PLEASE AND POWER STRATEGIES
ON STUDENTS' WRITING COMPETENCY ACROSS TEXT GENRES

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Abstract

The study aimed 1) to verify the main effect of POWER strategy compared to PLEASE strategy on the eighth grade students' writing competency across text genres at the Junior High School, 2) to verify the effect difference between the two strategies across descriptive text genre, and 2) to verify the effect difference between the two strategies across recount text genre. This research was designed using a quasi-experiment with different text genres. The treatments were repeated in three sessions. The sampled population included all students at the Junior High School, which totaled 60 students. The sample was recruited two classes for comparative treatments. The two groups were selected based on the purpose of comparing between groups. They were assigned to two different group memberships at random basis. A Writing Performance Assessment was administered to collect data. Effects of the two strategies were analyzed using ANOVA and Tukey's Multiple Comparison Test. The result showed, firstly, a significant effect of PLEASE strategy on the students' writing competency. The effect of PLEASE strategy is greater than POWER strategy (F-ratio = 26.01 ; df = 58; α = 0.05). Secondly, PLEASE and POWER strategies significantly affected the students' competecy in writing across descriptive and recount text genres. The results imply the necessity to apply PLEASE or POWER strategies when the Junior High School students write English text genres.

INTRODUCTION

Writing is one of the skills in English language learning besides reading, speaking, and listening that is formally taught in Indonesian curriculum from the elementary school level up to the university level. The students' ability in writing paragraph are still far from the expectation. Writing needs a variety of teaching strategies and an objective way of assessing the skill. Teaching writing, however, tends to invite the students' boredom which later makes them hate writing class. Besides, teaching strategy which is not renewed or varied based on the current trends makes writing uninteresting. Actually, there are so many available teaching strategies which can be implemented, yet teachers are not creative enough to adapt and modify the strategies. In addition, they sometimes neglect the importance of objective assessment in writing. They often do not realize that if they do not assess the students' writing

objectively, it brings more harm than good to the students' psychological development in studying writing.

Writing is a process of imagining, organizing, drafting, editing, reading and rereading; in addition, this cyclical process produces am outstanding product of writing. Harmer (2007) adds "writing is a cooperative activity." The focus on the writing process on genres study works well in cooperative writing. In the writing class, learning activity can be performed by more than one person working on a text and the generation of ideas is frequently livelier with two or more people involved than when a student works on his/her own. In this case, the writing process creates a better product of writing as the students can share and discuss the ideas that they want to develop in their paragraph writing.

There are some reasons why the activity of writing was difficult to do. The first factor is

students find it hard to choose appropriate vocabulary. They are also confused about what they should write and how they should organize in their writing. In addition, the students also have low ability in grammar. Thus, it made their writings difficult to undersand. The second factor comes from the strategy used in teaching writing. This strategy is considered less effective in increasing the students' writing achievement. teaching writing. The strategy used by most teachers is conventional strategy in which the teacher does not guide the students in writing. The problem faced by the teachers is a limited stock of teaching strategies that they had. The other problem is a matter of selecting which strategy is more appropriate for a particular situation of writing as various teaching strategies are available for implementation in the classroom.

The current research was conducted in English class when writing was taught because the researcher would like to compare two metacognitive strategies based on the text genres. The two metacognitive strategies compared in this study are Pick, List, Evaluate, Activate, Supply, End (PLEASE) strategy and Plan, Organize, Work, Evaluate, Rethink (POWER) strategy. Many previous studies have mentioned that both strategies are effective in teaching writing. Viewed from their characteristics, these metacognitive strategies are suitable for writing class.

The term metacognitive is a key term in learning. Metacognitive is the management of mental process. It helps the learners to control their own learning activities. Learners with metacognitive knowledge will recognize which kind of learning tasks causes difficulty, which approach that is better to use for memorizing information, and how to solve different kinds of problems (Richards & Schmidt, 2002). Understanding the metacognitive and applying it in learning will strengthen learners' learning process. In the process of metacognitive strategy, the learners organize their own plans, monitor their progress in learning, and evaluate the learning process. This cycle of steps strengthens students' mental process and learning behavior. Applying metacognitive strategy will help the students to learn better

because they have organized what they have to do.

