

Utilizing PLEASE Strategy as a Metacognitive Writing Process in Teaching Writing a Recount Text for Students' Writing Skills and Motivation

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Abstract

Writing is a process-oriented language skill requiring students to construct and develop ideas and thoughts in written form. This study was designed to investigate whether there is an effect of PLEASE strategy on students' writing skills and motivation to recount texts among 11th-grade students. This study employed a quasi-experimental design on both experimental and control classes. The data were collected through writing tests to measure writing skills and a writing motivation questionnaire to analyze writing motivation. The data were analyzed statistically using a t-test after complying with Normality and Homogeneity test. The results revealed that PLEASE strategy affected student's writing skills and motivation to recount texts compared to teacher-centered strategy. PLEASE strategy promoted a metacognitive skill within the writing process on recount texts. This was favorable to assist the students in planning, monitoring, and evaluating writing through the steps of Pick, List, Evaluate, Activate, Supply, and End, and motivate the students to write extrinsically and intrinsically. This study recommended broader implementation of PLEASE strategy to teach the writing process across other text genres in all stages of education.

Keywords: Metacognitive writing process, PLEASE strategy, recount text, writing motivation, writing skills



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1. Introduction

Teaching writing is a learning activity to teach the students to express their ideas, thoughts, and feelings in a written form. According to (Rahmalia & Desfiyenti 2022), teaching writing is not only putting words into a piece of paper but also assisting the students to create good writing that is understandable for the readers. Therefore, teaching writing is a process of training the students about how to arrange ideas in a written form. Caswell and Mahler (2004) state that teaching writing gives the students chances to develop thinking skills. It can be said that the students process and analyze their thoughts before writing using their views. Furthermore, Linse (2005), teaching writing is considered a complex process in which the final piece of writing comes from many steps that make a thinking process. Finally, Gawron and Wolpert (2014) state teaching writing is about putting together ideas and guiding the students to communicate to the readers to the best of their ability. It means that teaching writing helps sharpen the student's writing skills. From the definitions, Therefore, teaching writing is essential for the students as an active, productive activity (Moybeka et al., 2023).

In senior high school contexts, teaching writing provides students with knowledge, experiences, and strategies for writing simple to more complex texts (Eliwarti & Aruan, 2018). However, students at senior high schools mainly encountered difficulties in developing writing recount texts to construct ideas into good, understandable, and readable writing (Siswita & Al Hafizh, 2014). Then, Aininna (2014), the students at senior high school are not confident enough to express their ideas on a piece of paper in English. Students think that writing is a boring and difficult activity to construct ideas into good, understandable, and readable writing. Moreover, in this current study, the writer found the students faced writing problems in generating ideas and organizing them on recount texts. It means that an English teacher should be able to provide a strategy to make the students able to write, especially on recount texts. The strategy is supposed to solve the student's writing difficulties such as lack of generating ideas and low motivation. In the process of teaching writing, teachers have an important role as John (1997) states,

“The teacher's role is to help students develop viable strategies for getting started (finding topics, generating ideas and information, focusing and planning structure and procedure), for drafting, (encouraging multiple drafts of reading), for revising (adding, deleting, modifying and rearranging ideas), and for editing (attending to vocabulary, sentence, structure, grammar, and mechanics)”

PLEASE strategy has been extensively studied as an effective approach to teaching writing for improving students' writing skills. These studies discovered that PLEASE strategy helped the students think, write, and develop ideas step by step so that the paragraphs were arranged well (Mahdiyah et al., 2020 and Asri, 2022) and also elicit the students' prior knowledge in expressing their past experiences in the form of writing recount texts (Dewi, 2020). In addition, PLEASE strategy helped students overcome the difficulties during the writing process to improve their self-esteem (Atmojo, 2021). Then, Habib (2023) suggests that PLEASE strategy in the writing process becomes the solution to improve the student's writing skills and is helpful for the students in the writing process such as prewriting, planning, drafting, and revising by remembering and applying the activities in PLEASE strategy. In conclusion, PLEASE strategy affected the students' writing skills and motivation to recount texts.

