

**ENHANCING STUDENTS' WRITING ABILITY BY USING
POWER STRATEGY (PRE-WRITING, ORGANIZING,
WRITING, EDITING, RE-WRITE) ON WRITING
DESCRIPTIVE TEXT
(A Classroom Action Research at the Tenth Grade of SMA Negeri
1 Gunung Alip Tanggamus in the Academic 2022/2023)**

A Thesis

**By
Anna Triyana
NPM 1811040482**



**FACULTY OF TARBIYAH AND TEACHER TRAINING
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2023**

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RE-WRITE) ON WRITING DESCRIPTIVE TEXT
(A Classroom Action Research at the Tenth Grade of SMA
Negeri 1 Gunung Alip Tanggamus in the Academic
2022/2023)**

A Thesis

**Submitted in Partial Fulfillment of the Requirements
For the Bachelor Degree**

By

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Study Program

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**FACULTY OF TARBIYAH AND TEACHER TRAINING
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2023**

ABSTRACT

Writing is process of transforming thought and ideas into written form. Writing is very complex process, because before people want to write, they should have writing ability that consist of grammar, vocabulary, punctuation, topic, and developed idea. In this research, the researcher takes POWER strategy to teach writing descriptive text at tenth grade of Senior High School 1 Gunung Alip. This research is to know whether POWER strategy can enhance students' writing ability on descriptive text or not.

In this research, the researcher used action research. It was conducted at Senior High School 1 Gunung Alip. This research was in forms of qualitative and quantitative data, the qualitative data is gained by giving description of the situation before and during the teaching and learning process from observation, interview, field notes, and photograph taking, while the quantitative data is taken from the score of students' performances in writing. It is then to measure the students' improvement in the end of the cycles. The quantitative data were obtained from the writing score. It is then to measure the students' improvement in the end of cycles. The research was conducted systematically following the four procedures of action research. They were planning, action, observation and reflection.

The result of research the use of POWER strategy was improved students' writing ability. The students give appreciation in learning, interesting activities in learning, and conductive in learning teaching process. The mean value of their pre-cycle scores was 64.15 while the mean value of post-test in cycle I scores was 74.88 and the post-test in cycle II score was 77.80. This achievement proved that using POWER strategy could enhance students' writing ability on descriptive text.

keywords: *POWER Strategy, Writing Ability*

DECLARATION

I am a student with the following identity:

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Student's Number : 1811040482
Thesis : Enhancing Students' Writing Ability by
Using Power Strategy (Pre-writing,
Organizing, Writing, Editing and Re-write)
on Writing Descriptive Text.

Certify that this thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other researchers' opinion or research findings included in the thesis are quoted or cited in accordance with ethical standards.

The Researcher



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A thesis entitled: **“Enhancing Students’ Writing Ability by Using POWER Strategy on Writing Descriptive Text”**. By: **Anna Triyana**, NPM: **1811040482**, Study Program: **English Education**, was tested and defended in the examination session on : **Monday, 31th July 2023**.

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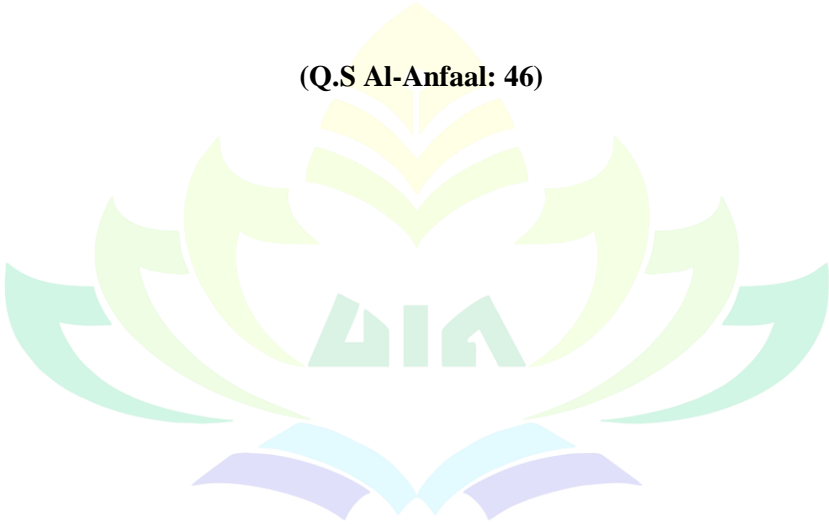
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MOTTO

وَأَطِيعُوا اللَّهَ وَرَسُولَهُ وَلَا تَنَازَعُوا فَتَفْشَلُوا وَتَذْهَبَ رَٰحَتُكُمْ وَأَصْبِرُوا ۚ إِنَّ
اللَّهَ مَعَ الصَّابِرِينَ

*And obey Allah and His Apostle and do not quarrel for then you will
be weak in hearts and your power will depart, and be patient; surely
Allah is with the patient.*

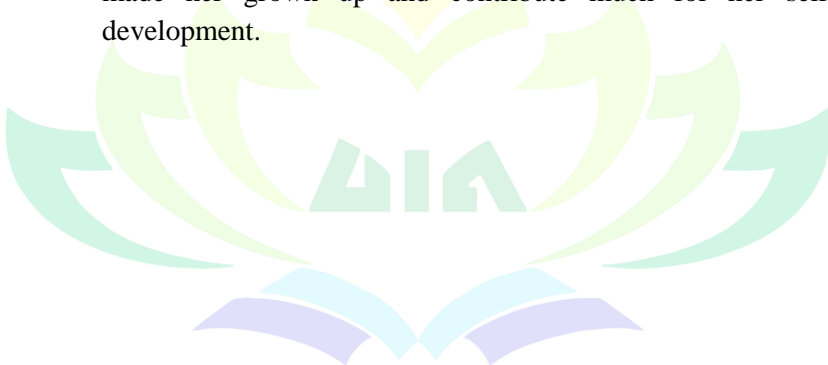
(Q.S Al-Anfaal: 46)



DEDICATION

From the bottom of the researcher's heart, this thesis is dedicated to everyone who cares and loves her. She would like to dedicate this thesis specifically to:

1. Her beloved parents, Mr. Medya Azadin and Mrs. Siti Rofiah who always love and care about her. They both keep praying and motivating me for my life and my success.
2. Her beloved brothers and sisters, Riska Ayu Amalia, Muammar Zaki Yamani, Farid Alhafidz, Abelia Anggini, and Angelia Andini who keep motivating her to finish her thesis immediately so that she can graduate right away.
3. Her beloved almamater UIN Raden Intan Lampung which has made her grown up and contribute much for her self-development.