There are some types of metacognitive strategies such as: POW (pick, organize, write), PLAN (pay, list, add, number), PLEASE (pick, list, evaluate, activate, supply, end), POWER (plan, organize, work, evaluate, rethink), and the like. The last two types of metacognitive strategies were compared in this present study in order to see which of the two metacognitive strategies give more significant effects on the students' writing competency. Empirically, there were some studies in teaching writing by using PLEASE and POWER. Some studies found that PLEASE and POWER were effective in teaching English especially in wrirting.

PLEASE strategy is mnemonic that provides learners with roadmap for writing a paragraph. Niopani (2017) states that it is aimed at increasing prewriting planning, composition and paragraph revision skills. This strategy allows the students to write short and simple declarative topic sentences that will "active" the written idea for the reader. The students also can supply the supporting sentences and write a single sentence based on a item taken from their list. This strategy enables the students to get knowledge and intended to build a classroom language learning which emphasizes that the students should be able to construct their knowledge.

Robert (2000) states that POWER strategy is as a learning strategy that can help students in learning process and solving problems. This strategy helps the students to keep details in sequential order when they write something and also helps the students to develop what they want to write in their draft. The students also has more time to examine or recheck his/her piece of writing in terms of the use of correct grammar, the choice of word, punctuation, mechanic, etc.

Research on PLEASE and POWER reported to date continues to be relatively interesting. Liza (2013) studied the use of PLEASE strategy in teaching to write a descriptive text. Another study by Husein, et al. (2017) was conducted on the effects of Power and 3-2-1 teaching strategies and learning style on students' writing achievement in vocational high school. Those studies may explain large variation in theoretical grounds, methodological basis, and findings on

these two learning strategies. Such variations present major challenges for EFL teachers who try to replicate any given study focusing in writing different text genres in the Junior High Schools. For these two learning strategies to be successfully implemented as innovative learning strategies in writing, more control is required in the specific experiment to replicate previous research focusing in writing indicators in the Junior High School.

Most students find difficulties in starting their writing. Wolff (2007) states that the real steps of writing involve unique right-brain creativity techniques that the writer can use to produce and endless stream of ideas. In addition, writing is a process of expressing something in a right rules that can make reader understand. Good writing skills are highly important for students. Writing is one of the important ways of expressing thoughts, and communicating ideas and views to others in written language. Writing is both an art and a science, which you develop over a period of time. This practice will make you more mature as a writer, because you litle slowly begin to put yourself into the shoes of the

reader, and express accordingly. Also, the more you write, the more flexible your vision and thought processes become to the requirements and demands of the students.

METHOD

This research was a quasi-experimental research, which was intended to find out the effects of PLEASE and POWER on the students' writing competency. The study is designed on an Equivalence of Materials Design (Campbell and Stanley, 1963). Two independent samples were treated with different writing strategies, namely: PLEASE and POWER across different text genres. In each group, the treatment was repeated three times, namely: 1) the preparation session (phase 1), 2) the elaboration session (phase 2), and the consolidation session (phase 3). In this research there were 12 sessions altogether in order to find the main effect and effect differences across text genres. The repeated sessions were implemented to assure the subjects understanding on treatments. The quasi-experimental design may be indicated in this following table I:

Table 1. The Quasi-experimental Design

XPL1pO	XPL1eO	XPL1cO	XPL2pO	XPL2eO	XPL2cO
XPW1pO	XPW1eO	XPW1cO	XPW2pO	XPW2eO	XPW2cO

