



The Use of Acronym Strategy to Teach Descriptive-Text Writing toward English-Majored University Students

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ABSTRACT

Writing is often regarded as the most challenging English skill compared to speaking, listening, and reading. Despite students having access to online tips and strategies, writing difficulties—especially in composing descriptive paragraphs—remain unresolved, as reflected in their low scores. This pre-experimental research aims to examine the effectiveness of using acronyms as a guideline in teaching descriptive writing. The study involved English-major university students at Bina Sarana Informatika, Jakarta, Indonesia. Data analysis focused on the frequency and percentage of students' pre-test and post-test scores. Results revealed that, in the pre-test, 30% (9 students) were in the "poor" category and 43.33% (13 students) in the "fair" category. In the post-test, 60% (18 students) reached the "fairly good" category, while 16.67% (5 students) were in the "good" category. These findings indicate a significant improvement in students' writing abilities. The t-test result exceeded the t-table value, confirming that the acronym-based writing strategy effectively enhances students' descriptive writing skills.

Keywords: Descriptive Text; Acronym; Strategy; and Pre-Experiment.

INTRODUCTION

Within the four basic English skills of learning English, writing is one of four language skills which is faced by students when they learn it. English writing is the last of productive skill. Writing has the function of delivering a message to someone who reads in writing and also referring to the rule of grammatical (Sugumlu, 2020). On the other hand, writing is a communication activity to convey written messages or information to other parties by using written language. Writing is also stated as a creative process in presenting ideas in the form of written language and it has the aim of informing, convincing, or entertaining (Shayakhmetova et al., 2020). By learning to write, the students will get insight how to brainstorm the ideas, how to write the ideas, and how to check the ideas, and even how to share their ideas with anyone else through writing (Beyreli & Konuk, 2018). In addition, through writing, students will develop their creativity. Writing practice can help the students improve their vocabulary and include, increase their ability in grammar.

In studying English, one of the fields of language that students need to understand is writing (Dragomir & Niculescu, 2020). Being skilled at writing means, student will deal with a complex activity that needs some process inside it, such as putting learners' ideas with grammatical, vocabulary, and punctuation into a written form. However, writing is not only an activity of arranging words, sentences, and paragraphs, but also how to express and organize them (Sarwat et al., 2021).

It is started from the pre-survey conducted by interviewing the English teacher at one of the private universities around Jakarta, Indonesia. It is *Bina Sarana Informatika* University, Jakarta, Indonesia. There are several problems faced by English-majored university students in learning English, especially and mainly in writing. The problem

arises because the students have little understanding of the writing component. Some students are difficulties in organizing ideas, lack vocabulary, student's difficulty composing sentences correctly, and lack interest in writing.

Following the current curriculum, one of the writing activities is the context of descriptive text which taken form one of the genre texts (Hyland, 2003). The descriptive text is said to be the fundamental materials to be taught. On the other side, when students are writing about a person, place, or thing, it is called descriptive text (Mayekti et al., 2022). The descriptive text is one of the texts that close to the learners' life like stated by (Hu, 2022).

A descriptive text usually has two main sections: first identification it is about how to introduction of a person, place, animal, or object will be described. The second it is about description of something such as animal, things, place or person by describing its feature, forms, colours, or anything related to what the writer describes about (Hanauer, 2023). Descriptive text also has characteristic or language features such as adjectives and compound adjective dominant to use and using the simple present tense. According to (Sara, 2023), the descriptive text gives an account of how something works or reasons for some phenomenon. In the other, words descriptive text is a text which tell and describe people or a think a like

About to write a descriptive text, several students who have problems in writing English. This can be seen from the results of the researcher's interviews with teachers and students. This problem is based on the fact, there are some students who only passively listen to teachers' explanations, mostly silent students, and only certain students who are active; sometimes asking questions and responding to opinions.

From the teacher's point of view, the teacher teaches mostly by instructing a theory; for instance: by giving the argumentation, by pointing out the tips and tricks of how to produce good writing and its vicinity. Then, that teacher tends to have more explanation than giving a lot of time to students to do the writing activity. To create good results writing descriptive text needs a proportional time (Özkayran & Yılmaz, 2020). Meanwhile, learning to write English requires more time to be given to students to find ideas, write them down, and check their writing.

