' paragraph writing skills. The PLEASE strategy is a method that helps pupils initiate their writing process and develop ideas for paragraphs (Liza & Refnaldi, 2013). Students can follow each step based on the acronym PLEASE to help them comprehend what they wish to write. Boyle & Scanlon (2010) explains that when instructing students on paragraph construction, the PLEASE strategy involves the following steps: P (Pick a topic), L (List ideas about the topic), E (Evaluate the list), A (Activate the paragraph with a topic sentence), S (Supply supporting sentences), E (End with a concluding sentence and evaluate the work).56 Furthermore, the PLEASE strategy can be taught for paragraph writing. The PLEASE strategy is an acronym for Pick, List, Evaluate, Activate, Supply, and End (Brownell, Smith, Crockett, & Griffin, 2012). Chadha, (2008) states that the PLEASE strategy instructs students to select a topic, create a paragraph list, assess the list, introduce the paragraph with a main sentence, provide supporting sentences for the issue, and conclude the paragraph.

METHOD

Design and Samples

The research design for investigating the use of the PLEASE strategy to improve students' writing skills was a classroom action research approach. Classroom action research involves a cyclical process of planning, implementing, observing, and reflecting on instructional practices to enhance student learning outcomes. In this study, the researcher collaborated with educators at SMPN 19 Kabupaten Sorong to implement the PLEASE strategy in the classroom setting, collected data on students' writing performance, and evaluated the impact of the strategy on students' writing skills over multiple cycles of action and reflection.

The sample for this study was consisted of eighth-grade students at SMPN 19 Kabupaten Sorong, totaling 23 students. The selection of eighth-grade students was based on their developmental stage and academic readiness to engage in writing tasks that require critical thinking, organization, and revision skills. The sample size of 23 students allows for a manageable group size that facilitates individualized attention and feedback during the implementation of the PLEASE strategy. The diverse composition of the student sample provided insights into the effectiveness of the strategy across a range of writing abilities and learning styles.

Instrument and Procedure

The research instrument for assessing the impact of the PLEASE strategy on improving students' writing skills will be a writing test. The writing test will be designed to evaluate students' ability to plan, organize, develop, and revise written compositions following the implementation of the PLEASE strategy. The test will include prompts that require students to apply the components of the PLEASE strategy, such as planning their writing, creating detailed lists of ideas, evaluating their content, arranging arguments logically, starting drafting with a clear structure, and evaluating their work critically. The writing test will be structured to measure students' writing quality, coherence, organization, and revision practices before and after the intervention.

The procedure for collecting data will involve administering the writing test in multiple stages. Initially, a pre-intervention assessment will be conducted to establish a baseline of students' writing skills. Following this, educators will introduce the PLEASE strategy to students and provide guidance on its application in writing tasks. Students will engage in writing activities that incorporate the PLEASE strategy, receiving feedback and support from educators throughout the process. Subsequently, a post-intervention assessment will be administered to evaluate any improvements in students' writing skills after implementing the PLEASE strategy. The writing tests from both the pre-intervention and post-intervention assessments will be scored based on predefined criteria related to writing quality, coherence, organization, and revision practices. Data analysis will be conducted to assess the effectiveness of the PLEASE strategy in enhancing students' writing skills and to identify any significant changes in their writing performance.

Data Analysis

The data analysis for assessing the effectiveness of the PLEASE strategy in enhancing students' writing skills will involve comparing the results of the writing tests administered before and after the intervention. The writing tests will be evaluated based on predefined criteria related to writing quality, coherence, organization, and revision practices to measure students' performance in these areas. By analyzing the pre-intervention and post-intervention writing test results, educators can identify any improvements or changes in students' writing skills following the implementation of the PLEASE strategy. Statistical analysis may be employed to determine the significance of any observed differences in students' writing performance, providing insights into the impact of the strategy on enhancing students' ability to plan, organize, develop, and revise their written compositions. Additionally, qualitative analysis of students' written work may be conducted to gain a deeper understanding of the specific writing skills that have been developed or strengthened through the use of the PLEASE strategy,

complementing the quantitative data from the writing tests. In classifying the result of the students score, the researcher used the following table:

Table 1. The Scoring Classification of the Students Writing Skills

Classification	Score
90-100	Excellent
80-89	Very Good
70-79	Good
60-69	Fairly Good
50-59	Fair
<50	Poor