As it has been explained previously, this research applied a quasi-experiment with a repeated sessions and counter-balanced with text types (Campbell and Stanley, 1985). The techniques of data collection were as follows:
In step 1, both groups were treated separately. The first group was given PLEASE strategy and the second group was given POWER strategy. Both of group were learning how to write a descriptive text in the preparation session. The first group was given PLEASE strategy; and the second group was given POWER strategy. After given the strategies, the students write the texts and then scored by two different evaluators. In step 2, the first group was given PLEASE strategy and the second group was given POWER strategy. Both groups were learning how to write

a descriptive text in the elaboration session. The first group was given PLEASE strategy; and the second group was given POWER strategy. After given the strategies, the students write a text and then the text was scored by two different evaluators. Step 3, the first group was given PLEASE strategy and the second group was given POWER strategy. Both groups were learning how to write a descriptive text in the consolidation session. The first group was given PLEASE strategy; and the second group was given POWER strategy. Having been given the strategies, the students write a text and the text was then scored by two different evaluators. For Step 4 the first group was given PLEASE strategy and the second group was given POWER strategy. Both of group were learning how to

write a recount text in the preparation session. The first group was given PLEASE strategy; and the second group was given POWER strategy. After given the strategies, the students write a text and then the text was again scored by two different evaluators. In step 5, the first group was given PLEASE strategy and the second group was given POWER strategy. Both groups were learning how to write a recount text in the elaboration session. The first group was given PLEASE strategy; and the second group was given POWER strategy. After given the strategies, the students write a text and the text was scored by two different evaluators and for step 6, the first group was given PLEASE strategy and the second group was given POWER strategy. Both of group were learning how to write a recount text in the consolidation session. The first group was given PLEASE strategy; and the second group was given POWER strategy. After given the strategies, the students write the texts and then scored by two different evaluators.

The main effect and different effects were also tested for statistical significance (Hinkel,et al,1979). The inferential statistical analysis was done using One-Way ANOVA (Hinkel,et.al, 1979).The one-way analysis of variance was further analyzed after the rejections of the null hypothesis. The Tukey method was chosen to locate specific difference among the means.

FINDINGS AND DISCUSSION

After the two strategies were manipulated repeatedly across text genres, the following results are recapitulated in the following table 2.

Table 2
Descriptive Statistics of
the Students' Writing Competency

Statistics	PLEASE	POWER
Max. score	80	73
Min. score	57	53
Mean	68.30	62.96
Range	24	19

Standard Deviation	5.650	5.409
Variance	32.381	29.376
Standard Error	1.032	0.988

Table 2 shows the descriptive statistics of the two different treatments PLEASE and POWER strategies across text types in twelve sessions. The minimum and maximum scores obtained are 55 and 77 respectively. Therefore, the range between the minimum and maximum score is 22. This range tells a very far gap between the poor and good student writers. The standard deviation and variance scores are 5.529 and 30.879 respectively. These scores show high variability. And, finally the standard error of measurement shows that the errors produced by the two evaluators is only 2%. Therefore, the evaluation of the teachers' lesson plans could be very reliable and valid.

After the descriptive analysis was completed, the analysis proceeded to inferential analysis using one-way ANOVA. The results are shown in the following table.

Table 3
The One-way ANOVA Analysis of PLEASE and POWER Strategies

	Sum of Squares	Df	Mean Square	F ratio	Sig.
Between Group	410.817	1	410.817	26.008	0.01
Within Group	917.167	58	15.796		
Total	1326.983	59			

As the present study was intended to compare the two strategies, PLEASE and POWER strategy, the comparison of the mean figures of both experimental groups across text genres can be futher presented in the form of graph. The data of mean score which were summarized in the form of a graph is visually presented in the following figure 1.
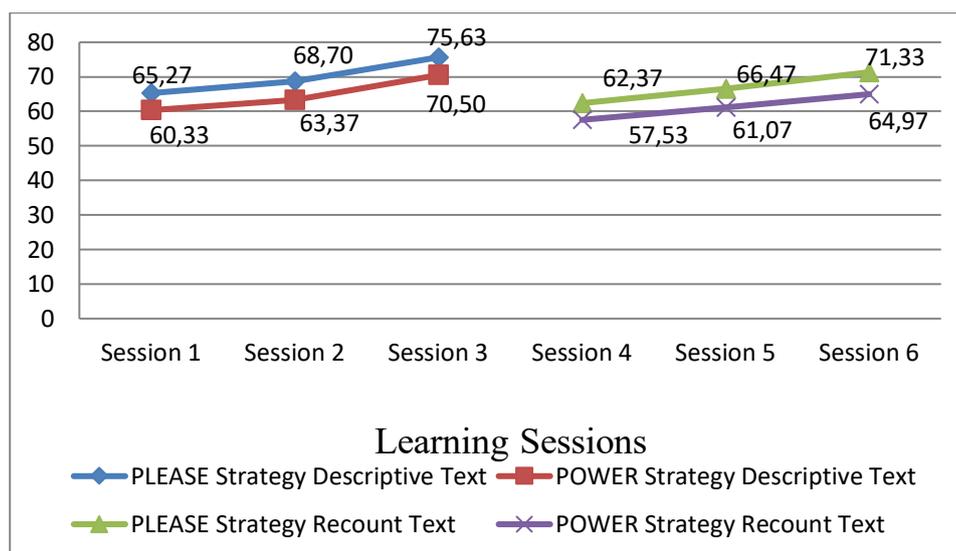
Figure 1
Graphic of Students' Writing Competency