Compared to the previous English writing lessons, some of the teachers used the Lecturing method. Dominantly as a result, the final results of achievement in learning *To Write a Descriptive Text* are still categorized as low or students get a *fair* grade of C. Based on the assessment or scoring comment, mostly there is no systematic and comprehensive structure of *Descriptive Text* lessons from the students.

In this previous matter, it needs innovation to provide opportunities for students to search students' learning resources, to find their ways, so that they are able in a way that suits their interests. This situation becomes a challenge for educators -especially English teachers- who are facing the problem of students' low ability in learning English writing.

Regarding to the review in the prior explanation that refers to the results of ineffective English writing in learning, one of the issues is about the inappropriate learning strategies in teaching English writing activities. In learning, the crucial part relies on creating effective learning by providing the proper strategy. Learning strategies are set to deliver a certain material/topic to provide learning experiences to students.

Educators or teachers should recognize more that, what students use to learn is the brain, and not machines, applications, and suchlike. Referring to the argumentation from (Pulvermuller, 2019), who emphasized that educators must strive to create a learning



atmosphere that is happy and friendly to the brain. The art of teaching is started from happy and brain-friendly with an educator's understanding of how the brain involves the learning activities (Elouafi et al., 2021).

Referring to the writing situation in the foregoing paragraph, it is based on brain performance. Biologically, the human brain is divided into two parts (Student et al., 2021). The left brain or hemisphere handles language, mathematics, and other academic things. While the right hemisphere of the brain is focusing on creativity, innovation, and other non-academic things. (Aldrich, 2019) Thus, the ability to balance brain performance is very important and it is needed in writing, especially in writing a descriptive text.

About the friendly-brain being mentioned above, for example, the use of the *PLEASE* strategy is effective for improving the student's ability to write a paragraph (Al-zu'bi & Kayed, 2024). The *PLEASE* is as an acronym for several steps in writing process, and each word in that acronym reflects each basic process in writing. The *P* stands for *Pick*, pick a topic, purpose, and headline. It refers to the first step of writing process, which is Pre-writing. *L* stands for *List*, it is about to list an idea about the topic being written. and *E* stands for *Evaluate* the list of ideas and plan the best way to organize the ideas. The *PLE* is categorized as the area of pre-writing where the students try to develop their ideas first. Next, the students should do drafting, it is reflected on the words *A* and *S*, which are stand for *Activate* and *Supply*. *A* is for activating paragraph with the topic sentence and for supplying the supporting sentences. The last word of the acronym for *PLEASE* is *E*. It stands for *Evaluate* and *End*, in this process the students should edit and revise their work for errors in capitalization, punctuation, spelling, and appearance work before it is published.

The researcher adopts *PLEASE* strategy as it is very suitable to encounter the problems that faced the students when writing paragraph. When the researcher reviews the related literature, such as (Al-zu'bi & Kayed, 2024), (Mohammed, 2021) and (Welch, 1992), they found that *PLEASE* has positive effects on improving writing at the paragraph. By using *PLEASE*, it is able to help students to generate, organize, and classify their ideas into their writing. Actually, students have many ideas, but they do not know how to translate, transform, and put them to readable text due to their inability of organizing ideas, poor vocabulary and grammar as well. In addition, difficulties and problems with spelling, punctuation, revising, editing and capitalization are present.

The *PLEASE* strategy is an acronym taken from a mnemonic area that provides learners with a road map for writing a paragraph. It is a strategy where the teacher teaches the students by the following acronym to remember each step to produce a writing.

Besides the *PLEASE* strategy, another example of the acronym taken to support the activity of creating a descriptive text from the mnemonic field is *OREO*. Then, as for each meaning of *OREO*, *O* stands for *Opinion of Topic Sentence*. *R* stands for *Reason*. *E* stands for *Explanation*. For the last, *O* stands for *Opinion to Wrap-up* (Aderlin Chung Kim Yuk et al., 2019).

According to (Samosa et al., 2021), one of the teacher has shared a writing scaffold, that teacher had found online, the *OREO*. It is the name of a biscuit brand. As being with (Yunita & Alimuddin, 2020), *OREO* which is not only useful for organizing student's written work, but also for it is for helping students' structure their verbal participation in the assessment. Furthermore, they did not only adopt the strategy, but adapted and integrated it with other repertoire of practice.

Based on the earlier statement about *PLEASE* and *OREO*, this will lead to interdisciplinary studies that have the benefit of providing *guidelines* for writing

systematically and structurally. When writing, both the left and right brain will be able to do the part well and properly (Máčajová, 2020). This statement is something that is investigated, it is about how to maximize and optimize the functions, parts, and structure of the brain. About the brain and how to learn, it refers to the context of neuropedagogy.

