



**THE EFFECT OF USING POWER STRATEGY ON SENIOR
HIGH SCHOOL STUDENTS' DESCRIPTIVE TEXT
WRITING ACHIEVEMENT**

THESIS

By:

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2019**



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Proposed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
English Education Study Program, Language and Arts Department
Faculty of Teacher Training and Education, Jember University

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I certainly that the content of the thesis of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in a part, to qualify for any other academic award; ethics procedures and guideline of thesis writing from the university and the faculty have been followed.

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DEDICATION

This thesis is honorably dedicated to:

- 1. My father M. Mustakim Akbar and my mother Siti Mukaromah. Thank you for all your never ending love and support!*
- 2. My husband Ahmad Rif'an Fauzi and my daughter Arreta Farasya Rania Azfa Fauzi.*
- 3. My sisters and brothers. Thank you!*

MOTTO

*You don't have to be great to get started, but you have to get started to be great
(Les Brown)*

CONSULTANT APPROVAL

THE EFFECT OF USING POWER STRATEGY ON SENIOR HIGH SCHOOL STUDENTS' DESCRIPTIVE TEXT WRITING ACHIEVEMENT

THESIS

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3. The Chairperson of English Education Study Program
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I do realize that this thesis is still far from being perfect. Therefore, any constructive criticism and suggestions will be appreciated.

Jember, 2019

The Writer

TABLE OF CONTENT

	Page
TITLE PAGE.....	i
STATEMENT OF THESIS AUTHENTICITY.....	ii
DEDICATION.....	iii
MOTTO.....	iv
CONSULTANT APPROVAL.....	v
APPROVA OF THE EXAMINER COMMITTEE.....	vi
ACKNOWLEDGEMENT.....	vii
TABLE OF CONTENT.....	viii
THE LIST OF TABLES.....	x
THE LIST OF APPENDICES	xi
SUMMARY.....	xii
CHAPTER 1. INTRODUCTION.....	1
1.1 Background of the Research.....	1
1.2 Problem of the Research.....	3
1.3 Research Objective.....	3
1.4 Research Contribution.....	4
CHAPTER 2.L ITERATURE REVIEW.....	5
2.1 Writing in Education.....	5
2.2 POWER Strategy.....	9
2.3 Descriptive Text	10
2.4 The Procedures of POWER Strategy in Teaching Writing.....	12
2.5 Previous Research Review.....	..13
2.6 Research Hypothesis.....	14

CHAPTER 3. RESEARCH METHOD.....	15
3.1 Research Design	15
3.2 Research Context.....	15
3.3 Research Participant	16
3.3.1 Population	16
3.3.2 Sample.....	16
3.4 Data Collection Method	18
3.5 Data Analysis	20
CHAPTER 4. RESULT AND DISCUSSION.....	22
4.1 Result	22
4.2 Discussion.....	25
CHAPTER 5. CONCLUSION AND SUGGESTIONS.....	28
5.1 Conclusion	28
5.2 Suggestions	28
REFFERENCES.....	30
APPENDICES.....	33

THE LIST OF TABLES

3.1	The Output of Homogeneity of Variances Test.....	17
3.2	Writing Scoring Rubric	19
3.3	Score Conversion	21
4.1	The Output of Test Normality	22
4.2	The Output of Group Statistic	23
4.3	The Output of Independent Sample T – Test.....	24

THE LIST OF APPENDICES

A. Research Matrix.....	33
B. The Schedule of the Research	34
C. The Names of the Students.....	35
D. Students' Previous Scores on English Final Test.....	36
E. Lesson Plan 1.....	37
F. Lesson Plan 2.....	53
G. Post Test.....	66
H. The Results of the Students' Post Test (Experimental Group).....	67
I. The Results of the Students' Post Test (Control Group)	69
J. The Sample of the Students' Writing Post Test (Experimental Group).....	71
K. The Sample of the Students Writing Post Test (Control Group)	75

SUMMARY

The Effect of Using POWER Strategy on Senior High School Students' Descriptive text Writing Achievement; Faridatun Nadlifah, 120210401108; 2012; English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

As foreign language learners, many students in Indonesia have difficulties in writing in English. A student should consider some aspects of writing such as grammar, the proper usage and structure of the language, content which means the method in developing of the students' idea, vocabulary that is about using appropriate words, mechanics that deal with the rules in written language related to the spelling, punctuation, and capitalization, and organization which means the logical arrangement of the sentences used and relevance with the theme or title. Beside those aspects, students should think about the ideas that will be written.

With regard to students' difficulties in writing, English teachers play an important role. In this case, teachers were required to have teaching strategies to assist their students in producing a good piece of writing. One of the strategies in teaching writing was POWER strategy. Because of that, the researcher did this research to investigate whether or not there was a significant effect of using POWER strategy on the tenth grade students of science descriptive text writing achievement at SMA Negeri Kalisat. The research design used was quasi-experimental research with post-test only control group design. The population of this research was all the tenth grades students of science of SMA Negeri Kalisat. Before selecting the sample, it should be ensured that the population was homogenous. For the sake of this, the researcher used the students' previous scores on English final test to know the homogeneity of the population which was analyzed by using ANOVA test. The result of ANOVA test showed that the population was homogeneous so the researcher chose the sample randomly by using cluster random sampling. Through a lottery, class X MIPA 2 was selected as the control group which did not received the treatment; and class X MIPA 4 was selected as the experimental group which received the treatment. In this case,

the control group was taught by using scientific approach which is usually used by the English teacher in teaching writing.