The results of the descriptive and inferential analyses showed that there was significant effect between PLEASE and POWER strategy on students' writing competency. In addition, the results taken from the comparison of the mean scores descriptively and inferentially showed that PLEASE gave more significant effect on students' writing competency. This strategy gave a lot of opportunities for the students to practice writing because they worked step by step. The strategy provides the students to build their prior knowledge, creativity, and their motivation to write a text.

The analysis of the present experimental research was initially carried out through descriptive analysis. The descriptive analysis of writing competency of the eight grade students of the junior hgh school is based on the experimental group in general and writing competency of each experimental group based on text genres. Table 2 shows the summary of the descriptive analysis of the data of the students which were treated by using PLEASE and POWER strategies of the writing competency across descriptive text genres.

Figure 1 clearly points out that the mean score of the group I which was treated through the implementation of PLEASE strategy across descriptive text genres was higher than the group II which was treated by using POWER strategy. Both strategies could improve the students' writing competency especially in descriptive text. To prove whether the difference of the effect of PLEASE and POWER strategies on students' writing competency across descriptive text genres is significant or not, one-way analysis was computed by using SPSS 25. The result of the hypothesis testing on the second hypothesis is based on one-way ANOVA computation.

The significant value of one-way ANOVA on the effect of PLEASE and POWER strategies across descriptive text genres was 0.01. This significant figure was lower than 0.05. As a result, the difference of the effect of PLEASE and POWER strategies across descriptive text genres was significant. It could be concluded that there was statistically significant differences of the effect of PLEASE and POWER on student's writing competency across descriptive text genres.

In order to figure out the significant differences, the post hoc was then carried out through Multiple Comparisons using Tukey HSD (Honestly Significant Difference) Test.

The result of the multiple comparison of PLEASE strategy in writing recount text, and for the Q of the group which was treated by using PLEASE strategy in writing descriptive test 1 and test 2 was 2.20 and the significant value was 0.53, it was higher than 0.05. It means that there were no significant effect differences between

preparation and elaboration. The Q of test 2 and test 3 was 5.17 and the significant value was 0.00, it was lower than 0.05. It means that there were significant effect differences between elaboration and consolidation session. For the Q of test 3 and test 1 was 7.14 and significant value was 0.00, it was lower than 0.05. It means that there were significant effect differences of PLEASE strategy between preparation and consolidation session.

Meanwhile, the result of the multiple comparisons of POWER strategy in writingdescriptive text, especially for the Q of test 1 and test 2 was 2.20 and the significant value was 0.80, it was higher than 0.05. It means that there was no significant difference between preparation and elaboration. The Q of test 2 and test 3 was 5.17 and the significant value was 0.00, it was lower than 0.05. It means that there were significant value between elaboration and consolidation. And the Q of test 3 and test 1 was 7.14 and the significant value was 0.00, it was lower than 0.05. It means that there were significant effect differences of POWER strategy between preparation and consolidation session.

The following are the descriptive analysis of writing competency of the eight grade students of Junior High School based on the experimental group in general and writing competency of each experimental group based on recount text genres. The following table shows the summary of the descriptive analysis of the data of the students which were treated by using PLEASE and POWER strategies of the writing competency across recount text genres.