About the neuropedagogy, (Elouafi et al., 2021) state that, it uses the term of neuropedagogy studies which is defined as a growing interdisciplinary field based on synergetic connection between neuroscience, cognitive science, psychology, and education in an effort to improve our theoretical and practical understanding of learning and education.

About the neuropedagogy, (Vasilieva et al., 2022) identified three principles for scientific inquiry in neuroeducation based on which the conclusions and implications drawn from the research findings can offer relevant, evidence-based and usable outcomes. First, neuroeducation is interdisciplinary in nature because researchers incorporate the knowledge from diverse fields which include psychological, neural and pedagogical foundations of learning and development. Because of this interdisciplinary approach to a problem to investigate, there is an increased chance to propose solutions to educational issues from the perspectives of neuroscience and other disciplines. To the present, few studies have been conducted with a collaboration of researchers in the field of neuroscience, and pedagogy.

The second principle of neuropedagogy research describes it as applied research which ultimately produces findings that improve educational practices. Ultimately, educators and scientists are encouraged to collaborate and identify and examine questions that will advance educational practices. The neuropedagogy research has the potential to offer valid and reliable findings with an application for classrooms.

Third or the last, neuropedagogy research can use a variety of methodological designs; thus, both qualitative and quantitative methods could offer a new level of understanding related to learning and development.

There will be privileges and opportunities to improve the quality and quantity of neuronal connecting pathways, so that students' brains are ready to be used for learning, especially writing material in English descriptive text. In the context of neuropedagogy, brain as the vital part of learning will develop its capability to conduct several activities related to the learning. This is viewed from educational concepts and practices from the perspective of the human brain working system. The results of the study have found a number of evidences that there is an integrated human brain system that regulates human cognition, affection and psychomotor skills, and one of them is creating remembered-thing in learning. (Apakina et al., 2020)

According to (Karamat, 2023), the neuropedagogy increasingly prove that parts of the brain which is responsible for organizing types of human intelligence. In this context, it has an important role in developing the brain's ability to carry out several actions or as an effort to maximize the ability to remember, understand, awareness and sensitivity.

Neuropedagogy is an applied interdisciplinary scientific field aimed at building the educational process taking into account data on brain development, effective teaching and learning methods, brain organization in the processes of mastering educational material. Neuroeducation or neurodidactics (neuropedagogy) is a new field of research in which both educators and neuroscientists collaborate (Masharipovna, 2022).

The preceding point emphasizes that, there is an alternative way of producing a paragraph, especially when writing a descriptive text. In this case, it directs to the



cognitive domain; this kind of learning will be related to thinking abilities, including the ability to memorize that pattern of acronym-based.

The acronym-based strategy is one of the mnemonic techniques. The definition of a mnemonic is a way of remembering by using two principles; imagination and association (Raugh & Atkinson, 2021). One strategy form researcher taken from the side of acronym in mnemonic to increase students' output in writing of descriptive text is *CARE*.

In writing a description text will have an impact on the students when they start writing descriptive paragraphs. In this finding of *CARE*, *C* means *Create*. *A* means *Arrange*. *R* means *Revise*. *E* means *End*. In connection with the principles of implementing the *CARE* strategy, the first is coming up with *C* which means *Create*. In short, it has the moment of students to gather the ideas; brainstorming. According to (Shirvani & Reza Porkar, 2022), Brainstorming is the process of coming up with ideas. To do brainstorm, it means to decide a topic and to deepen the understanding of a certain subject. The sort of teaching to students that, teacher encourages active learning which the students hear, understand, interpret and integrate ideas (Alqasham & Al-Ahdal, 2021). One way of helping students to overcome some problems that they face in writing tasks is the use of brainstorming activities. Then, brainstorming activities motivate students who do not usually want to write by creating a nonthreatening atmosphere. In short, in and ESL environment where students typically struggle with writing tasks, a nonthreatening atmosphere might assist in the development of their writing skills.

Next is *A* which means *Arrange*. It is about the organization and structure of ideas in the writing context (Harrison, 2007). On the other hand, the order in which details are placed or organized in a piece of writing is called the writing arrangement. Students will concern how one orders speech or writing. It is also to outline the ideas related to the topic. In addition, students need to pay attention to its structure and purpose thus their essay has clear direction. In writing, students need to develop their thesis statement through some orderly paragraphs. Moreover, each paragraph has to have clear main idea and supporting ideas.