The data of this research were obtained from the writing posttest. The result of the writing posttest was analyzed by using independent sample t-test. Based on the analysis of post-test score, the mean score of the experimental group was 75.7292 while the mean score of control group was 69.4722. Moreover, based on the output of independent sample t-test, the significant value was 0.066 which was higher than 0.05. Since the value of significance was higher than 0.05, it indicated that the null hypothesis (H_0): "There is no Significant Effect of using POWER strategy on the Tenth Grade Students Descriptive Text Writing Achievement at SMA Negeri Kalisat" was rejected. On the other hand, the alternative hypothesis: "There is a Significant Effect of using POWER strategy on the Tenth Grade Students Descriptive Text Writing Achievement at SMA Negeri Kalisat" was accepted.

Based on explanation above, it can be concluded that POWER strategy was effective to be applied in teaching writing. It could be seen from the result of this research which indicated the use of POWER strategy had a significant effect on the students' descriptive text writing achievement. By applying POWER strategy, it was easier for the students not only to start their writing but also to organize and to finish the text.

CHAPTER I

INTRODUCTION

This chapter provides some aspects dealing with the topic under the study. They are background of the research, problem of the research, research objectives, and research contribution.

1.1 Background of the Research

As foreign language learners, many students in Indonesia have difficulties in writing in English. A student should consider some aspects of writing such as grammar, the proper usage and structure of the language, content which means the method in developing of the students' idea, vocabulary that is about using appropriate words, mechanics that deal with the rules in written language related to the spelling, punctuation, and capitalization, and organization which means the logical arrangement of the sentences used and relevance with the theme or title. Beside those aspects, students should think about the ideas that will be written.

Fairbrain and Winch (1996) state that writing is difficult and very few people have ability to write an essay at one sitting in a form that is adequate. It is because writing involves not only the language component but also several processes and thinking process such as starting to write, generating idea that should be considered, and idea that is going to be developed. It is in line with Nunan (1999) who states that producing a coherent, fluent, and extended piece of writing is probably the most difficult thing to do in language. Byrne (1992) also states that writing is learnt through a process of instruction: the students have to master the written form of the language and to learn certain structures which are less used in speech, or perhaps not used at all, but which are important for effective communication in writing. The students also have to learn how to organize the ideas in such a way that they can be understood by a reader who is not present and perhaps by a reader who is not known to the writer. It may also

cause a problem in terms of content. Being at a loss for ideas is a familiar experience to most of the students when the students are obliged to write.

With regard to students' difficulties in writing, English teachers play an important role. In this case, teachers were required to have teaching strategies to assist their students in producing a good piece of writing. One of the strategies in teaching writing was POWER strategy. Fielding (2006) says that POWER strategy is a strategy that can give students power in writing by following the sequential stages; Prepare, Organize, Write, Edit, and Rewrite in writing paragraph, text, and essay. POWER strategy helped the students starting the text until finishing it. It helped clearing the topic with brainstorm and gathering all information about the topic. After that, organizing the idea with making an outline made the text in the way. At last, it made the students checking the spelling, punctuation, appropriate vocabulary, grammar, even ideas to make the text well.

The effectiveness of POWER strategy in teaching writing has been investigated by previous researchers. An experimental research was conducted by Peng (2011) to evaluate the effectiveness of writing strategies in promoting 13 – 15 years old Chinese ESL learners' writing ability. The research used two writing strategies 8-step writing strategy and POWER strategy for fifteen third-grade students attending junior high school in China. Overall the analysis of the result in the test focused on the content of writing and writing elements, such as, vocabulary, grammar, and organization of descriptive text showed that both writing strategies are beneficial to improve the effectiveness the students' writing. Another experimental research was also done by Kamilasari (2013) to investigate the effect of teaching writing by combining RAFT (Role, Audience, Format, and Topic) and POWER (Plan, Organize, Write, Edit, and Re – Write) strategy at senior high school in West Sumatera. The result showed that the use of both strategies gave significant effect on the students' descriptive text writing achievement. Another researcher was conducted by Sabria (2016) to students of English at the Intensive Language Teaching Center of Mostaganem University, Algeria for investigating Strategy Based Instruction (SBI) implementation in the writing skill to enable them find out which strategies that best suit them, and

most importantly, to employ cooperative learning strategies so as to enhance their writing. It aims also at raising students 'awareness of the strategies use, identifying them and providing opportunities for practice and self-assessment. More importantly, the research is an attempt to investigate whether there is any significant difference in students' writing achievement after the implementation of SBI encompasses Oxford's six kinds of LLSs, cooperative learning strategies and POWER strategy. The result showed that there was significant different before using power strategy and after using power strategy. A research conducted by Deswira (2017) aimed to know the effectiveness of students' writing achievement using POWER strategy on XII IPA 1 Kota Baru. The result showed that there was a positive effect of POWER Strategy to increase students' writing achievement

Dealing with the result of the previous researches that the use of POWER strategy could give significant effect on writing especially on the content, that is why, in this research the researcher would like to know the effect of using POWER strategy on the senior high school level students' writing achievement on five aspects of writing. This research used descriptive text type. Therefore, the researcher decided to do a research entitled "The Effect of Using POWER Strategy on Senior High School Students' Descriptive Text Writing Achievement".