The result of the descriptive analysis showed that the mean scores of the samples in the group I which were treated through the application of PLEASE in writing recount text was 66.72 and the group I was treated by using POWER strategy in writing recount text was 61.19. The minimum and maximum scores obtained are 50 and 83 respectively. Therefore, the range between the minimum and maximum score is 33. These results indicated that the mean score of PLEASE strategy in writing recount text was different with POWER strategy in writing recount text.

As the present study was intended to find the effect of PLEASE and POWER strategies

across recount text genres, the comparison of the mean figures of both experimental groups across recount text genres can be futher presented in Figure 1.

Figure 1 clearly points out that the mean score of the group I which was treated through the implementation of PLEASE strategy across descriptive text was higher than the group II which was treated by using POWER strategy. Both strategies could improve the students' writing competency especially in recount text genres. To prove whether the difference of the effect of PLEASE and POWER strategies on students' writing competency across recount text genres was significant or not, one-way analysis was computed by using SPSS 25. The result of the hypothesis testing on the second hypothesis through one-way ANOVA.

The significant values of one-way ANOVA on the effect of PLEASE and POWER strategies across recount text genres was 0.01. This significant figure was lower than 0.05. As the result, the effect differences of PLEASE and POWER strategies across recount text was found significant. Therefore hypothesis was rejected. It could be concluded that PLEASE and POWER across recount text genres were significant.

The statistical analysis of one-way ANOVA showed that there was significant effect differences of PLEASE and POWER strategies across recount text genres. In order to figure out the significant differences, the post hoc was then carried out through Multiple Comparisons using Tukey HSD (Honestly Significant Difference) Test.

The group which was treated by using PLEASE strategy in writing recount text, test 1 and test 2 was 2.81 and the significant value was 0.18, it was higher than 0.05. It means that there were no significant effect differences between preparation and elaboration. The Q of test 2 and test 3 was 3.32 and the significant value was 0.04, it was lower than 0.05. It means that there were significant effect differences between elaboration and consolidation session. For the Q of test 3 and test 1 was 6.13 and significant value was 0.00, it was lower than 0.05. It means that there were significant effect differences between preparation and consolidation session.

Meanwhile, the result of the multiple comparisons especially for the Q of test 1 and

test 2 was 2.52 and the significant value was 0.37, it was higher than 0.05. It means that there were no significant effect differences between preparation and elaboration. The Q of test 2 and test 3 was 2.79 and the significant value was 0.19, it was higher than 0.05. It means that there were no significant value between elaboration and consolidation. And the Q of test 3 and test 1 was 5.31 and the significant value was 0.00, it was lower than 0.05. It means that there were significant effect differences between preparation and consolidation session.

Theoretically, the significant effect which was yielded in the present study was as the result of teaching strategy, PLEASE. This strategy gave a lot of apportunities for the students to practice writing because they worked with roadmap so they did the practice maximally. Marzulina (2018) explained that PLAESE strategy is one mnemonic strategy that provides students with a roadmap to write a paragraph. PLEASE strategy helps students to write, to start the first sentence, to put the data information in their writing, and to end their writing. The strategy provides a structure to help students generate and organize idea and to write sentences and paragraph.

The results of the observation also showed that the students were really encouraged to perform in writing. It made them take a calculated risk during the teaching learning process of writing. They tried to complete their writing as quickly as possible based on the time allotment. They tried to make a list of what they wanted to write, which minimized the mistakes of their writing. Akincilar (2010) states that PLEASE strategy is used as a management strategy in solving problems in writing paragraph. PLEASE strategy helps students to start writing and help them to write step by step until they finish writing a text.

Empirically, the results of the present study confirmed the findings of the previous researches. For example, Sartika (2018) and Marzulina (2018) found that PLEASE was more effective in teaching learning process especially in writing. Dewi mentioned that PLEASE strategy could arouse students' writing interest so that they could write a descriptive text based on the generic structure given. Besides, Marzulina also found that the descriptive writing achievement of the students taught using PLEASE strategy using paired-sample test showed a significant improvement before and after being taught using PLEASE strategy. These two researchers clearly showed that PLEASE was really effective in improving the students' writing competency.