CURRICULUM VITAE

The name of the researcher is Anna Triyana. Her nickname is Anna. She was born in Talang Padang, Tanggamus on September 25th, 1999. She is the third child of six children of Mr. Medya Azadin and Mrs. Siti Rofiah. She has one older brother and one younger brother. She also has one alder sister and two younger sisters. In her academic background, she studied earlier at the age of six in elementary school of SDN 1 Kedaloman and finished in 2011. Then, she graduated from elementary school, she decided to continue her study in middle school of MTs N 2 Tanggamus and finished in 2014. After graduating from middle school, she still continued into higher education in MAN 1 Pringsewu and graduated in 2017. In the same year, she was accepted into one of the best colleges in Lampung namely, Raden Intan State Islamic University of Lampung. She was accepted through UM-PTKIN and accepted to be a student of English Education Department.



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First, all praise is due to Allah SWT, the most merciful, the most beneficent for his blessing and mercy are given to the researcher during her study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness. This thesis entitled “Enhancing Students’ Writing Ability by Using Power Strategy (Pre-writing, Organizing, Writing, Editing and Re-write) on Writing Descriptive Text.”

This thesis is presented to English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of student’s task in partial fulfillment of the requirement to obtain an S-1 degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people.

Therefore, the researcher would like to express the deepest sense of gratitude to:

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every student as well as student's friends outside C class that can't be mention the name one by one.

7. Last but not least, I wanna thank me, I wanna thank me for believing me, I wanna thank me for doing this hard work, I wanna thank me for having no days off, I wanna thank me for the spirits and never give up, I wanna thank me for always being a giver and trying to give more than I receive, and I wanna thank me for being just the way I am all the time.

Finally, nothing is perfect neither this thesis. Any corrections, comments, and criticisms for the goodness of this thesis are always open-heartedly welcome.

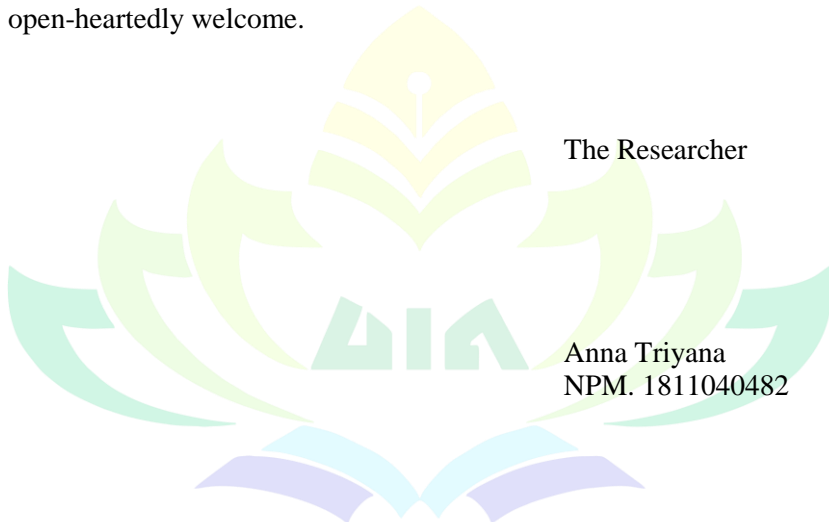


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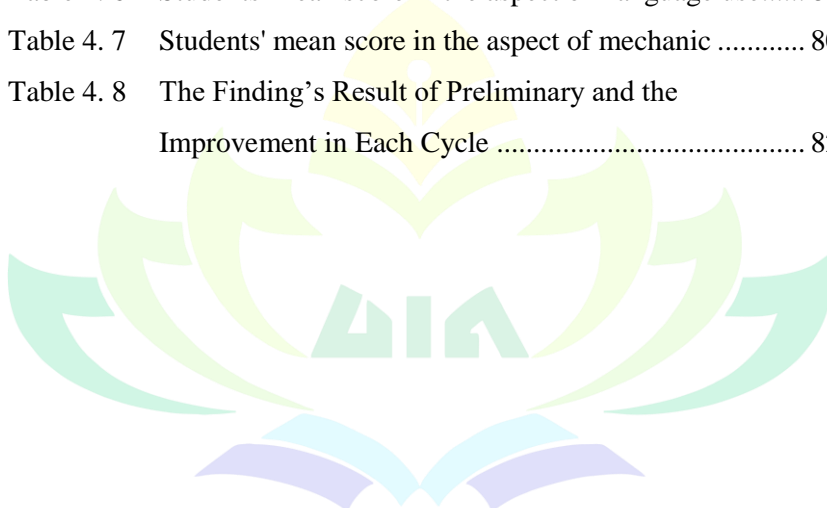
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CHAPTER I INTRODUCTION

A. Title Confirmation

In order to comprehend the title of this research and to avoid misunderstanding, the researcher explains some terms which are related to the title of the research. The title of this research is **Enhancing Students' Writing Ability by Using Power Strategy (Pre-writing, Organizing, Writing, Editing and Re-write) on Writing Descriptive Text**. The descriptions of the meaning of several terms contained in this research as follows:

1. Writing

Writing is one of the manifestations of linguistic competence that are expressed in the form of written language use, other than in the form of spoken language. In the category of language skills, writing skills are still regarded as the most difficult, between speaking and reading by the majority of students.¹ Writing is the expression of language in the form of letters, symbols or words. There are many kinds of writing such as expository, narrative, descriptive, and persuasive.²

According to Nunan, writing serve as the most available and the most compelling way because the outcome, visible language is satisfying by permanent record of thought and feeling. Writing is the mental work of the inventing ideas, thinking how to express them, organizing them in to statement and paragraph that will be clear to a reader.³