1.2 Problem of the Research

Based on the research background, the problem was formulated as follows:
"Is there any significant effect of using POWER strategy on senior high school students' descriptive text writing achievement?"

1.3 Research Objective

The objective of this research was to know whether or not there is a significant effect of using POWER strategy on senior high school students' descriptive text writing achievement.

1.4 Research Contribution

The result of this research was expected to give empirical contribution and practical contribution. Empirically, it was expected that further researchers look at the same issue can use this writing as a source of information and reference. The further researchers can use the same design or even the different one such as classroom action research or different types of texts such as hortatory exposition text or report text.

Practically, the result of this research was hopefully useful for the English teacher as information to conduct the teaching of writing using POWER strategy because POWER strategy is appropriate to help students to start their writing, to revise their writing, and to make a good writing.

CHAPTER II. LITERATURE REVIEW

This chapter presents some theories related to the research problem. They are the writing, writing achievement, aspects of writing, POWER strategy, descriptive text, the procedures of POWER strategy in teaching writing, and research hypothesis.

2.1 Writing in Education

Writing is a process of expressing ideas or thoughts in the written form that purpose to communicate ideas between the writer and the reader. Wingersky (1999) states that writing is a process which the writer discovers, organizes, and communicates his or her thought to the readers. Further, it can also be defined as a communicative act, a way of sharing information, observation, thought, or ideas with ourselves and others (Cohen and Riel, 1989). According to Gould et al (1989), writing is a creative act that involves repeated attempts to make sense in, with, and through language. Moreover, Chaffee et al (1999) say that writing is an active, purposeful process that uses a system or written symbols for thinking and communicating. The students can express their ideas through words and symbols to make the readers understand or get the message from the text.

However, writing is not a simple skill. Richard (1990) states that the process of moving from concepts, thoughts, and ideas to written text is complex. The writer should consider about concepts, what will be written in his or her writing, and what the purpose of his or her writing is. Meanwhile, Heaton (1990) argues that writing is complex and difficult to teach and to learn, requiring mastery not only of grammatical and rhetorical devices but also conceptual and judgmental elements. From the statements above, it can be concluded that writing is a difficult skill that needs expressing the ideas and purpose of the writing clearly to make the reader understand about the writing.

It is important to remember that a student has to pay attention some aspects of a text. According to Heaton (1990), there are five aspects of writing. They are grammar, vocabulary, mechanics, content, and organization. This

research used all of those aspects because they could not be separated to evaluate the students' writing and a writer should master all those five aspects writing in constructing a good text. Below was the explanation about them.

2.1.1 Grammar

Grammar is necessary in writing. According to Fairbrain and Winch (1996), grammar is a set of rules to help the students to construct sentences that make sense and appropriate with English rule. By using appropriate grammar, it was expected that the students' writing had meanings and it could be read easily. Bram (1995) says that the lack of constructing grammatically correct sentences make most beginning writers whose mother tongue are not English, sometimes get difficulty in expressing what they intend. It meant that if someone was going to produce correct sentences or paragraphs, he or she had to master grammar.

2.1.2 Vocabulary

Vocabulary plays an important role in writing. Langan (1997) says that a good vocabulary is a vital part of effective communication. If a writer wanted to construct a piece of writing, the writer should have good vocabularies. It is supported by Bram (1995) who says that words are the basic tool for writing. Vocabulary carried meanings where the writer conveyed the message. In other words, the students had to have vocabulary mastery in order to make the appropriate vocabulary in writing.

2.1.3 Mechanics

Mechanical aspects concern with the use of punctuation, spelling, and capitalization. Mechanical skill referred to the ability to use correctly the convention of written language (Heaton, 1990). According to Lindner (2005), mechanics are used to determine meaning and to clarify intent. Therefore, the readers could understand the text easily that applied mechanical skill correctly. In this research, mechanics deal with punctuation, spelling, and capitalization that are applying in students writing.

a. Punctuation

A good composition of writing cannot be measured only from the content and the language used, but also from the used of punctuation. Brandon and Brandon (2011) say that a misuse of punctuation in writing will make the reader struggle to understand the messages. Furthermore, Sullivan (2012) argues that the use of effective punctuation in writing skill will make the writing clearer and stronger. It meant that punctuation could influence the meaning of writing and the readers' thought.

Brandon and Brandon (2011) explain kinds of punctuation; those are:

1. Period (.)
2. Comma (,)
3. Semicolon (;)
4. Colon (:)
5. Question mark (?)
6. Exclamation mark (!)
7. Quotation mark (“...”)
8. Apostrophe (‘)

b. Spelling

The other mechanical skill in writing is spelling. English spelling is different from pronunciation. It was the reason that spelling was difficult to remember (Bram, 1995). However, spelling was important in writing because bad spelling means other meaning. For example in a sentence ‘*You where busy last night*’. It did not make sense because it used wrong spelling. The letter ‘h’ in the word ‘where’ should be deleted, so the word ‘were’ was more suitable in that sentence rather than the word ‘where’ thus the correct sentence was ‘*You were busy last night*’.