(Hasri, Ampa, & Ilmiah, 2021)

RESULT AND DISUSSION

After applying PLEASE Strategy in the classroom, the result of the students writing skills in each cycle can be seen in the following table:

Table 2
The Students Score in Writing Skills

Score	Classification	Diagnostic Test		Posttest Cycle I		Posttest Cycle II	
		F	P	F	P	F	P
Excellent	90-100	0	0	0	0	0	0
Very Good	80-89	0	0	1	4,348	13	56,52
Good	70-79	3	13,04	11	47,83	7	30,43
Fairly Good	60-69	7	30,43	10	43,48	3	13,04
Fair	50-59	8	34,78	1	4,34	0	0
Poor	<50	5	21,74	0	0	0	0
Total		**23**	**100**	**23**	**100**	**23**	**100**

Table 2 above displays the students' scores from the diagnostic test to the posttest in cycle II. Out of the 13 pupils that took the diagnostic test, 5 students (21.74%) received a low score and 8 students (34.78%) received a fair score. 7 students, accounting for 30.43%, received a fairly good score, while 3 students, representing 13.04%, achieved a good mark. Three pupils are classified as having a strong score, although nearly half of the students received a fair score when looking at the percentages. In pretest or diagnostic test, kids' writing ability is deficient.

After completing cycle 1, the researcher administered a posttest, revealing an improvement in the students' scores as seen in table 2 above. It may be demonstrated by the pupils' scores that none of them had an extremely low score. Only one

student, accounting for 4.34%, received a decent score. The kids that had fairly good scores increased to 10 individuals, which represents 43.48% of them. In cycle 1 of the posttest, 11 students (47.83%) achieved an excellent score, while 1 student received a very good score. There was an enhancement in the student's writing skills from the pretest to posttest cycle I. In the posttest of cycle II, only 3 students (13.04%) achieved a fairly decent score. 7 students, accounting for 30.43%, received a good score, while 13 students, representing 56.52%, received a very good score. Clearly, the implementation of the PLEASE strategy enhances pupils' writing skills.

The researcher classified the students' scores and then determined the mean score for each cycle. The students' average score is displayed in the table below.

	Diagnostic Test	Posttest Cycle I	Posttest Cycle II
Mean Score	59,61	68,37	81,79

The data shows that the students' mean score on the pretest or diagnostic test was 59,61. The average score for posttest 1 of the cycle was 68,37. Following the second cycle of treatment, the average score rose to 81,79. The study demonstrated that utilizing PLEASE strategy improved the students' writing skills. The students writing skill improvement can be seen in the following chart:
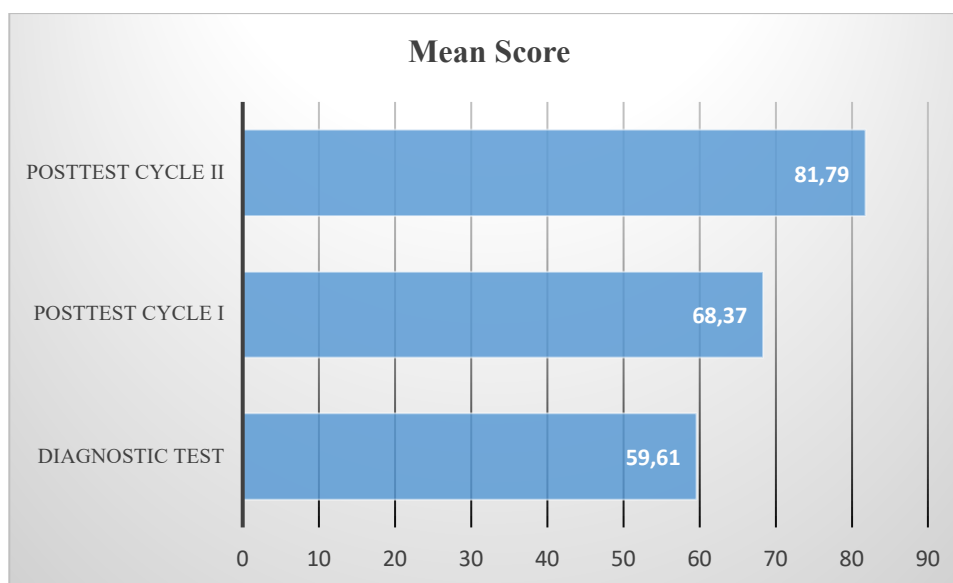