¹ Pardiyono, *12 writing Clues for Better Writing Competence*, Yogyakarta : Andi Offset, 2008, p.1

² Utami dewi, *How to Write*, Medan : La- Tansa Press, p.2

³ David Nunan, *Practical English Language Teaching: Young Learner*, (New York: McGrawHill, 2005) p.88

2. Ability

Homby in *Oxford Advanced learner's Dictionary of Current English* states that “ability is (potential) capacity or power (to do something well; talent)”.⁴ According to Martin “ability is skill or power”.⁵ According to Allyn and Bacon say that “ability is (potential) capacity or power (to do something physical or mental) or special natural power to do well, talent”.⁶

3. POWER Strategy

The POWER strategy is one of strategies to make students easier to write. The purpose of POWER strategy is to provide explicit instruction to students on how to write. The writing process will be taught by using the acronym POWER.⁷

Dr. Thomas D Clark said The POWER (Plan, Organize, Edit, Write, and Revise) is organize all the steps in the writing process and works because it treats the composing process as a series of ongoing and interrelated steps which describe what successful writers do. The previewing steps include analyzing the situation and the audience, generating information, drawing inferences, and creating a design for the message. The writing steps cover composing a rough draft and visual aids.⁸

4. Descriptive Text

Description is kind of writing that tries to put a picture in the reader mind. It tells how something looks or sounds or tastes or smell or even feels. A good way for the writer to learn how to write descriptive text is to start with a

⁴ Homby, A.S in *Oxford Advanced learner's Dictionary of Current English*, (New York : Oxford University Press, 1974) p.2

⁵ Martin H. Manser, *Oxford Learner's Pocket Dictionary*, (England: Oxford University Press, 1991) p.1

⁶ Allyn and Bacon, *Psychology the Science of Behavior*, Landon: Longman, 1964, p.2

⁷ NWS Department of Education and Training, *Writing and Spelling Strategies: Assisting Students Who Have Additional Learning Support Needs*, (New South Wales: Programs Directorate, 2007), p.95

⁸ Thomas D Clark, *Power Communication*, South-Western: Publishing.co, 1994

definition is really a brief description in answer to the questions. “what do you mean?” it is share experience. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character of personality. Descriptive writing always has a primary purpose, either to present an accurate description of something real or a picture that reveals the authors’ feelings or belief. Writing is one of the language skill that should be known when someone is learning a language. Writing has some important to be presented which will be informed to the reader. The ideas can be written in several kinds of text, such as narrative text, descriptive text, recount text, etc.⁹

Descriptive text is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house or camping. It can be any topic.

B. Background of the Problem

Writing is both of a process and a product. McKay states that “writing as a process involves the pre-writing”.¹⁰ Writing and editing processes that writers go through to produce a piece of writing. The products of writing are numerous, and in many forms, determined by different purposes and audiences and context for writing, for example the illustrated sentences, letters, narratives, and descriptive and share books that children produce in the classroom and the other place. In addition, Byrne stated “that writing is process of transforming thought and ideas into written form. Writing is very complex process, because before people want to write, they should have writing ability that consists of grammar, vocabulary,

p.175 ⁹ John Langan, *College Writing Skills, Media Edition* (Mc Graw Hill, 2005)

p.245 ¹⁰ McKay P, *Assesing Young Language Learners*, (ELT Journal, 2008)

punctuation, topic, and developed idea”.¹¹ By writing we can tell about people event things like a tree, animal, and others in the environment.

Based on the statements, it can be concluded that writing is expressing ideas, facts, feelings, and thought in written form. In the second year of senior high school, the basic competency that should be achieved in the writing of English subject is that the students have ability to develop and produce written simple functional text in descriptive text. The importance of descriptive writing for students to master, it is very important for the teacher to apply the best way to make the students aware on the use of the text in their ideas to describe a topic. As Alexandor and Cooper stated “Writing is a process of discovering and shaping meaning”.¹² From the definition above, the researcher concludes writing need a process that must be surpassed by the writer. Then writing is tools of human beings to share information to others because someone can read it by several times.

Based on the preliminary research in SMA N 1 Gunung Alip Tanggamus, the researcher found that many students at the tenth grade of Senior High School Gunung Alip Tanggamus have difficulties in writing, especially in several writing aspects. In preliminary research, the researcher gave instrument for twenty-six students with make a paragraph based on the syllabus and the topic is My Family, but several students could not express their ideas in written form, the students got difficulties in several aspects in writing such as content, organization, vocabulary, language use, and mechanic. The students did not use complex process, and the students need much time to produce their idea. Then some of them have difficulty to express their ideas, because the

¹¹ Byrne, *Teaching Writing Skill*, (London: Longman, Cambridge University, 1979)

¹² Alexander and Cooper, *The Language, Process and Structure of Written Discourse*, (New York : Wiley, 1938) p.4

students confused when they just have limited vocabulary, so they were confused when they started to write. Beside that the researcher found the problems come because the students have limited words in constructing the descriptive text and have several problem in writing aspect like spelling, punctuation, capitalization .They just write the text based on their knowledge and the text that they made only a few sentence in the paragraph, and even one of them only wrote one sentence, because they have not much of idea to write down the text that the teacher needs.

The researcher found that when the students transform their ideas the students still find difficulties to do it and they still find difficulties to comprehend text with an appropriate topic. From twenty–six students there is no students which escaped the mistake in make the descriptive text, most of them have any mistakes in content, organization, vocabulary, language features, and mechanics such as spelling, capitalization, grammar, and punctuation. Moreover, from interview with the teacher because of the limited media the teacher just used a conventional technique in her class. The students only waited their score and the teacher's correction without knowing how to correct their mistakes by themselves. It means that English teacher should be able to encourage and motivate the students to learn the target language by using the appropriate strategy that makes their students feel interested, independent, and responsible. The use of appropriate strategy influences the students in learning language, especially writing in English.