After having the cause and reason of the previous paragraph, then next is *R* which refers to *Revise*. Revision is a process in writing of rearranging, adding, or removing paragraphs, words, or sentences (Duffy & Kabance, 1982). Students are allowed to revise their writing after a draft is complete or during the composing process. On the other hand, revision involves many of the strategies known generally as editing but also can entail larger conceptual shifts of purpose and audience as well as content. Within the writing process, revision comes once one has written a draft to work with, so that one can re-see and improve it, iteratively. Working at both deeper and more surface levels a writer can increase the power of the text.

Finally, it is *E* or *End* section, students are guided to draw conclusions from what has been written. Also, checking the necessary things, such as: punctuation, spelling, and grammatical error (Harris et al., 2017). Moreover, it is also necessary to do the review completely from the beginning to the end of this paragraph writing of descriptive text.

To conduct a heterogeneous and interesting learning process for students, the use of strategy is needed to support the learning effectively and successfully. For instance, in understanding and providing a written text, it is a descriptive text. In its implementation, by using acronyms to write, it will enable students to experience a structured and systematized writing learning process. Also, it will give them direction in developing and constructing their writing ideas.

By activating and functioning both sides of the brain, it will enable the individual (student) to be able to remember well and nicely. In principle, the teaching strategy preferred by students is a representation of learning based on how the brain works. The cognitive part of the brain has a role here as recalling the word in order to create the descriptive text of writing.

METHOD

In this research, the researcher chooses and applies the pre-experimental design. The meaning of pre-experimental design means a research method that happens before the true experiment and determines how the researcher's intervention will affect the experiment (Zaid, 2011). It uses treatment by using acronym as the guideline strategy in writing descriptive paragraph. Then, the instrument of this research is writing test. The students write or describe about "My Lovely Future" in a paragraph.

About the two tests (pre-test and post-test) the researcher conducts, for pre-test, it is instructed to students before conducting treatment of applying acronym as the guideline strategy. The purpose of pre-test intends to measure the students' prior knowledge before the students given the implementation of using the acronym strategy. Then about the post-test, the researcher gives post-test in which it intends to know students' improving after being given treatment.

Next, as the requirement of pre-test, the researcher describes the procedure of the research. For pre-test, the researcher uses writing text to collect the data. The test is making a descriptive text test and it focused on the description of "My Smart-Phone" based on students' perspective, point of view and their understanding about the gadget. It run for 40 minutes.

After giving pre-test, the researcher conducts treatment and it conducted for 2 months. The researcher gives treatment for six times. Each meeting, it runs for 80 minutes. In doing so, it is based on strategy that is used in this research, it is acronym strategy of writing a descriptive text. For more detail, the treatment is described in detail as follows:

1.) First Meeting

- a.) The researcher explains the current activity, it is writing activity.
- b.) The researcher gives explanation about writing; it is descriptive text.
- c.) The researcher gives example about descriptive text.
- d.) The researcher introduces the acronym as the guideline to write descriptive text.
- e.) The researcher introduces and illustrates the acronym of *CARE* (Create, Arrange, Revise and Edit).
- f.) Closing.

At the first meeting, the researcher acts like an English teacher to deliver the topic about the writing activity. From the total of 13 text genres and being taken from of (Moessner, 2020), it is called *Pak Raden Resah Ni* which stands for Procedure, Recount, Report, Anecdote, Descriptive, Discussion, Explanation, Narrative, Review, Spoof, Analytical Exposition, Hortatory Exposition, and News Item. Then, the descriptive text is chosen as the basic. In addition, the teacher illustrates the word of *CARE* (Create, Arrange, Revise and Edit) toward students as their guidance in constructing, building, and gathering the word.



The process of writing, the first attempt is about to create any topic. Next, after creating or brainstorming several concepts, then students are about to sort or classify the word they want to. After that, students are instructed to check the cohesion and coherence of each paragraph of their sentences. The last point, students are about to check the spelling and punctuation.