Figure 1. The Students' Means Score in Diagnostic Test, Cycle I dan Cycle II

The implementation of the PLEASE strategy in improving students' writing skills through action research presents a valuable opportunity to enhance students' writing proficiency by focusing on planning, organizing, and revising written compositions. The PLEASE strategy, which emphasizes the importance of planning, listing ideas, evaluating content, arranging arguments logically, starting drafting with a clear

structure, and evaluating work critically, provides a structured framework for students to develop their writing skills systematically. By integrating the PLEASE strategy into classroom instruction, educators can support students in cultivating essential writing competencies that are crucial for effective communication and academic success.

Action research serves as a robust methodology for investigating the impact of the PLEASE strategy on students' writing skills, as it involves a cyclical process of planning, implementing, observing, and reflecting on instructional practices to enhance student learning outcomes. Through multiple cycles of action and reflection, educators can collaboratively work with students to implement the PLEASE strategy, collect data on students' writing performance, and evaluate the effectiveness of the strategy in improving students' writing skills. This iterative approach allows for ongoing adjustments and refinements to the instructional practices based on the data collected, fostering continuous improvement in students' writing abilities.

The data analysis conducted as part of the action research process plays a critical role in assessing the effectiveness of the PLEASE strategy in enhancing students' writing skills. By comparing the results of pre-intervention and post-intervention writing tests, educators can identify any changes or improvements in students' writing quality, coherence, organization, and revision practices following the implementation of the PLEASE strategy. The analysis of quantitative data, such as scores on the writing tests, can provide insights into the impact of the strategy on students' writing performance and help educators make informed decisions about instructional strategies to support further development of students' writing skills.

In addition to quantitative data analysis, qualitative analysis of students' written compositions can offer a deeper understanding of the specific writing skills that have been developed or strengthened through the use of the PLEASE strategy. By examining students' use of planning, organization, argument development, and revision techniques in their writing, educators can gain insights into the areas where students have shown progress and identify areas for further development. This qualitative analysis complements the quantitative data from the writing tests and provides a more nuanced understanding of the impact of the PLEASE strategy on students' writing skills.

Furthermore, the collaborative nature of action research allows for active engagement and participation of students in the process of improving their writing skills through the implementation of the PLEASE strategy. By involving students in setting writing goals, implementing the strategy, and reflecting on their writing practices, educators can empower students to take ownership of their learning and develop a growth mindset towards writing. This student-centered approach fosters a supportive learning environment where students are encouraged to experiment with different writing techniques, receive constructive feedback, and reflect on their writing processes to enhance their skills continuously.

The findings from the action research study on the use of the PLEASE strategy to improve students' writing skills can have implications for instructional practices in the classroom and curriculum development. By demonstrating the effectiveness of the PLEASE strategy in enhancing students' writing proficiency, educators can advocate for the integration of similar writing strategies into the curriculum to support students' development of essential writing skills. The insights gained from the study can inform professional development initiatives for educators to enhance their instructional practices in teaching writing and provide targeted support to students in improving their writing skills.

In conclusion, the use of the PLEASE strategy in action research to improve students' writing skills offers a structured and systematic approach to enhancing students' writing proficiency through planning, organizing, and revising written compositions. By engaging in collaborative inquiry, data analysis, and reflection, educators can assess the impact of the strategy on students' writing skills, identify areas for improvement, and make informed decisions to support students' development as proficient writers. The findings from the study can inform instructional practices, curriculum development, and professional development initiatives to enhance students' writing skills and promote effective communication in academic and real-world contexts.

CONCLUSION

In conclusion, the implementation of the PLEASE strategy through action research presents a structured and systematic approach to enhancing students' writing skills by focusing on planning, organizing, and revising written compositions. By engaging in collaborative inquiry, data analysis, and reflection, educators can assess the impact of the strategy on students' writing proficiency, identify areas for improvement, and make informed decisions to support students' development as proficient writers. The findings from this study can inform instructional practices, curriculum development, and professional development initiatives to enhance students' writing skills and promote effective communication in academic and real-world contexts.

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