Spelling was just not a matter of presentation; poor spelling could make the meaning ambiguous (Fairbairn and Winch, 1996). For example in a sentence ‘*I have never tasted a cake quite like that one before!*’ and the situation was after having dinner. Based on that sentence, there was an ambiguous meaning; the first meaning was I have never tasted an awkward or

bad cake before and the second meaning was I have never tasted a sweet or a delicious cake before. A writer should be aware of spelling in his or her writing so that the reader could understand the meaning of the writing. In addition, a writer could deliver the meaning of the writing by having good spelling.

c. Capitalization

According to Stanley *et al* (1992) capital letter is to capitalize a word, make the first letter of the word capital. Langan (2008) states that capital letter can be:

- a. First word in the sentence or direct quotation
- b. Names of person, places, and the word *I*
- c. Names of days of the week, months, and holidays
- d. Names of commercial products
- e. Title of books, magazines, films, songs, poems, and the like
- f. Names of religion, companies, associations, political groups, unions, clubs, and other organization

2.1.4 Content

A good paragraph or essay contained several related sentences to support the main idea. The sentence helped guide the reader through the related sentences in paragraph (Wingersky, 1999). It meant that a good composition of writing should be proven by the information stated in the supporting details which is related to main topic. Those kinds of information should be written as clear as possible. Kane (2000) explains that a good content of writing is if there was a connection between your ideas and present them in a logical. Therefore, a writer should pick and choose the part that should be included or should be omitted relates to the content of the writing. By limiting the content of the text, the writer was more focus on what he or she wrote and the readers were more focus on what the message they have to get.

2.1.5 Organization

In order to make a good text, a writer needed to produce good paragraphs which were part of a text. Harmer (2004) states that the most basic elements of organization are in the beginning, middle, and ending. The beginning of organization was introducing the idea. The introduction should tell main idea in a sentence; it was called topic sentence or thesis. Then, the middle part of writing contained of supporting details of thesis. Usually, it took long space to compose this part of writing. In last part of writing, ending, influenced the reader's opinion. If the ending was totally flat, it would ruin the reader's opinion. If the ending was strongly impressive, it made a good communication with the readers. In other word, a well organization paragraph made the reader understand easily.

A writer had a job to help the reader to find the way round what the writer's has written (Fairbrain and Winch, 1996). Taking care over the way in which the writer arranged or organized the ideas, arguments, and examples in the text was one of the ways that the writer can do. Fairbrain and Winch (1996) also state that to achieve good organization in writing, a writer should consider unity and coherence in writing.

2.2 POWER Strategy

POWER strategy was a strategy which helped students to organize and explore their ideas quickly as soon as it came to their mind. Richard (2004) defines POWER strategy as mnemonic strategy that helps students to write by several stages; Prepare, Organize, Write, Edit, and Revise. It is supported by Silliman (2004) adds that POWER stands for Plan, Organize, Write, Edit, and Revise as the major stages of writing process. Fielding (2006) also says that POWER strategy is a strategy that can give students power in writing by following the sequential stages; Prepare, Organize, Write, Edit, and Rewrite in writing paragraph, text, and essay. Fazio & Gallagher (2009) confirm that

POWER strategy is a tool that teacher can offer to the students to be used in any expository writing content.

POWER strategy in teaching writing had a sequence. According to Fielding (2006) POWER strategy has three stages which are started by prewriting includes planning and organizing steps. Next is writing stage includes writing step and the last is post writing stage includes editing and revising steps.

2.3 Descriptive text

The function of descriptive text is to describe places, person, or things. Boardman and Frydenberg (2008) note that descriptive paints a picture with words so that readers can catch in their mind the object or place which are describing. Furthermore, Kane (2000) states that description is about how something looks, sounds, and tastes. Mostly, describing was about visual experience, but it also dealt with other kind of perceptions. Whatever sense it appealed to, descriptive writing is divided into two categories: objective description and subjective description. In objective description, writers record detail without making any personal perceptions. In subjective description, writers are free to interpret the detail for readers; they can use their personal feeling in describing something.

From those statements, it can be said that descriptive text is a text to describe something; it can be places, person or things. In describing something, writers can describe the object based on visual experiences or a kind of perceptions.

However, in constructing a descriptive text, writers should consider about the generic structures and the language features. According to Gerot & Wignel (1994) cited in Mardiyah (2013:281-282), the generic structures of descriptive text consist of two, those are identification and description.

1. Identification : It is about identifying the object that will be described. Identification is usually stated in the first paragraph. It is to introduce readers what is going to be described in the next paragraph.

2. **Description** : The function of description is to describe parts, qualities or characteristic of the object being described in detail.

Knapp and Watkins (2005) mention some grammatical features of descriptive text, covering:

1. The use of present tense
2. The use of adjectives to add extra information to nouns and may be technical, every day or literary, depending on the text.
3. Personal and literary description generally deals with individual things or specific participant.