Based on the phenomena above, the researcher found the problem that the students have. The problem is in their writing. Because of that the researchers try to overcome the problem by offering an appropriate strategy. It is suitable with the one strategy in the learning process named POWER strategy (Pre-Writing, Organizing, Writing, Editing, Re-Write). It expected can be rise with using the appropriate

method, technique, strategy, or approach. Using POWER strategy in writing can simulate student interest in learning and to develop students writing ability. The researcher used POWER strategy because POWER is the acronym of Pre-Writing, Organizing, Writing, Editing, Re-Write for English language learners it is a strategy that was applied to enhance students' achievement in writing, particularly in writing descriptive text.

Brooks stated "POWER (Pre-Writing, Organizing, Writing, Editing, Re-Write) is a strategy in teaching that has sequence".¹³ The POWER strategy (Pre-Writing, Organizing, Writing, Editing, Re-Write) has three stages. The first stage is the pre-writing stage and includes the planning and organizing steps. Then the second stage is writing and includes writing steps. The third stage is the post writing stage and includes the editing and revising steps. It is shown that in the learning and teaching process the students learned through a complex process they will discuss with the teachers and friends to past the difficulties in the learning process. The writing process also needs the exploration to find a good idea in constructing their writing more interesting, with POWER strategy, the students will explore, make judgments, interpret, and synthesis information in meaningful.

Finally, based on the background of the problem above, the researcher conducted the research entitled: *"Enhancing Students' Writing Ability By Using POWER Strategy on Writing Descriptive Text."*

C. Identification of the problem

Based on background of the problem above, the researcher identified the problem as follows:

¹³ Brooks, *Improving The Students' Achievement In Writing Descriptive Text Through Power Strategy*, 2003. P.59

1. The students have less practice arrange sentences in writing.
2. The students get difficulties in organizing the idea in writing.
3. The students can not choose the appropriate words in writing.
4. The students have difficulties in several aspects of writing such as vocabulary and mechanics.

D. Limitation of the Research

Based on the identification of the problem above, the researcher focused the research on “*enhancing students’ ability in writing descriptive text using POWER strategy (Pre-Writing, Organizing, Writing, Editing, Re-Write)*”.

E. Formulation of the Problem

Based on the limitation of the problem above, the researcher formulated the problem as follows: How does POWER strategy (Pre-Writing, Organizing, Writing, Editing, Re-Write) enhance students’ writing ability?

F. Objective of the Research

Investigated the enhancement students’ ability in writing descriptive text by using POWER strategy (Pre-writing, Organizing, Writing, Editing, Re-write).

G. The Significance of the Research

The researcher hopes this research can give contribution to the English teaching and learning.

1. Theoretically

This research gives solution and information to find out the appropriate method in teaching writing, especially in writing descriptive text.

2. Practically

a. For the students

The researcher expects that by applying this research, the high school students would be interest in learning English, especially in writing. Hopefully, by using POWER strategy will enhance students' writing ability, and also the result of this research can be used as a reference to improve the ability of students in writing.

b. For the teacher

The result of the research could be used as reference in order to enhance students' writing ability, and also can help the teacher to easier present the material about vocabulary.

c. For other researchers

This research hopefully could be inspired and give information to other researchers who are interested in similar or related topics in other setting.

H. Scope of the Research

1. The Object of Research

The object of the research was the use of POWER strategy to enhance students' writing ability on writing descriptive text.

2. The subject of Research

The subject of the research was the students at the tenth grade.

3. The Place of Research

The research was conducted at SMA Negeri 1 Gunung Alip Tanggamus.

4. The Time of Research

The research was conducted in the first semester of the academic year of 2022/2023.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. POWER Strategy

1. Definition of POWER Strategy

POWER strategy (Pre-Writing, Organizing, Writing, Editing, Re-Write) is a strategy in teaching that has a sequence. Fearn and Fernan in Frey state that the POWER strategy is a strategy to improve writing fluency through brief, time writing events.¹⁴ It means that students need to increase their writing ability to make their fluency in writing.

Meanwhile, Johnson mentions that power strategy (Pre-Writing, Organizing, Writing, Editing, Re-Write) is a strategy that requires the student to write as many word as they can do on the topic in a given amount of time. This strategy expects students to begin writing immediately. Through this strategy the students build energy and confidence in writing. So, the POWER strategy (Pre-Writing, Organizing, Writing, Editing, Re-Write) can guide students to make them can write many words and ideas on the topic.¹⁵

POWER strategy (Pre-Writing, Organizing, Writing, Editing, Re-Write) is a strategy in teaching that has a sequence. According to Brookes “The POWER strategy (Pre-Writing, Organizing, Writing, Editing, Re-Write) has three stages. The first is a pre-writing stage and includes the planning and organizing steps. The second is writing, which includes the writing steps. The third stage is the

¹⁴ Fearn, Fernan in Frey, *Teaching Writing Combining Power Writing Strategy at Senior High School*, (Journal of Education: Sumatera Barat, 2011), p.142

¹⁵ Jhonson, *Teaching Reading and Writing*, (New York Education, 2008), p.

post writing stage includes the editing and revising steps”.¹⁶

Based on the explanation above, the researcher concludes that the POWER strategy (Pre-Writing, Organizing, Writing, Editing, Re-Write) is a strategy to improve writing ability through brief, time writing events. And also this strategy aims to help students organize their ideas. This strategy also gives an easier way for students who want to make a good writing. In the POWER strategy (Pre-Writing, Organizing, Writing, Editing, Re-Write) also the teacher guides students in making their own writing starts by finding their ideas.