However, the existing literature reveals some research gaps. The current research mostly examines the short-term effects of PLEASE strategy on the student's writing performance. Few studies explore the impacts of PLEASE strategy on their writing motivation and self-regulation related to the metacognitive ability to write, specifically on recount texts. This leaves highlighted gaps in understanding PLEASE strategy in teaching writing. Therefore, a critical study needs to be undertaken to investigate the effect of PLEASE strategy as a metacognitive ability on students' writing skills and writing motivation on recount texts.

Writing needs a series of processes to produce a practical and readable for the readers. Harmer (2004) suggests that writing needs a series of steps: planning, drafting, revising, and editing to make writing a good work. Planning includes three aspects: purpose, audience, and writing content. Second, drafting is a simple, free-writing version focusing on meaning and getting ideas. The third is revising, in which the writer makes changes as suggested by a peer or teacher. Finally, the last version is the result of a piece of work that has been through an editing process. Further, Harmer (2007) states that writing involves a process of generating, formulating, and refining one's ideas. Combined with Richards and Renandya (2002), writing activities consist of planning, drafting, revising, editing (reflecting and revising), and final version. Therefore, writing practice in class should reflect the same process that can be applied in writing activities such as pre-writing, whilst-writing, and post-writing activities.

Recount text is a compulsory text to be learned for junior to senior high school students. Harris, Ansyar, and Radjab (2014) state that a recount text refers to a text that retells the story or experiences that happened in the past in chronological sequences. There are three kinds of recount text: personal, factual, historical, and imaginative (Anderson & Anderson, 2003). Further, Derewianka (1990) states that a recount text is a social genre that is composed of three parts:

1. Orientation: the characters, place, and time;
2. Series of events: the chronological events;

3. Re-orientation: the ending or conclusion.

Meanwhile, the language features of recount text consist of:

1. The use of simple past tense to show the events that happened in the past;
2. The use of the Adverb of time and adverb of sequence;
3. The use of conjunctions and chronological connectors.

The following is an example of a recount text

A Trip to the National Zoo and Aquarium

Yesterday, my family and I visited the National Zoo and Aquarium to visit the new Snow Cubs and the other animals. There was an extensive line when we got to the Zoo and Aquarium in the morning, so we had to wait a while to get in.

After we entered the zoo, we went straight to the enclosure for the Snow Cubs. My brother and I were so excited to see them. They were so cute and playful. At lunchtime, Dad decided to cook a BBQ. He cooked sausages so we could have sausage sandwiches. My Mom forgot the tomato sauce, so we had to eat them plain.

In the afternoon, we visited the aquarium. My brother was excited to see the sharks and the tropical fish. We would get ice cream at the end of the day when we left. However, we were too tired, so we drove straight home, but of course, I was very happy.

Adapted from: <https://www.english-academy.id/blog/pengertian-recount-text>

Figure 1. An Example of a Recount Text

PLEASE strategy is a metacognitive strategy that can be applied in teaching writing to students with learning difficulties in creating paragraphs. According to Welch (1992), PLEASE strategy promotes a metacognitive strategy with a mnemonic of six steps: Pick, List, Evaluate, Activate, Supply, and End. Furthermore, it aligns with Akincilar (2010), who states that PLEASE strategy uses a first-letter mnemonic to remind students of the six stages of writing. It is developed to assist the students during the writing process, known as the Self-Regulated Strategy Development Model. Therefore, PLEASE strategy enables the students to find the solution to writing step by step to construct the students' metacognitive skills in writing. The implementation of PLEASE strategy in teaching writing was stated by experts as follows:

Welch (1992) explained the procedures of PLEASE strategy: 1) **Pick**: students are taught to pick the topic and decide the purpose and the audience of writing; 2) **List**: students are taught to develop and list the ideas based on the topic; 3) **Evaluate**: students are taught to evaluate the information lists and plan to organize them as supporting sentences; 4) **Activate**: students are taught to activate the paragraphs with a topic sentence to introduce the

paragraphs using a simple declarative sentence; 5) **Supply**: students are taught to supply the supporting sentences for the topic that comes from the lists of ideas; 6) **End**: students are taught to end the paragraphs with a closing statement. In this stage, students must also review, revise, and edit their work for the mistakes found.