The following was the example of a descriptive text with the description of generic structures and its functions.

Spring Gardens Apartment

Elements	Functions	Texts
Identification	Identifying what is going to be described, in this case is the Spring Garden Apartment.	The Spring Garden Apartment Complex offers you and your family country living at its best.
Description 1	Describing the surrounding and location.	Surrounded by beautiful woods and hills, Spring Garden is located ten miles outside the city but is only minutes downtown on the free way.
Description 2	Describing the inside of the apartment; what each apartment has and the possibility to take pets inside it.	Unfurnished two bedroomapartments are available. Each apartment has a dish washer, central heating, air conditioning, and laundry room. Children pets are welcome.
Description 3	Describing the existence of sports facilities and parking area.	In addition, there are tennis and basketball courts, two swimming pools, and a playground. There are two parking spaces for each apartment.

Rukmini (2009:185-186)

2.4 The Procedures of POWER Strategy in Teaching Writing

According to Brookes (2003), the steps in POWER strategy in writing process are:

1. Planning
 - a. First start with a clear topic. Be sure you know exactly what you want to write about.
 - b. Gather all the information that you need for your paper.
 - c. Brainstorm and list all of the ideas you know about this topic.
 - d. Make a list of topics you need to get more information.
 - e. Take notes on all of 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 later and get more information.
 - f. Just write phrases representing the ideas.
2. Organizing
 - a. Review notes of your ideas and your note cards.
 - b. Organize these in an outline using main ideas of your paper as the major headings.
 - c. Write and arrange the note from the planning stage using mind mapping technique.
 - d. Make an outline of the main idea followed by the supporting details.
3. Writing
 - a. Use the outline as a guide for writing the paper.
 - b. Write complete sentences
 - c. 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.

4. Editing

- a. Check all spelling, capitalization, punctuation, order of words, and grammar.
- b. Check whether your ideas well – stated.
- c. It may be helpful to read your paper aloud as a way of checking for errors.

5. Rewriting

- a. Based on your editing, rewrite your paper.
- b. Reread it one last time before turning it in.

2.5 Previous Research Review

An experimental research was conducted by Peng (2011) to evaluate the effectiveness of writing strategies in promoting 13 – 15 years old Chinese ESL learners' writing ability. The research used two writing strategies 8-step writing strategy and POWER strategy for fifteen third-grade students attending junior high school in China. Overall the analysis of the result in the test focused on the content of writing and writing elements, such as, vocabulary, grammar, and organization of descriptive text showed that both writing strategies are beneficial to improve the effectiveness the students' writing. Another experimental research was also done by Kamilasari (2013) to investigate the effect of teaching writing by combining RAFT and POWER strategy at senior high school in West Sumatera. The result showed that the use of both strategies gave significant effect on the students' descriptive text writing achievement. Another research was done by Panjaitan (2013) who researched the Students' Achievement in Writing Descriptive Text of the second year students of SMK Negeri 1 Tanjung Pura Class XI AK consisted of 35 students through POWER strategy. The result showed that the use of POWER strategy can improve the students' achievement in writing descriptive text. A research was done by Munawaroh (2012) investigated the effectiveness of using POWER strategy toward ability in writing descriptive text of the first year students at MTs Al-Istiqomah Selat Panjang Meranti Island Regency. There is a significant difference of students' ability in writing descriptive text before being taught by using POWER strategy and after being

taught by using POWER strategy. Another researcher was conducted by Sabria (2016) to students of English at the Intensive Language Teaching Center of Mostaganem University, Algeria for investigating Strategy Based Instruction (SBI) implementation in the writing skill to enable them find out which strategies that best suit them, and most importantly, to employ cooperative learning strategies so as to enhance their writing. It aims also at raising students' awareness of the strategies use, identifying them and providing opportunities for practice and self-assessment. More importantly, the research is an attempt to investigate whether there is any significant difference in students' writing achievement after the implementation of SBI encompasses Oxford's six kinds of LLSs, cooperative learning strategies and POWER strategy. The result showed that there was significant different before using power strategy and after using power strategy. A research conducted by Deswira (2017) to know the effectiveness of students' writing achievement using Power strategy on XII IPA 1 Kota Baru. The result showed that there was a positive effect of POWER Strategy to increase students' writing achievement.

2.6 Research Hypothesis

Based on the review of related literature above, the research hypothesis was formulated as follows:

“There is a significant effect of using POWER strategy on senior high school students' descriptive text writing achievement”.

CHAPTER III. RESEARCH METHOD

This chapter discusses the research methods used in this research. It covers research design, research context, research participant, data collection method, and data analysis.

3.1 Research Design


The purpose of this research was to investigate the effect of using POWER strategy on senior high school students' descriptive text writing achievement. Based on the aim of this research, the research design uses in this research was quasi experimental research with post-test only control group design.

In this typical research design, the researcher used intact group because re-assigning students randomly to the experimental and control groups may disrupt the schedule of classroom learning (Creswell, 2012). There were two groups in this research; experimental group and control group. The experimental group received POWER strategy as the treatment, while the control group received no treatment.