2. The Procedure of POWER Strategy

According to Graham et.al state that an overall writing strategy is represented by the POWER strategy (Plan, Organize, Write, Edit, and Revise).

a. Plan

In this step, the teacher prepares some topic, and the teacher gives to the students, to make them easier connect with their ideas.

b. Organize

In this step, students make a content organizer appropriate for the particular text structure. The purpose of a graphic organizes for the students is to help them organize their paper.

c. Write

In this step, involves the students thinking about the information from the planning guide and organizing, and the students write their first draft in paragraph form. Write as well as students can do, and the teacher guide the students as they write

¹⁶ Brookes, *loc.cit.*

d. Edit

In this step, the students critique their writing and identify areas in which they need clarification or assistance. The teacher gives attention their critique.

e. Revise

In the last step, students evaluated their text based on editing, and reread it one last time before turning it in.¹⁷

The POWER strategy has three stages. The first stage is prewriting stage before you actually start writing and this includes the planning and organizing steps. The second stage is actually writing and includes the write step. The third stage is the post-writing stage and has the editing and revising steps.¹⁸

a. Plan

- 1) First start with a clear topic. Be sure you know exactly what you want to write about.
- 2) At this stage, you need to gather all the information that you will need for your paper.
- 3) Brainstorm and list all the ideas you know about this topic.
- 4) Make a list of topics for which you need to get more information.
- 5) Gather the information from different sources, such as the internet and the library.
- 6) Take notes on notecards of all the information that you want to include in your paper. Write down as much information as possible so that you will not have to go back and get more information. Do not write complete sentence
- 7) just write phrases representing the ideas

¹⁷ Stieve Graham et al., *Best Practice In writing Instruction*, (New York: The Guild Press, 2007), p.148

¹⁸Englert, C.S et al., *Making Strategies and Self-talk Visible. Writing Instruction in Regular and Special Education*, (American Educational Research Journal, 1991) p.23

- 8) Be sure to write complete references for all the information that you gathered so that they can be included in a bibliography later.

In step 1, the students prepare all the ideas. It's similar to a brainstorming process. A visual or graphic organizer is useful at this stage, especially since it may also be used in the next step. Visual organization strategies are effective because they provide a concrete alternative to traditional outlining. Organizers allow students to organize material in a visual pattern and enable them to see the relationships among the information. This facilitated students' ability to represent connections more easily while promoting fluency, flexibility, and more originality. In a simple graphic organizer, the student may have one larger circle for the main idea and three (or more) circles for supporting facts. Having this framework helps students focus on the main components of the writing assignment, highlighting one portion at a time. Many types of graphic organizers are available, and it is highly efficient to begin teaching these to students as soon as they begin the writing process.

b. **Organize.**

Students then complete a pattern guide to help them organize their papers, this is an organizing think sheet. This represents the text structure being studied.

- 1) Review notes of your ideas and your note cards.
- 2) Organize these in an outline using the main ideas of your paper as the major headings.
- 3) You can write each of these main ideas on large or different colored notecards.
- 4) Arrange the notecards in order and number them.
- 5) Arrange each of the notecards from the planning stage under each of the main idea cards.

- 6) Go back and make an outline of major headings, subheadings, and details.

This step can help the student sequence the information within a passage; he uses his graphic organizer and decides what goes first, second, etc. It is important to stress to the student that effective writing is absolutely dependent on good organization skills. Generally, students who struggle to sort and organize language-based information will also struggle with clarity, conciseness, and effectiveness of written assignments. It is imperative that such students understand how to structure different tasks for different purposes. Concrete visual techniques are extremely helpful and include a wide range of strategies such as pre-writing worksheets, frames, visual organizers, mind maps, and clusters.

c. Write

The teacher demonstrates and thinks aloud to show students how to take the information gathered in the planning and organizing steps and produce a first draft.

- 1) Use your outline and notecards as a guide for writing your paper.
- 2) Write complete sentences for the phrases on the notecards.
- 3) Do not pay attention to mistakes at this stage. Just make sure that you include all the ideas and that you state these clearly and in order.

d. Edit

This step teaches students to critique their own writing and to identify areas in which they need clarification or assistance, an important self-evaluation skill. Use your outline as a guide for

writing your paper. Editing is a two-step process involving student self-evaluation and peer editing:

- 1) Self-evaluation – students reread and evaluate their draft, starring sections of the paper they like best and putting question marks in the margins by passages they think may be unclear. Then, they think of two questions to ask their peer editors.
- 2) Peer editing – students read their papers to a peer editor. Peer editors then summarize the paper. Next, the editor evaluates the paper, giving an analysis of salient features of the writing that might guide a revision or lead to improvement. For example, the peer editor might suggest that the writer add key words or reorganize the paper for clarity. Check all spelling, capitalization, punctuation, order of words, and grammar using the scope strategy.
- 3) Check whether your ideas are well stated using the fast strategy.
- 4) It may be helpful to read your paper aloud as a way of checking for errors.

e. Revise

- 1) Students decide on changes to be made using their self-evaluation sheets and peer feedback.
- 2) Teacher modeling on how to insert or change the order of information is suggested.
- 3) The teacher and student have a conference, where changes in writing mechanics are suggested.
- 4) Based on your editing using the SCOPE and FAST, revise your paper.
- 5) It may be helpful to read your paper aloud as a way of checking for errors.

3. The Strengths and Weaknesses of the Implementation POWER Strategy

Points that important to teacher when he or she will apply the method he or she should know about the strengths and weaknesses of strategy. There are some the strengths and weaknesses of the implementation POWER strategy shown by Department of education.¹⁹

a. The Strengths of The Implementation POWER strategy

1) Increases students' learning motivation

POWER strategy increases the motivation of students. When teachers successfully implement POWER strategy, students can be highly motivated, feel actively involved in their own learning, and produce complex, high-quality work. Because, in this strategy the students will get the challenge to make a good product.²⁰

2) To help students write quickly (improve library research skill)

In finding the solution for their task, students can look for from a variety of sources such as online, library, field trips and observations etc. The students have learn how to achieve the knowledge and use this knowledge in the solution process.²¹

3) Build confidence

POWER strategy makes students confidence and have fun atmosphere, so that students and teachers enjoy the learning process. POWER strategy create different teaching environment by getting students out of the boring routine in the classroom. This teaching environment is

¹⁹ Department of Eduucation and Training, *Improving The Students' Achievement in Writing Descriptive Text Through Power Strategy*, 2007

²⁰ *Ibid.*

²¹ *Ibid.*

more interested, fun, and useful for students and allow them to build knowledge and confidence in an authentic context.²²

b. The Weaknesses of The Implementation POWER strategy

- 1) Many instructors/teachers feel comfortable with traditional classroom, where the instructor/teacher play a central role in the classroom. This is a difficult transition, especially for instructors/teachers who have little or no control of the technology.
- 2) Applying POWER strategy in the classroom may be intimidating for some experienced teachers and will be even worse for beginners.²³

B. The Nature of Writing

1. Definition of Writing

There are some ways to people make an interaction with each other to build understanding in communication. One of them is using written form, with the written form hopefully people can communicate and understand about the message which involves in the written form itself. Writing is a tool for students to share their information and knowledge and put them down on paper. Writing has many definitions from the experts. Harmer states that writing is both a mental and learning process²⁴. According to Spratt, Pulverness, and Williams “Writing is one of four language skills: listening, speaking, reading and writing. Writing is also one of the productive skills which involve communicating a message in the form of letters and symbols. Communicating means sending information

²² *Ibid.*

²³ *Ibid.*

²⁴ Harmer, *The Practice of English Language Teaching*, (London: Longman Handbooks, 2004)

to others people, therefore, a message must have a purpose”²⁵. In another words, writing produces a written product that has certain information.