Then, Brownell (2012) described the steps of PLEASE strategy as follow: 1) **Pick**: pick a topic for writing and determine the type of writing; 2) **List**: List the ideas of the topic of writing; 3) **Evaluate**: check the lists of ideas to make sure they are relevant to the topic, add, or delete some unnecessary information; 4) **Activate**: activate the paragraph by starting to write a topic sentence; 5) **Supply**: supply the topic sentence using the lists of relevant facts and information of the topic; 6) **End**: end the paragraphs with a concluding sentence and evaluate the writing.

Motivation influences the students to be engaged in the writing process. According to Pajares (2003), motivation in writing affects the writing skills. In Self-Determination Theory, the types of motivation are divided based on the intrinsic and extrinsic reasons for doing the action (Ryan & Deci, 2020). Intrinsic motivation is constructed from self-satisfaction, enjoyment, self-efficacy, interest, needs, and learning goals that arise from a person's inner strength rather than consequences, such as reward, pressure, or punishment. Meanwhile, extrinsic motivation is closely associated with activity engagement because of the instrumental value or external reward, such as punishment, reward, reinforcement, money, prizes, grades, competence, recognition, self-esteem, and positive feedback.

Promoting students' intrinsic motivation can be done by implementing an exciting and creative learning method and using authentic materials and attractive learning media (Slavin, 2006). However, Omrod (2008) argues that extrinsic motivation is sometimes good behavior or attitude toward language learning, in line with Listyani (2022), who states that intrinsic and extrinsic motivations are vital for student achievement, instrumental and idealistic motivation. Therefore, these types of motivation will be the basis for developing the writing motivation questionnaire that refers to the writing strategy employed in this study.

Therefore, teachers should provide a writing strategy that helps the students enhance their writing skills and motivation to recount texts to produce effective writing. In this paper, the writer formulates the research question "What effects does PLEASE strategy have on students' writing skills and motivation on recount texts?". The teacher can use this strategy in teaching writing recount texts and help the students understand how to write recount texts effectively. Then, this paper contributes to the teachers teaching recount texts at senior high schools.

2. Method

This study employed a quasi-experimental research design. According to Creswell (2015), a quasi-experiment is an experimental condition in which the researcher assigns the

participants to groups without randomly using a treatment to examine a cause-effect relationship between the independent and independent variables. The research sample was previously identified and grouped to represent the population. The population was 702 eleventh-grade students, consisting of 17 senior high school classes in Tanjungpinang City, Riau Islands Province. This research used a purposive sampling technique with experimental and control classes. The class of XI C.1 was identified as the experimental class of 41 students, while the class of XI C.6 was identified as the control class of 42 students.

The researcher used two instruments to collect the data: a written test of a recount text (pre-test and post-test) and a writing motivation questionnaire. The writing test of a recount text was used to assess students' writing ability on a recount text. It was developed by considering the learning objectives based on the elements of Writing and Presenting in the learning phase F (the eleventh grade). The writing test employed in this study was an essay writing in a recount text. Kitao and Kitao (1996) stated that essay writing is one of any writing tests. Meanwhile, the writing motivation questionnaire was employed to analyze students' writing motivation on a recount text. The researcher developed the writing motivation questionnaire in the form of a four-option Likert Scale as follows: 1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree, which focused on the intrinsic and extrinsic motivation of Ryan and Deci's (2020) motivation theory, with the elements of enjoyment and satisfaction as the internal supports for intrinsic motivation, while feedback, recognition, and appreciation as the external supports for extrinsic motivation.

In analyzing the quantitative data, the researcher used a statistical analysis method to answer the research hypothesis: Paired t-test and Independent sample t-test using SPSS 26 for Windows. Statistical analysis Paired t-test and Independent sample t-test were employed to examine the effect of implementing PLEASE strategy on student's writing skills and writing motivation in the experimental class, compared to the control class, which used teacher-centered learning strategy.