2.) Second Meeting

- a) The researcher reviews the previous lesson.
- b) The researcher asks to students to work in group for two students.
- c) The theme of “Smartphone” is given to students as the descriptive text.
- d.) The researcher introduces *FREED* (Focus on topic, Reasoning, Explanations, Edit, Done) to the students.
- d.) The researcher asks students to discuss with their groups.
- e.) The researcher asks the group of students to present the descriptive text.
- f.) The researcher and students analyse the descriptive text result based on the components.
- g.) The researcher asks students to conclude about the material.
- j.) The researcher instructs the students to change groups for the next meeting.
- k) Closing

At the second meeting, the first thing to do at the beginning is about to ask the review of last activity of learning. Then, it continues to deliver the material for the second meeting by instructing students to create a paragraph by using the *FREED* (Focus on topic, Reasoning, Explanations, Edit, Done) strategy in creating a descriptive text. The first is about focus on topic information as the first thing to do. After that, the reason underlies the first topic beforehand, then, it is strengthened by several explanation. The next, students do the coherence and cohesion of a paragraph, and the last one is submitted (done).

As the additional, the teacher instructs the students to have a *Fanboys* and/or *A White Bus*. Here, *Fanboys* stands for the collection of connector word; they are: *For, And, Nor, But, Or, Yet, and So*, while for *A White Bus*, it stands for *A - as, after, although, W - when, whenever, where, wherever, while H - how, however, I – if, T - than, though, E - even if, even though, B - before, because, U - unless, until, S - so that, since*.

3.) Third Meeting

- a) The researcher reviews the lesson beforehand.
- b) The researcher instructs to students to join with the group.
- c.) The researcher instructs *SPEED* (Supporting-idea, Points, Explanation, Evidence, Done) to the students.
- d.) The researcher gives students “My Family” as theme to the text.
- e.) The researcher asks students to discuss with their groups.
- f.) The researcher asks the group of students present their text.
- g.) The researcher and students analyse the text based on the components.
- h.) The researcher asks students to conclude about the material.
- i.) Closing

The third meeting, students get entertained by following the teacher by using the acronym technique. As the *CARE* and *FREED* has been done at the previous topic, the current topic will be presented about the *SPEED* as the alternative way in a guidance in teaching writing description. Students will get the topic "My Family" then the teacher introduces the strategy *SPEED*, which consist of Supporting-idea, Points, Explanation, Evidence, Done.

The first things, students need to find out the supported idea by following the points or things to make it in detail and specific. The next one, students are directed to elaborate the explanation of it. Thus, it needs also the evidence by data, statistic, graph, or whatsoever in descriptive writing. Before ending, the teacher instructs the students to use *THAMO* which refers to "Therefore," "However," "Also," "Meanwhile," and "Otherwise".

4.) Fourth Meeting

- a) The researcher reviews the lesson beforehand.
- b) The researcher instructs to students to join with the group.
- c) The researcher instructs *IDEAL* (Inspire, Develop, Edit, Assemble, Launch).
- d) The researcher gives students "The Nature" as theme to the text.
- e) The researcher asks students to discuss with their groups.
- f) The researcher asks the group of students present their text.
- g) The researcher and students analyse the text based on the components.
- h) The researcher asks students to conclude about the material.
- i.) Closing

The fourth meeting, the students get many things related to use a unique way in remembering the important part of learning English, especially descriptive text of writing. At this meeting, the topic is about the nature, students are offered the other variant of guidance in producing a descriptive text. The teacher explains the *IDEAL* as the strategy to be used in teaching descriptive text.

Each word of *IDEAL* consists of Inspire, Develop, Edit, Assemble, Launch. The first thing to do, students look for the inspiration, imagination, or suchlike. Being followed by the next one is about the development, here the students need to find the proper and valid data in producing the text of descriptive writing. After that, here comes the time to edit and assemble, which refers to the suitability (cohesion and coherence) in a paragraph. Before it is done, the teacher instructs to the students to use *SWABI*, which refers to "Since," "When," "After," "Because," and "If."

5.) Fifth Meeting

- a) The researcher reviews the lesson beforehand.
- b) The researcher instructs to students to join with the group.
- c) The researcher instructs *STOP* (Sentence Structure, Tenses, Organization, Punctuation).
- d) The researcher gives students "My Dream" as theme to the text.
- e) The researcher asks students to discuss with their groups.
- f) The researcher asks the group of students present their text.
- g) The researcher and students analyse the text based on the components.
- h.) The researcher asks students to conclude about the material.



i.) Closing

Within the fifth meeting, students are directed into an instruction of making a paragraph by using the theme of “My Dream”. The teacher illustrates the strategy of *STOP* that refers Sentence Structure, Tenses, Organization, Punctuation. The teacher also directs *ABI SAW A WUWU* which means As, Before, Because, If, If only, Since, After, While, Although, When, Whenever, Unless, Whether, and Until.