In addition, PLEASE strategy could help students to write in a good form. Niopani (2017) states that the 'PLEASE' strategy is a mnemonic that provides learners with a roadmap for writing a paragraph. It reminds learners to carry out several steps for writing a paragraph. It is aimed at increasing prewriting planning, composition and paragraph revision skills. The strategy uses a first-letter mnemonic to cue students on how to complete a writing test independently. The activities applied in PLEASE also build the students' self-confidence during the teaching learning process of writing. The students carefully generate, organize, and to write sentences and paragraphs.

From the result of the descriptive analyses on the mean scores of the two genre texts, it can be obviously seen that the mean scores of group I which was treated through the implementation of PLEASE in teaching descriptive and recount paragraph writing was as follows: 69.87 and 66.72. These result indicates that the mean scores of descriptive paragraph was higher than than recount text. It meant that the students' writing performance in writing different genre texts were really different. The post hoc test through Multiple Comparisons using Tukey HSD Test to figure out which genre texts receive the most significant effect of POWER. In other word, post hoc test through Multiple Comparisons using Tukey HSD Test showed that the mean difference of two genre texts were completely different, the descriptive text was highest and recount text was lowest.

Empirically, the results of the present study confirmed the findings of the previous researches. For example, Widiati's study (2017) and Inayah's research (2017) found that POWER was more effective in teaching learning process especially in writing. Widiati mentioned that POWER strategy as an alternative way to improve the writing ability and the media that is used should be appropriate to the students'

level. Besides, Inayah also found that the P.O.W.E.R. Learning affects the effectiveness of students learning through the realization of learning styles as well as increased learning motivation. These two researchers clearly showed that PLEASE was really effective in improving the students' writing competency. However, in this present study, the mean score of POWER strategy in writing across descriptive text genres was lower than the mean score of PLEASe strategy in writing descriptive text genres.

The results of observation shows that the students were also motivated to perform the best in learning process of writing by using PLEASe strategy. It reminds learners to carry out several steps for writing paragraph (Graham & Harris, 2007). The students were more motivated because they can work or write a sentence step by step. It could be concluded that their writing competency improved significantly. Based on the result that calculated on the previously chapter, descriptive text more significant than recount text. Oshima and Hogue (2007) state that a good description contains a word picture meaning that readers can have imagination about the object, place, or person in their mind. Descriptive text deals with description of place, thing, or a person in such vivid detail that the readers can easily draw mental pictures int heir mind about things or places or people being described. This in return invoking a feeling that they involve in the experience.

The significant results which was resulted by the aplication of PLEASE across descriptive text genres in accordance with the theory mentioned by Harmer (2004) who states that process of writing consists of four elements, namely: planning, drafting, editing, and finalising draft. During the teaching and learning process of writing PLEASE accommodated the students to plan and draft their ideas in thinking, revising and editing. It may be cause why the results were significant.

In the present study, PLEASE was compared with POWER; as a result, the data after the application of PLEASE and POWER strategies in teaching learning process of writing were collected by administering writing performance assessment. Based on the result of descriptive

analyses of the group I which was treated with PLEASE and group II which was treated by using POWER strategy which has already been carried out on the scores of the recount text genres. The mean scores of the samples in the group I which were treated through the application of PLEASE strategy in writing recount text was 66.72 and the mean score of group II which was treated by using POWER strategy in writing recount text was 61.19. In order to prove whether the effect differences of PLEASE and POWER on students' writing competency across recount text genres was significant or not.

The inferential analysis which was applied in the present study was also one-way ANOVA. It was intended to figure out the significant effect differences of PLEASE and POWER across recount text genres. After the pre-requisite analyses have been fulfilled, one-way ANOVA was applied to inferentially analyze the data. It could be concluded that there is significant difference of PLEASE and POWER on the students' writing competency across recount text genres. Thus, continued to post hoc test through Multiple Comparisons using Tukey HSD Test to figure out which strategies receive the most significant effect of recount text genres. It could be conclude that there is mean difference across recount text genres. In other words, it shows that PLEASE strategy provides significant effect on recount text. The mean score of PLEASE strategy in writing recount text genres is the highest among the POWER strategy in writing recount text genres.