To make our written form good is not easy and instant, some steps must be completed to make the written product good and easy to understand by the reader. Brown also states that a writing is a product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into writing text, how to revise a text for clear meaning, how to edit a text for appropriate grammar, and how to produce a final product²⁶.

Every people have some intelligence in themself, for example there are people easier to make understand something by using a clear explanation orally and sometimes some people easier to write something to make another understand. Hyland in Aprilia states that a writing is also a way to share personal meanings²⁷. It means that by using writing the construct their topic views, and share their views in written form.

From the definition above, it can be concluded that writing is one of the productive skills which involves communicating a message, therefore, a message must have a purpose. Writing also can be used to communicate the writer’s ideas to the readers, and it requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into writing text, how

²⁵ Mary Spratt, Alan Pulverness, and Melanie Williams, *The Teaching Knowledge Test Course* (Cambridge: Cambridge University Press, 2005), p.26

²⁶ Brown H, *Principles of Language Learning and Teaching* (NY: Pearn Education, 2007) p.2

²⁷Hyland in Aprilia, *Second Language Writing*, Cambridge University Press, 2015, p.8

to revise a text for clear meaning, how to edit a text for appropriate grammar, and how to produce a final product and also as the way to share something to the others.

2. Important Aspects of Writing

Starting from the very beginning of the study, the researcher tries to attract the students' attention to the importance of the following aspects of effective writing:

- a. Paragraphs: It is important to avoid too much eye strain. A piece of writing has to be interesting to attract the reader to new pieces of information. A good paragraph is achieved when a topic sentence is intelligently chosen; the knowledge of choosing a good topic sentence for each paragraph helped students arrange the sequence of their information in a logical order.
- b. Ideas: They are the soul of writing. One cannot achieve writing without ideas. The first step of writing is to choose a topic sentence which is the controlling idea. Peha states that "The controlling idea could be an effective beginning which attracts the attention of readers".²⁸ The next step is to develop the controlling idea. To be explicit, ideas should logically be arranged and coherently connected. Thus, readers could easily understand the presented information and get interested in it.
- c. Grammar and spelling: They are essential for communicating correct and clear meaning. Abbot states that "A clear thinking could not be written clearly without using words according to definite rules"²⁹. Moat shows the importance of spelling for writing and said that some writers restrict their writing to the only words that they know. In some specialties like medicine, law, and commerce,

²⁸ Peha, *The writing Teacher's Strategy Guide*, 2003, p.7

²⁹ Edwin Abbot, *How to Write Clearly: Rules and Exercise on English Composition*, (Cambridge: Cambridge University), 2007, p.6

misused grammar or spelling may often cause problems and terrible losses.³⁰

- d. Punctuation: Betham states that “Punctuation is more important than spelling”³¹. Punctuation marks give meaning to words as pauses and changes in tone of speech do. Several studies have revealed that punctuation marks may change the meaning of words if they are incorrectly used, and they may reveal mystery when they are correctly used.
- e. Handwriting: In business, you might be impressed by one’s personality through her/his handwriting. For students, handwriting is a reason for failure or success because teachers do not waste time to decipher what a student has written. The readability of letters and good spacing between words and within the word lead to legible handwriting. Moreover, the right direction of drawing letters without lifting the pencil helps accelerate writing. Children who are slow writers find it difficult to transfer the information held in their memory for they may forget it before achieving of transference into writing.³²

3. The process of writing

To make a good writing, we need to through several steps in the process of writing. The steps act as the guidelines for students to start their writing until they can finish it. In the process of writing, there are four stages proposed by Harmer. They are: Planning, drafting, editing, and final version.

³⁰ Louisa Moats, *How Spelling Supports Reading and Why It Is More Regular and Predictable than You May Think*, 2005, p.1

³¹ Emmanuelle Betham, *Punctuation Today : A Qualitative Study*, Skepsi, Vol.4, (English: University of Kent), 2011, p.37

³² Rosenblum et al., *Product and Process Evaluation of Handwriting Difficulties*, Vol.15, No.1, 2003

a. Planning

Before write down on the paper, the writer needs to decide what to write. It is the reason that why the writer must set up the plan first. What we are going to say, what messages want to deliver, and what the information want to tell to the others. The plan must be prepared before write down on a piece of paper or note, but some writer just save the planning in their mind.

During the moment of making a plan, there are main points that must be kept on mind. The first, writer should determine the purpose of writing, it can influence what type of the text want to make, what language we want to use, and what the information he is going to deliver. Second, it is important to consider who the audiences are. After knowing that, a writer can choose the tone of his writing or whether he wants to make it formal or informal. The last one is the content structure. It is crucial as it can help the readers to understand the writing.

b. Drafting

The very first piece of writing that a writer make is called draft as it will be going through the editing process. The draft can be considered as the raw writing which is needed to be fixed and revised before the final product is completed.

c. Editing (Reflecting and Revising)

After the first draft, a writer needs to reread his or her writing to see which one is true, which one is not and also to see some parts which are not grammatically accurate or some words that have to be changed to make clearer meaning because some of them may create ambiguity and confusion on the audience. In reflecting and revising, sometimes, there is a helper

who points out the errors and mistakes and also suggests the best final product.

d. Final version

The last one is the final writing which is ready to be delivered to the audience its name is the final version. The first draft and the final version will be very different as it has gone through a process that makes many changes to the content.³³

4. The Roles of Teacher in Writing

In every part of learning and teaching have some achievements, the achievement should reach in some steps or ways. One of achievement in the learning process is there is differentiation between before and after. Teaching writing is a process to help students to able to express their ideas through a piece of paper. Caswell and Mahler state that “Teaching writing provides opportunities for students to develop clear thinking skills”.³⁴ It means that, the students will get opportunities to develop their ideas in writing.