3. Finding and Discussion

3.1. The effect of PLEASE strategy on students' writing skills on recount texts

The t-test technique was employed to analyze the quantitative data from the writing test using SPSS 26 for Windows to process the results.

Table 1. Paired sample t-test analysis data for students' writing skills

Mean	Paired Differences			t	df	Sig (2-tailed)
	Std. Dev.	Std. Error Mean	95% Confidence Interval of the Difference			

					Lower	Upper			One-sided	Two-sided
Pair 1	Pretest_ Experiment Posttest_ Experiment	-24.9	11.6	1.8	-28.5	-21.2	-13	41	<.001	<.001
Pair 2	Pretest_ Control Posttest_ Control	-8.9	2.3	0.3	-9.6	-8.2	-24	42	<.001	<.001

Based on Table 1, the result of Paired sample t-test analysis presented that there was an enhancement in students' writing skills from the average scores of students' pre-test to post-test of writing on a recount text in the experimental class which applied PLEASE strategy (63.45 to 88.35), compared to the average scores of students' pre-test to post-test of writing on a recount text in the control class which applied Teacher-centered learning strategy (69.84 to 78.76). However, the enhancement of the student's pre-test to post-test writing scores in the experimental class was more significant than in the control class.

Table 2. Independent sample t-test analysis data for student writing skills

		Levene's test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Significance		Mean Diff	Std. Error Diff
						One-sided p	Two-sided p		
Students' Writing Skills	Equal variances assumed	1.895	0.172	6.32	81	<,001	<,001	9.58	1.51
	Equal variances not assumed			6.30	76.3	<,001	<,001	9.58	1.51

In Table 2, the student's average score of post-test writing was 88.35, while in the control class was 78.76. It means that the experimental class that applied PLEASE strategy to writing a recount text has more improvement than the control class that used Teacher-centred learning strategy. Therefore, it can be concluded that there was a more significant effect of implementing PLEASE strategy in the experimental class rather than in the control class by using teacher-centred learning strategy to enhance the student's writing skills on a recount text.

The researcher analyzed the result of the writing test to find out the effect of PLEASE strategy on the student's writing on a recount text compared to teacher-centred learning strategy viewed from three aspects such as the topic, generic structure (orientation, events, and reorientation), grammar, and mechanics (spelling, capitalization, and punctuation). The use of PLEASE strategy that was integrated with the metacognitive process contributed to

constructing the student's metacognitive skills in writing. The metacognitive skills assisted the students in organizing their thoughts systematically through the following series of activities: (1) planning to write, (2) monitoring while writing, and (3) evaluating the final draft of writing (Mustika & Sugandi, 2019; Gloria & Mbato, 2023).

PLEASE strategy was favorable to help the students in the writing process. The application of PLEASE strategy, which was integrated with the metacognitive phases, entailed three skills (Schraw, 1998):

1. Planning

Planning for writing involves strategies such as generating ideas through identifying the purpose, activating background knowledge, and organizing ideas (Qin, et al., 2022). In this study, the students generated ideas to write by outlining, such as planning for the content, text organization (orientation, events, and re-orientation), language features, and audience by paying attention to the modeled text of recount the teacher gave. In the planning stage of writing, PLEASE strategy facilitated the students to formulate the topic, create a mind map as a writing tool, collect the information needed based on the topic, and start to write and organize the ideas in the sentences.

2. Monitoring

The students controlled and reviewed their writing draft consciously by observing the modeled text given through a video of a recount text about a holiday. Hayes and Flower (1980) stated that monitoring is a crucial part of writing strategies to avoid uncertain parts of the student's writing to look critically and analytically (Charles, 1990). In the monitoring stage, the students were assisted in identifying and ensuring their writing was consistent with the topic, considering the information needed was enough in advance, and recognizing the grammatical errors and mistakes in writing.