6.) Fifth Meeting

- a) The researcher reviews the lesson beforehand.
- b.) The researcher instructs *MAGIC* (Main Idea, Analysis, Gathering, Inference, Conclusion).
- c.) The researcher gives students the opportunity to construct a descriptive text individually.
- d.) The students create any topic of descriptive text.
- e.) The researcher and students analyse the text based on the components
- f.) The researcher asks students to conclude about the material.
- i.) Closing.

After giving treatment, the students are given post-test. In doing so, this test be given to know students’ improvement after being given treatment and the test that is used is the same test (It is for pre-test and the topic is My Lovely Future) in a paragraph. It runs for 45 minutes.

RESULT AND DISCUSSION

RESULT

After collecting data, the researcher analyses data. The purpose of analysing the date is to draw the conclusion. In analysing data, the researcher uses analysis test, statistics method, there are Mean Score (*X*), Standard Deviation (*SD*), and Test of Significance (*T-test*).

1. The Ability of The Students in Writing.

The students’ score of pre-test and post-post described about score accumulation frequency, percentage, mean score and standard deviation. Rate percentage and score classification as follows:

Table 1.
Rate percentage and score classification

No.	Categories	Score	Pre-Test	
			F	%
1.	Excellent	96 - 100	0	0
2.	Very Good	86 - 95	0	0
3.	Good	76 - 85	2	6.67
4.	Fairly Good	66 - 75	6	20
5.	Fairly	56 - 65	13	43.33
6.	Poor	36 - 55	9	30
7.	Very Poor	0 - 35	0	0
Total Score			30	100%
Mean Score			60.5	
Standard of Deviation			85	

It is seen above that no one students in excellent, very good and very poor category, but there is in the good category, there are 2 (6.67%) students, fairly-good category points out 6 (20%) students, fairly category, it has 13 (43.33%) students, and poor category, it shows 9 (30%) students. Meanwhile, the mean score of pre-tests is 60.5 and standard deviation of pre-test is 8.5. It means that students' writing skill of descriptive text is low because of the result of that pre-test shows that many students achieve fairly good, fairly and poor category and no one students get excellent and very good. Even though there are two students in good category, however the mean score of pre-tests still low so that it makes the standard deviation is getting high as the score.

2. The Rate Frequency, Percentage, Mean Score and Standard Deviation in Pre-Test

Table 2.

The Frequency, Percentage, Mean Score and Standard Deviation of Post-test

No.	Categories	Score	Pre-Test	
			F	%
1.	Excellent	96 - 100	0	0
2.	Very Good	86 - 95	0	0
3.	Good	76 - 85	5	16.67
4.	Fairly Good	66 - 75	18	60
5.	Fairly	56 - 65	7	23.33
6.	Poor	36 - 55	0	0
7.	Very Poor	0 - 35	0	0
Total Score			30	100%
Mean Score			70	
Standard of Deviation			5.8	

The table above shows that for excellent and very good category has no students, good category states 5 (16.67%) students, fairly good category has 18 (60 %) students, fairly category shows 7 (23.33%) students. In the poor and very poor categories it has no students to get it. Meanwhile, the mean score of Post-test is 70 and standard deviation of Post-test is 5.8. It means that students' writing skill of descriptive text had improved by using the acronym as the guideline strategy. Then, there is no student in the poor and very poor category. While the mean score of post-tests is high and it makes standard deviation of students to get a low score.

3. T-test Value of the Students

The t-test is used to find out the significance difference between the pre-test and post-test. The t-test of the students' that uses of acronym as the guideline strategy the acronym shows through the following table below:

Table 3.
T- Test and T-Table Value

Variable	T-test Value	T-table Value
X2 - X1	9.8	1.699



Based on the table above, it describes that the result of the t-test is 9.8 while t-table value is 1.699. It shows that the t-test value is greater than the t-table value ($9.8 > 1.699$). It means that the Alternative Hypothesis (H_1) is accepted and Null Hypothesis (H_0) is rejected. In other word, the use of acronym as the guideline strategy can improve students' writing skill of descriptive text.