Teachers are expected to realize their important roles in students’ development in learning, particularly in writing. Teachers are required to have various methods and great interest when they are teaching writing to the students. Moreover, the success of students in learning writing is also determined by the teacher’s performance in helping them learn writing. It means that in the process of teaching writing, the teacher has to help the students to understand and learn how to write effectively, give clear explanations and instructions and guide the students in each step of the writing process.

³³ Harmer, *op.cit.*,

³⁴ Caswell, Mahler, *The Roles of Teacher in Writing*, (Journal of Education and Teaching : Sumatera Barat, 2001) p.3

In relation to teacher's roles in the process of writing Carter states that teaching writing is focused on students' writing to enable students to get progress purpose³⁵. This statement means that when teaching writing, the teacher guided the students how to open their ideas in writing, and critical action to make students enable to achieve progressive aims in writing. The teacher lets students think critically, develop and arrange their ideas into the paragraph. In this research the teacher as the facilitator and the students as the writer.

In relation to teachers' roles in the process of writing, Harmer also purposes some tasks that the teachers must perform before, during, and after the process of writing. They are; 1) demonstrating, 2) motivating and provoking, 3) supporting, 4) responding and 5) evaluating.

1) Demonstrating

The first task that must be done by the teacher in the process of writing is demonstrating. It is a need for the students to be able to understand writing conventions and genre constraints of particular types of writing. As a result, the teacher has to be able to draw the two features to their attentions.³⁶

2) Motivating and provoking

The second task done by the teacher in the process of writing is motivating and provoking the students. It is difficult for some of the students to write in English. Besides, they sometimes have no idea of the words used to write their messages. This is the situation where teachers can help them by provoking them to

³⁵ Carter, *Teaching writing by Combining Power writing Strategy and Collaborative Writing Strategy at Senior High School*, (Journal of Education : Sumatera Barat, 2003) p.182

³⁶ Harmer, *op.cit.*, 261

get the ideas and then persuading them to work on their writings.³⁷

3) Supporting

Supporting the students is the third task that needs to be performed by the teachers. In the process of writing, teachers become the main supporters for the students when they are writing in the classroom, especially when the students face difficulties. They must be available and well-prepared to help them solve the difficulties. Thus, the students will be motivated in doing their writing.³⁸

4) Responding

Responding refers to how the teachers react to the students' writing works. Content and construction are the focus of this task. After looking at the writing works produced by the students, the teachers can give feedbacks or suggestions for the students' improvement in writing.³⁹

5) Evaluating

The last task done by the teacher in the process of writing is evaluating the students' works. This task refers to how the teachers will evaluate the students' writing works and then grade them. This is done by the teachers to see the students' progress in writing ability. In conclusion, the teachers are required to be able to perform those tasks in the process of writing. It will enable the students to be better writer, especially when they are hesitant to express their ideas.⁴⁰

³⁷ *Ibid.*

³⁸ Harmer, *op.cit.*, 42

³⁹ *Ibid.*

⁴⁰ *Ibid.*

Based on the explanation above, the researcher concludes that teaching writing is a process for the teacher to guide and help students to express their ideas, how choose vocabulary, using grammar, and knowing about the steps in writing. Besides, teaching writing is not easy for students. Teachers have to know well how to be good to guide the students.

5. Feedback on Writing Ability

The last result of writing is product form, such as narrative, descriptive, procedure, etc. To make the product of writing better than before the teachers should give the responses of students' result of writing. When feedback is applied to written works, it should affect the learners' language use in the future. Furthermore, feedback can be focused on both content and form. Feedback on content emphasizes text organization, ideas, and several many details. Harmer divides the techniques giving feedback to writing into two:

1) Responding

Responding is different from assessing or evaluating since it focuses on the thought of the writing work. The important thing in responding is that the feedback has to support the students' writing improvement and raise their motivation instead of increasing their anxiety about writing.

2) Coding

This technique enables the students to realize their mistakes and errors. By using certain codes, the correction seems to be neater, more understandable, less threatening, and more helpful compared with the use of random marks.⁴¹

⁴¹ Harmer, *How to Teach Writing*, op.cit., 110

Based on the explanation above, the researcher concludes that feedback is important think in the last result of writing. Feedback on writing is applied to written works feedback has to support the students' writing, and the teacher should respond positively and encouragingly to the content of what the students have written.

6. Descriptive Text

a. Definition of descriptive text

Descriptive text is one genre of texts. This text is one of the text that have been taught to senior high school students. The purpose of this text is to describe something such as place, animals, person, and thing. Kane in Nurkhoiri states that description is about sensory experience-how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.⁴²

b. The Strategies in Writing Descriptive Paragraph

According to Terry in writing descriptive Paragraph, as the writer we have to know about the strategies in writing descriptive Paragraph.⁴³ There are strategies in writing descriptive text. They are:

1) Choose Your Topic

- a) In this section the writer creates a bank of topics. Use the following headings and brainstorm or list as many topics as you possibly can. Don't analyze your thoughts; just jot down topics as quickly as they

⁴² Kane in Nurkhoiri, *Oxford Essential Guide to Writing*, (New York: The Guild Press, 2015), p.13

⁴³ Dean Terry, *Step-Easy-Writing-System*, (Education Article vol. 3, no.2, 2009) p.2

occur to you. Compare your bank of topics with those of your classmates.

- b) Reread the free write you composed based on the photograph of the San Antonio River walk. Underline ideas that could be used for a descriptive paragraph. Map out the logical order of details.
- c) Select a photograph of a special place. Write captions, brainstorm sensory details, and free write about the photograph. Remember to ask “What are the sensory details and how are the details arranged in space?” and “What’s the point?” as you generate ideas.

2) Write a Draft of Your Paragraph

Using ideas you generated during the prewriting phase, compose a draft of your paragraph. Return to the prewriting process at any time to generate additional details as needed. Use your own paper.