3. Evaluating

The students' self-evaluation in the writing process was essential to recognize the weaknesses, identify the needs, errors, and mistakes, and revise (Zimmerman, 2002). Therefore, evaluation was considered a metacognitive strategy to consider the outcome and an essential metacognitive strategy in writing. Based on the previous discussion, it is evident that PLEASE strategy employed metacognitive strategies in writing a recount text. Metacognitive strategies are essential to writing when learning English as a foreign language (Teng & Yue, 2022). Therefore, metacognitive writing strategies were essential to the student's writing performance. Furthermore, the steps of PLEASE strategy were mnemonic so that they assisted the students in thinking, writing, and developing ideas step by step to arrange paragraphs of a text (Mahdiyah et al., 2020; Asri, 2022). The following are the results of the steps of PLEASE strategy as a metacognitive skill that was integrated with steps of the writing process approach:

- a. The stage of Planning;
 - Pick: Thinking of a topic for writing.
 - List: Listing the ideas related to the topic through brainstorming.
 - Evaluate: Evaluating whether the ideas are enough or not.
- b. The stage of Drafting;
 - Activate: Developing ideas to write an introductory, developmental, and concluding paragraph topic sentence.
 - Supply: Constructing the supporting sentences for each topic sentence of each paragraph.
- c. The stage of Revising and Editing;
 - End: Receiving teacher feedback that focuses on content, then peer feedback that focuses on the language use and mechanics; revising.
- d. The stage of the final version of writing.
 - Submitting the final draft that has been edited based on the given feedback and publishing the writing on the students' social media.

The discussion above proved that using appropriate writing strategies is related to enhancing students' writing skills. Asmita et al. (2023) argued that writing strategies become essential to conveying ideas and thoughts and organizing sentences or paragraphs. This relationship can strengthen the result of this study, which revealed the students' writing skills through pre-test and post-test of the experimental and control classes after the treatment, in which the mean scores of both classes showed a significant difference. The class that was taught by using PLEASE strategy had higher writing skills scores compared to the class that was taught by using teacher-centred learning strategy.

To support the findings of this current research, Al – Hadidi & Al – Azzawi (2024) revealed that PLEASE strategy contributed to the achievement of the students' writing skills in the experimental group in which the average post-test was significantly higher than the average student's writing skills in the control group which was taught by using traditional approaches. This finding indicated that PLEASE strategy is more valuable and helpful in enhancing the students' writing skills than teacher-centred learning strategy.

3.2. The effect of PLEASE strategy on students' writing motivation on recount texts

The t-test technique was employed to analyze the quantitative data from the students' writing motivation questionnaire using SPSS 26 for Windows to process the results. Based on Table 3, it can be seen that the average score of students' writing motivation in the experimental class, which used PLEASE strategy, was 66.65, and the control class, which applied Teacher-centred learning strategy had an average score of 54.14. It means that the student's writing motivation who got the treatment using PLEASE strategy in the experimental class had a more excellent average score than the student's writing motivation in the control group who

got the treatment using Teacher-centred learning strategy. Therefore, there was a significant difference in the students' motivation for writing in the experimental class compared to the control class. It can be seen that the students who applied PLEASE strategy in writing a recount text in the experimental class had a higher writing motivation than the students who used Teacher-centred learning strategy in the control class.

Table 3. Independent sample t-test analysis data for students' writing motivation

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Students' Writing Motivation	Experiment	41	66.65	3.96	0.61
	Control	42	54.14	7.59	1.17

Regarding the result of the students' writing skills on recount texts, the students who applied PLEASE strategy as a metacognitive writing strategy helped the students in the writing process, such as planning, monitoring, and evaluating, compared to the students who were trained by applying teacher-centred learning strategy. This finding affected the students' writing motivation on recount texts by using PLEASE strategy rather than teacher-centred learning strategy.

The steps of PLEASE strategy from the point of view of metacognitive strategy enabled the students to break writing assignments into smaller and measurable parts, such as planning, monitoring, and evaluating, that assisted them in achieving their writing goals. Zhang and Zhang (2019) employed metacognitive strategies to plan, monitor, and evaluate for better writing performance in learning English as a second language. When the students understand the writing concept, the students' writing skills could be facilitated through PLEASE strategy so that the students experience the writing process meaningful in the classroom. With meaningful learning, students were more enthusiastic about writing because the writing activities that were provided maximized the students' writing performance. Masrurroh & Miladiyah (2023) stated that a teacher's writing strategy made students more enthusiastic to write.