The result of post hoc test through Multiple Comparisons using Tukey HSD Test to figure out which strategies receive the most significant effect of recount text genres. the Q of the group which was treated by using PLEASE strategy in writing recount text, test 1 and test 2 was 2.81 and the significant value was 0.18, it was higher than 0.05. It means that there were no significant effect differences between preparation and elaboration. The Q of test 2 and test 3 was 3.32 and the significant value was 0.04, it was lower than 0.05. It means that there are significant effect differences between elaboration and consolidation session. For the Q of test 3 and test 1 is 6.13 and significant value is 0.00, it is lower than 0.05. It means that there are

significant effect differences between preparation and consolidation session.

Based on the result of the post hoc test of Multiple Comparison using Tukey HSD, there were significant efeect differences of PLEASE and POWER strategies across text genres. The result pointed out that PLEASE and POWER gave significant effects on recount text. however, the results of the students which was implemented by using PLEASE was the highest among the POWER strategy in writing recount text. The results showed that PLEASE and POWER facilitated the students very well especially when they developed their ability in expressing their past experiences in the form of recount text genres. According to Anderson (1997) a recount is a piece of text retelling past events. It usually is ordered based on what happened chronologically. Recount text which is practiced in the present study research is also closely related with the students surrounding. This is to enable their ideas to flow smoothly and easily when they write the composition.

In addition, the present study also showed that the involvement of the students' prior knowledge was very significant in improving the students' writing competency. A common sense which were shared by the member of PLEASE group helped them a lot when they wanted to develop their ideas flowed easily when they wrote a descriptive text. Authentic writing material and meaningful activities which were provided by PLEASE during the teaching and learning process of writing especially in writing recount text. Knapp and Watkins (2005: 223) also say that a recount is a sequential text that does little more than sequencing a series of events. It is the simplest type of the narrative genre. A recount is different from a narrative text in terms of the problems in the sequence of events. The Writer should bring an experience in their work for the reader, so they can feel, smell, taste, hear or touch the object described in their text.

Empirically, the results of the present study confirmed the findings of the previous researches. For example, Welch et. al. (2016) and Aminatun (2018) found that PLEASE was more effective in teaching learning process especially in writing. Welch et. al. mentioned that

PLEASE strategy, the strategic intervention is significantly more effective than the traditional, grammar-based language arts instruction delivered in the comparison group. Besides, Aminatun also found that PLEASE strategy was more effective than Guided Writing Strategy to teach writing, the students having high linguistic intelligence had a better writing skill than those having low linguistic intelligence; and there was an interaction between teaching strategies and students' linguistic intelligence in teaching writing. These two researchers clearly showed that PLEASE was really effective in improving the students' writing competency.

CONCLUSION AND SUGGESTION

There is statistical difference on the effects of PLEASE across text genres. Both descriptive and inferential analyses show that PLEASE has significant difference on the effects of PLEASE across genre text. In addition, post hoc test through Multiple Comparisons using Tukey HSD test show that the effect of PLEASE on descriptive text is more significant than on recount text. Inferential analysis shows that there is significant difference on the effects of POWER on students' writing comptency across genre texts. Based on the result, it can be concluded that POWER strategy gives more significant different of effect on students' writing competency on descriptive text.

There are diferences effects among preparation, elaboration, and consolidation. In preparation, the students work on their task using PLEASE and POWER strategies. In this session the students still have problems in writing genre text (i.e. descriptive and recount). The result of the students performance assessment is still lower and should be treated again with two strategies. However, in the elaboration session the results of the students performance assessment have been increased and for the last session was consolidation session, in here the results of the students performance assessment have significant difference. In consolidation the students were able to write both of genre texts.

Based on the findings of the present study, the researcher also would like to give some suggestions which are in line with the area of the

present study. It is recommended for the teachers of the eight grade students at Junior High School to implement PLEASE as an alternative teaching strategy in teaching English writing. The teachers are futher suggested to implement PLEASE in teaching descriptive and recount text as it can elicit the students' prior knowledge that can improve the students' writing competency. It is suggested for other researchers to conduct the same study with different participants, for instance, students from high school and university. It would be remarkable to find out whether PLEASE or POWER which gives stronger effect toward these students and each strategies have some steps when the students wanted to write a text.

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