3) Revise Your Draft

Once you have drafted a description, read the draft and answer the questions in the “Questions for Revising a Descriptive Paragraph” box that follows on the next page. Indicate your answers by annotating your paper. If you answer “yes” to a question, underline, check, or circle examples. If you answer “no” to a question, write needed information in the margins and draw lines to indicate placement of additional details. Revise your paragraph as necessary based on your reflection. (Hint: Experienced writers create several drafts as they focus on one or two questions per draft.)

4) Proofread Your Draft

Once you have made any revisions to your paragraph that may be needed, proofread your paper to eliminate unnecessary errors, such as misplaced modifiers.

c. Generic structure of descriptive text

The rhetorical or generic structure of descriptive text consists of identification and description. Hammond states that “Descriptive text has two generic structures, namely identification and description”. Identification is the person, place, or thing to be described. The description is describing parts, qualities, and characteristic of an object.⁴⁴

From the explanation of the step of constructing the descriptive text, then have my own conclusion that generally a descriptive text consists of two elements. They are identification and description. Besides the social function and generic structure, the descriptive text also has language features that support forming a descriptive text.

d. Language features of Descriptive Text

The descriptive text uses the simple present tense. However, sometimes it used simple past tense the thing to be described doesn't exist anymore. The descriptive text also used the significant grammatical features such as:

- 1) Focus on specific participant
(My lovely sister, My favorite actor, Jenny's car)
- 2) The verb of being and having
(My cat is really cute, it has brown eyes)
- 3) Use of descriptive adjective
(Kind person, beautiful girl)

⁴⁴ Hammond, *Teaching Writing Skill*, (Harlow: Longman, 1996), p.7

- 4) Use of detailed noun phrases to give information about the subject
(A very handsome boy, a sweet young singer)
- 5) Use of action verb
(It jumps high, it drinks water)

Example of descriptive text:

My beloved mother

(Identification)

Every people certainly have a mother. It is because people are born from her. The existence of her among us is definitely important. That is why I love her so much. I owe great debt to what she has been doing to me until right now. And here is my mother.

(Description)

My mother's name is Khodijah. She was born 49 years ago. She is short, but not too short. She is little fat. And she is old. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person.

She never stops to support me. She always gives me some fine solution when I have some problems. The importance of her is never denied. That's why I never reject he willing.⁴⁵

(Ahmad Fathoni)

Based on the explanation above, the researcher can be conclude that descriptive text have language features to guide and help students to express their

⁴⁵ Ahmad Fathoni, *Descriptive Text*, Thesis (Faculty Management Education: Yogyakarta, 2016)

ideas and how about the tenses, significant grammatical features, and the generic structure.

C. Frame of Thinking

Writing is one of the productive skills which involve communicating the message, therefore, a message must have a purpose. Writing also can be used to communicate the writer's ideas to the readers, and it requires specialized ability on how to generate ideas, how to organize them coherently, how to revise a text for clear meaning, how to edit a text for appropriate grammar, and how to produce a final product and also as the way to share something to the others.

This is caused by some factors; the students which have low writing ability. These problems were also found at SMA N 1 Gunung Alip Tanggamus. The students tenth grade of SMA N 1 Gunung AlipTanggamus got difficulty in producing the text. Most of them found difficulties in choosing appropriate words, spelling, and sentence structure.

From the problem above, the researcher and the English teacher of SMA N 1 Gunung Alip Tanggamus decided to use the POWER strategy (Pre-Writing, Organizing, Writing, Editing, Re-Write) to enhance students' writing ability. By using this strategy in the classroom, students gained knowledge and skills of the language and skills of the language through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks. They could be highly motivate, felt actively involved in their own learning, and produced complex and high-quality work.

From this process approach, the students have the opportunity in teaching learning writing ability. They had the opportunity to learn; in an authentic, challenging, to learn how to design, carry out, and evaluate a project of writing. To

make the frame of thinking clearly, the researcher makes a diagram as follows:

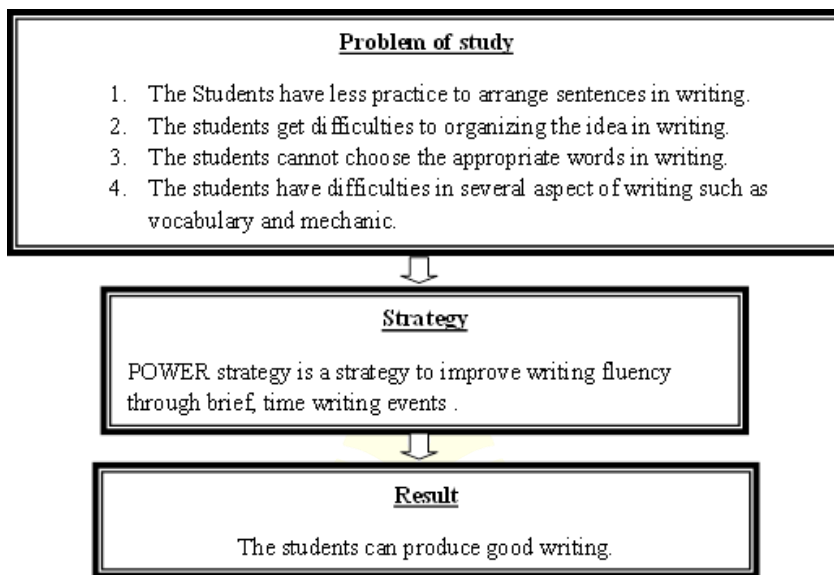


Figure 2. 1 Frame of Thinking

D. Hypothesis

The hypothesis is a temporary answer of the problem in research until proved from the data collected⁴⁶. So, a hypothesis can be defined a weak truth statements toward problems in research and the need to prove the truth after collecting data. The hypothesis of this research are:

H_0 = There is no significant using POWER strategy to enhance students' writing ability on writing descriptive text in the tenth grade of SMA N 1 Gunung Alip Tanggamus.

⁴⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipt, 1998), p.64

H_a = There is significant using POWER strategy to enhance students' writing ability on writing descriptive text in the tenth grade of SMA N 1 Gunung Alip Tanggamus.



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