The design of this quasi-experimental research was illustrated in the following table:

Posttest-Only
Control Group Design

Time



Control Group	No Treatment	Posttest
Experimental Group	Experimental Treatment	Posttest

(Creswell, 2012)

3.2. Research Context

This research used purposive method in selecting the area of the research. In this research, the area was SMA Negeri Kalisat. There were some reasons in selecting SMA Negeri Kalisat as the area of this research. The first was the English teacher of SMA Negeri Kalisat had already given permission to the

researcher to conduct the research. The second was the English teacher wanted to know the effectiveness of POWER strategy because he had never applied POWER strategy in teaching writing. From those reasons, the researcher chose SMA Negeri Kalisat to be the area of this research. Further, the time of English lesson in this school is 4 x 45 minutes in a week and using authentic assessment as the assessment method.

3.3. Research participant

3.3.1. Population

The population of this research was the tenth grade of science students of SMA Negeri Kalisat. There six classes and each class consisted of different number of students. Class X MIPA 1 has 36 students, class X MIPA 2 has 36 students, class X MIPA 3 has 35 students, class X MIPA 4 has 36 students, class X MIPA 5 36 students, and class X MIPA 6 has 36 students. Thus, the total population of grade tenth grade of science is 215 students.

3.3.2. Sample

Samples refer to a subgroup of the population that the researcher plans to study (Creswell, 2011). For determining the samples, the researcher chose two classes form the whole population by using cluster random sampling. The selection of groups or clusters of subjects rather than individuals is called cluster random sampling (Frankel, et al. 2012). It meant that cluster random sampling is a kind of sampling which the researcher chose from intact groups, not individually. From the two sample classes selected, one class became an experimental group and the other one became a control group.

Before selecting two classes for the samples, it should be ensured that the population was homogenous. For the sake of this, the researcher used the students' previous scores on English final test given by the English teacher to know the homogeneity of the population which is analyzed by using ANOVA test provided in SPSS Computing System as described below:

Table 3.1. The Output of Homogeneity of Variances Test

Test of Homogeneity of Variances

DATA

Levene Statistic	df1	df2	Sig.
1.418	5	209	.219

Based on the table above, it can be seen that the significance of the homogeneity of variances was 0,219 which was higher than 0.05. It means that the population of the students in class X MIPA 1 up to X MIPA 6 was homogeneous. Since the population was homogeneous, the researcher chose two classes randomly and having a lottery to determine the experimental and the control groups. Through a lottery, X MIPA 2 was chosen as the control group and X MIPA 4 was chosen as the Experimental group.

3.4 Data Collection Methods

According to Fraenkel, et al (2012) data refer to the kinds of information that researchers obtain on the subjects of their research. In this research, the data was collected by writing test

3.4.1 Writing Test

Writing test was given to the students to measure their ability in writing. Students had a writing test after they receive the treatment for the experimental group and no treatment for the control group.

In this research, the writing test focused on the students' ability in writing a descriptive text. The students were asked to write a descriptive text consisting of at least 60 – 80 words. In this writing test, the students were given the topic for their writing. The topic was about their opinion of something. Thus, the students wrote a descriptive text about the topic given. The time allocation of this writing test was about 60 minutes.

In order to have a good writing test, the researcher had to consider about the validity and the reliability of test. According to Ary, et.al. (2010) validity is

defined as the extent to which an instrument measured what is claimed to measure. This research established content validity in which the writing test is constructed based on *K-13* for SMA/MA, that was, the students of the tenth grade of science students were required to be able to produce a descriptive text as stated in the basic competence of writing below.

Kompetensi Inti
12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative, descriptive, dan news item</i> .

Reliability means that the scores of the instrument are stable and consistent. Based on the kinds of scoring test, they are divided into two; objective test and subjective test. Objective test is a kind of tests that do not need any judgment from the scorer. Meanwhile, subjective test is a kind of test that needs judgment/opinion/impression from the scorer. The answer of subjective test is usually in the form of sentences, paragraphs, or text/description including the essay type of test. In this research, the test used belongs to subjective test which was constructed in the form of essay.

In relation to reliability, the researcher applied inter-rater reliability. According to Weigle (2002) inter-rater reliability refers to the tendency of different raters to give the same to the same script. So, there were two raters involved in giving the scores. The first rater was the researcher and the second rater was the English teacher. The students' writing test sheets were copied to the researcher and the English teacher. Afterwards the two raters gave score to the students writing independently by using scoring rubric. The use of inter-rater reliability made the scores of the test more reliable.

Regarding the scoring method, the researcher used analytical scoring method. According to Weigle (2002) analytic scoring provides more detail information about the students' writing skill because in analytical scoring, scripts

are rated on several aspect of writing criteria rather than given a single score. It meant that script of writing was scored separately based on certain aspects. In this research, there were five aspects to be evaluated covering content, organization, vocabulary, grammar and mechanics. The following was the analytical scoring rubric used in this research.