Susilowati & Rahmadani (2023) stated that the three phases in the metacognitive strategies assisted the students to write step by step. By using PLEASE strategy with the metacognitive strategy, the students were explained with the teacher's explanation and provided with the modelled texts by watching the video on YouTube or analyzing the text. The students were also assisted in reviewing and revising the errors and mistakes in writing. Regarding this, the students might construct knowledge and experience in every writing phase: planning, monitoring, and evaluating. This strategy helped the students become more focused on completing their writing.

Based on the explanations above, PLEASE strategy facilitated the students to become independent, autonomous, and organized English writers. Students had self-awareness and self-control in writing on recount text. Moreover, using the PLEASE strategy, the students felt confident in writing because they could accomplish their writing step by step through planning, monitoring, and evaluating. Consequently, PLEASE strategy enhanced the students' motivation to write intrinsically. Gustiani (2020) also mentioned that the students were intrinsically affected by their enjoyment of writing. It was also supported by Sartika (2018) that there was an effect of writing interest on the students who were taught by using PLEASE strategy so that they could write a recount text based on the generic structure and the language features.

Besides that, the students were motivated extrinsically to write because the teacher guided them through feedback during the students' writing process. Using PLEASE strategy, students got the writing guidance and tools through examples of recount texts in video and modeled texts, as well as how to outline, make a writing draft, observe, and revise. This finding aligns with Gustiani (2020), who states that students are motivated to write when they are supplied with external support from lecturers, parents, teachers, and friends. Moreover, Atmojo (2021) also found that PLEASE strategy helped students overcome the difficulties during the writing process and improved their self-esteem.

This finding was also confirmed by Dewi (2020) and Kurniati et al. (2020), who found that PLEASE strategy became an effective writing strategy to motivate students to write English. When the students could write sentences and develop a paragraph step by step, they were more motivated to write. So, it could be concluded that there was an effect of using PLEASE strategy on the students' writing motivation on recount texts compared to teacher-centered learning strategy.

4. Conclusion

The result of the study highlighted the effect of using PLEASE strategy compared to teacher-centred learning strategy on the student's writing skills and motivation. The experimental class showed a prominent improvement in the post-writing scores compared to the control group, indicating that the implementation of PLEASE strategy affected the student's writing skills on recount texts. The use of PLEASE strategy integrated with the writing metacognitive process encouraged the students to engage in the writing stages, including planning, monitoring, and evaluating. It enabled the students to remember the mnemonic and directed them to write step by step. In the planning stage, the students were assisted in generating ideas, making an outline, and developing ideas based on the organization of recount text. In the monitoring stage, the students were trained to think critically and recognize the errors and

mistakes in their writing. Lastly, in the evaluating stage, the students revise their writing based on feedback.

On the other hand, using the PLEASE strategy as a metacognitive process affected the students' writing skills on a recount text and motivated them to write a recount text. The students taught using the PLEASE strategy was intrinsically motivated to write on recount text. The steps of PLEASE strategy encouraged the students to own self-awareness and self-control to write a recount text. Furthermore, they felt confident about writing when they could write step by step. Besides that, the teacher's support and feedback in the steps of PLEASE strategy motivated the students extrinsically because they helped them overcome the writing difficulties.

In this paper, the researcher provides some suggestions for teaching writing a recount text for senior high school students. The teachers can apply the metacognitive process through the implementation of PLEASE strategy in teaching writing of all genres of text types. The first suggestion is for the teachers to be creative and innovative in integrating the metacognitive process with PLEASE strategy to guide the students in writing step by step. Second, the teachers are recommended to assist the students in planning their writing through a writing tool, such as a writing graphic organizer, to help them brainstorm ideas for the topic. Third, the teachers must prepare an effective lesson plan to support the teaching and learning process in the writing class. The other suggestion is for researchers to conduct and explore research related to utilizing PLEASE strategy in teaching writing through different research approaches.

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