DISCUSSION

This research focus to know the use acronym as the guideline strategy to improve students' writing skill of descriptive text. The design of this research is one group pre-test and post-test design. Sampling technique is used in this research is purposive sampling. Pre-test students give tests to write descriptive text. The researcher gives treatment six times and the last is post-test. In doing so, this test is given to know students' improvement after being given treatment.

The next for fairly category in pre-test shows 13 (43.33%) students while in post-test there are 7 (23.33%) students. It means that students' writing skill of descriptive text had improved because of there are many students who get fairly category in pre-test while in post-test only some students get fairly category.

For fairly-good category, it has 6 (20%) students in pre-test while 18 (60%) students in post-test. It means that students' writing skill of descriptive text improve because of only some students get fairly good category in pre-test while in post-test there are many students who get fairly good category.

For good category, there are 2 (6.67%) students in pre-test while 5 (16.67%) students in post-test. It means that students' writing skill of descriptive text has improved because of some students get good category in pre-test while there are many students who get good category in post-test.

Based on the result of comparison the rate frequency and percentage of the students' pre-test and post-test it can show that students' writing skill of descriptive text is improved, although no one gets excellent.

Table 4.
The Comparison of Mean Score and Standard Deviation of Pre-Test and Post-Test

Test	Mean Score	Range	Standard Deviation	Range
Pre-Test	60.5	9.5	8.5	2.7
Post-Test	70		5.8	

Based on the table above it shows that, mean score in pre-test is 60,5 and mean score in post-test is 70, so that the range of mean score from pre -test to post-test is 9,5. The standard deviation of pre-test is 8,5 and post-test is 5,8, so that the range of standard deviation from pre-test to post-test is 2,7. It can be concluded that, the mean score in pre-test is lower than post-test because of before doing treatment the students have not given the method but after treatment the method have given. So that standard deviation in pre-test is higher than post-test.

As explanation, it finds that the value of the t-test is greater than t-table ($9,8 > 1.699$). It means that the Alternative Hypothesis (H_1) is accepted while the Null Hypothesis (H_0) is rejected. In other word, that application of the acronym as the guideline

strategy can improve students' writing skill of descriptive text because the result t-test value is better than t-table value, so the students' achievement significantly improves after treatment.

Based on the learning process started from pre-test, treatment is six meetings and the last is post-test. The result of pre-test and post-test starts frequency, percentage, mean score, standard deviation and hypothesis testing. It shows that the use of acronym as the guideline strategy is proper using to improve students' writing skill of descriptive text. Relating to the statement above, the researcher assumes that this strategy is good to use in improving students' writing skill of descriptive text, because learning strategy will make students more active and help the students communicate and write in learning to share every opinion and can give suggestion each other.

Finally, the researcher finds out that the use of acronym as the writing strategy is able to improve students' writing skill of descriptive text at *Bina Sarana Informatika* University, Jakarta, Indonesia. The use of acronym is one of learning active type strategy, it is a learning strategy with combining the both brain (left and right brain) in maximizing the writing performance.

CONCLUSION

Based on the data, the researcher finds the problem of writing descriptive text at the *Bina Sarana Informatika* University, Jakarta, Indonesia. The researcher gives solution to use easy-to-remember guideline as writing strategy to improve students' writing skill of descriptive text. The process of the research conducts as many as 8 times meeting. The first meeting, the researcher gave test to the students about descriptive text without explain the material to know about the students' knowledge. The second until the sixth meeting, the researcher gives the students' material about descriptive text to improve students' writing skill. The eighth meeting researcher gives post-test to know the improvement of students after giving treatment in writing descriptive text.

The analysis of data shows that, the result of frequency and percentage of the students' pre-test and post-test. The first dominant category in pre-test is poor category by score 9 (30%) students, the second dominant category is fairly category by score 13 (43,33%) students, while the first dominant category in post-test is fairly good category by score 18 (60%) students, the second dominant category is good category by score 5 (16,67%) students. It shows that there is significant difference between pre-test and post-test. It means that students' writing skill of descriptive text has improved.

Thus, based on the analysis above, it can be concluded that the researcher gives solution about the problem of writing descriptive text by using guideline as recommended-writing strategy to improve students' writing skill of descriptive. The result of hypothesis shows that t-test is greater than t-table. So that, the Alternative Hypothesis (H_1) is accepted. It means that the strategy can improve students' writing skill of descriptive text of *Bina Sarana Informatika* University, Jakarta, Indonesia. This strategy also can be a recommend for the teacher to improve students' writing skill of other texts.

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