Table 3.2. Writing Scoring Rubric

Writing Aspects	Scores	Category	Description
Content	4	Very Good	All ideas in the sentences are relevant to the topic; the sentences contain a lot of supporting details to the main ideas.
	3	Good	Most of the ideas in the sentences are relevant to the topic; the sentences contain some supporting details to the main ideas.
	2	Fair	Some ideas are relevant to the topic; the sentences contain few supporting details to the main ideas.
	1	Poor	Limited number of ideas are relevant to the topic; the sentences contain very limited supporting details related to the main ideas.
Organization	4	Very Good	Well organized and perfectly coherent; the composition contains complete generic structure of descriptive text, namely identification and description.
	3	Good	Fairly well organized and generally coherent; the composition contains complete generic structures of descriptive text.
	2	Fair	Loosely organized; the composition only contains one generic structure of descriptive text (one of the generic structure components is missing).
	1	Poor	Ideas disorganized, lack logical sequencing; the composition does not contain any generic structure of descriptive text (all of generic structure components are missing).
Vocabulary	4	Very Good	Very effective choice of words; no misuse of vocabulary and word forms
	3	Good	Effective choice of words; few misuse of vocabulary and word forms

	2	Fair	Less effective choice of words; some misuse of vocabulary, and word forms.
	1	Poor	Ineffective choice of words and a lot of misuse of vocabulary and words forms.
Grammar	4	Very Good	Good, no errors, full control of structure.
	3	Good	Few errors, good control of structure
	2	Fair	Many errors, fair control of structure
	1	Poor	Dominated by errors, no control of structure
Mechanic	4	Very Good	No errors in spelling, punctuation, capitalization, and paragraphing.
	3	Good	Few errors in spelling, punctuation, capitalization, and paragraphing.
	2	Fair	Frequent errors in spelling, punctuation, capitalization, and paragraphing.
	1	Poor	Dominated by errors in spelling, punctuation, capitalization, and paragraphing.

Taken from Cohen (1994). (in Megawati and Anugerahwati, 2012)

Based on the scoring rubric above, the score for assessing the students' descriptive text is within the range of 1- 4 where 1 is the minimum score and 4 is the maximum score. The minimum score gained is 1 for each component of writing assessed, so the total converted score obtained from each aspect is 25. Meanwhile, the maximum score gained is 4, therefore, the total converted score obtained from each aspect is 100. In addition, the proportion for each aspect is also different where 30% for content, 20% for organization, 20% for vocabulary, 20% for grammar, and 10% for mechanics. From the proportion of the scoring for each aspect, it could be seen that content had the highest score and mechanic had the lowest score. The reason was that content was the most important aspect of writing for the students of senior high school while mechanic had already been known by the students since elementary school. It is in line with Hughes's statement that it would not necessary for testing at an elementary level, where control of mechanics might be considered more important than the other aspects (2003). However, the formula for obtaining the score of each aspects and the table of score conversion are as follows.

$$\text{The score for each aspect} = \frac{\sum (\text{score} \times \text{weight}) \times 100}{40}$$

Table 3.3. Score Conversion

Writing Aspects	Weight	Score	Converted Score
Content	3	4	30
		3	22.5
		2	15
		1	7.5
Organization	2	4	20
		3	15
		2	10
		1	5
Vocabulary	2	4	20
		3	15
		2	10
		1	5
Grammar	2	4	20
		3	15
		2	10
		1	5
Mechanic	1	4	10
		3	7.5
		2	5
		1	2.5

3.5 Data Analysis

In this research, the data were collected from writing test was analyzed by using independent sample t-test provided in SPSS Computing System with 5% significance level. Independent sample t-test was used to compare the mean scores of two independent groups; the experimental and the control groups. Therefore, it was used to know whether the result of the post-test in the experimental group that had received the treatment and the control group that had received no treatment had significant effect or not.

CHAPTER IV. RESULT AND DISCUSSION

This chapter discusses about the research results and the discussion. It covers the result of primary data, hypothesis verification and the discussion. The main focus of this research was to investigate whether or not there was a significant effect of using POWER strategy on students' descriptive text writing achievement.

4.1 The Result

The data used in this research were from the writing test. This writing test was given after the treatment given, or the so called post-test. The scores of the students' post-test were analyzed as the results of the main data. The post-test was administered on 19th of May 2019. It was conducted after the treatment was given for the experimental group. The students of both the experimental and the control group were asked to write a descriptive text about their best friends. The scores of the test were used to investigate the significant difference between the experimental and the control group. The result of post-test was analyzed using independent sample t-test by considering its assumption. Before analyzing the result of post test, the researcher checked the distribution of the data whether it is normal or not. The result of the normality of the data was presented below:

Table 4.1. The Output of Normality Test

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
ExperimentalGroup	.117	36	.200*	.957	36	.176
ControlGroup	.140	36	.073	.942	36	.057

Based on the table above, the sig. value of both groups was more than 0.05. The experimental group had .200 and the control group had .073. Since the significant value was more than 0.05, it could be concluded that the data was assumed to be normal. It means that the result of post-test can be analyzed by

using independent sample t-test to know the significant mean difference between the experimental and the control groups. The result of the output of independent sample t-test can be seen in the following table:

Table 4.2. The Output of Statistical Description

Group Statistic				
	N	Mean	Std. Deviation	Std. Error Mean
ExperimentalGroup	36	75.7292	9.52147	1.58691
ControlGroup	36	69.4722	12.76180	2.12697

From the table above, the total number of test takers of the experimental and the control group was the same. There were 36 students. The mean score of post test of the experimental group was 75.7292. The value of standard deviation was 9.52147, and the value of standard error mean was 1.58691. Meanwhile, the mean score of post test of the control group was 69.4722. The value of standard deviation was 12.76180, and the value of standard error mean was 2.12697.

Table 4.3. The Output of Independent Sample T – Test

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score Equal variances assumed	3.499	.066	2.358	70	.021	6.25694	2.65373	.96425	11.54964
Equal variances not assumed			2.358	64.748	.021	6.25694	2.65373	.95669	11.55720

From the table above, the value of sig. column of independent sample test is 0.066. It was more than 0.05 which meant that there was a significant effect of using POWER strategy on the students' descriptive text writing achievement.

4.2 The Hypothesis Verification

After analyzing the post test scores, the researcher verified the hypothesis to know whether or not it was accepted or rejected. The formulated of the null hypothesis (H_0) was: "There is no Significant Effect of using POWER strategy on the Students' Descriptive Text Writing Achievement" while the formulated of the alternative hypothesis was "There is a Significant Effect of using POWER strategy on the Students' Descriptive Text Writing Achievement".

Based on the output of Independent sample t-test by using SPSS software, the value of independent sample t – test was 0.066. This value was higher than 0.05 ($p > 0.05$). Thus, it could be concluded that there was statistically significant difference between the experimental group and the control group. Since the value of significance was higher than 0.05, it indicated that the null hypothesis (H_0):

“There is no Significant Effect of using POWER strategy on Senior High School Students’ Descriptive Text Writing Achievement” was rejected. On the other hand, the alternative hypothesis “There is a Significant Effect of using POWER strategy on Senior High School Students’ Descriptive Text Writing Achievement” was accepted. Meaning that POWER strategy significantly affects on the tenth grades students’ of science descriptive text writing achievement at SMA Negeri Kalisat.

4.2 Discussion

This research was intended to investigate whether there is a significant effect of using POWER strategy on students’ descriptive text writing achievement. Based on the result of the posttest scores, the significant value of t-test was 0.066 and it was higher than 0.05. It indicated that the result of t-test analysis was significant. It means the result of this research proved that the use of POWER strategy significantly affected the tenth grade of science students’ descriptive text writing achievement at SMA Negeri Kalisat.

POWER strategy significantly affects students’ descriptive writing achievement Based on the result of this research, due to several reasons. First, POWER strategy guides students to write descriptive text by following the writing process. In pre – writing students become more familiar with the topic through brainstorming activity. The researcher gave topics that familiar with students. The topics were about their family, their idol, and their best friend. The familiar topics were given to make the students easy when they brainstormed and gathered some information. After that, organizing the idea with making an outline made the text in the way. The students following an outline they have made to determine main ideas and supporting details. An outline made the students arranged their text in order not to make out of the topic. Moreover, in order to make the text better, the students checking the spelling, punctuation, appropriate vocabulary, grammar, even ideas to make the text well and then the students revised and edited their draft before they made the text. The result of this research was in line with the experts’ ideas. As it is stated in Fielding (2006) also says that POWER strategy is

a strategy that can give students power in writing by following the sequential stages; Prepare, Organize, Write, Edit, and Rewrite in writing paragraph, text, and essay. POWER strategy helped the students starting the text until finishing it.

Furthermore, the successful effect of using POWER strategy in teaching writing strengthened by the previous researcher conducted by Sabria (2016) to students of English at the Intensive Language Teaching Center of Mostaganem University, Algeria for investigating Strategy Based Instruction (SBI) implementation in the writing skill to enable them find out which strategies that best suit them, and most importantly, to employ cooperative learning strategies so as to enhance their writing. It aims also at raising students 'awareness of the strategies use, identifying them and providing opportunities for practice and self-assessment. More importantly, the research is an attempt to investigate whether there is any significant difference in students' writing achievement after the implementation of SBI encompasses Oxford's six kinds of LLSs, cooperative learning strategies and POWER strategy. The result showed that there was significant different before using POWER strategy and after using POWER strategy. Another research was done by Munawaroh (2012) investigated the effectiveness of using power strategy toward ability in writing descriptive text of the first year students at MTs Al-Istiqomah Selat Panjang Meranti Island Regency. There is a significant difference of students' ability in writing descriptive text before being taught by using POWER strategy and after being taught by using POWER strategy.

In this research, the researcher found that the students got difficulty when they wanted to start composing the main ideas and the supporting details. It was found when the researcher checked the students' worksheets on their table. They also felt afraid of writing the wrong sentences. They did not feel confident with their own text. So, the researcher had to explain to the students until they know how to do the exercise. The students also had low motivation (they did not care about the aspect of writing) when they conduct the post test. They wanted to leave the class soon because they had class meeting. It could be seen from the post test that most of them got low score in mechanic.

Based on explanation above, it can be concluded that POWER strategy was effective to be applied in teaching writing. It could be seen from the result of this research which indicated the use of POWER strategy had a significant effect on the students' descriptive text writing achievement. By applying POWER strategy, it was easier for the students not only to start their writing but also to organize and to finish the text.

CHAPTER V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of this research after analyzed the data.

5.1. Conclusion

Based on the result of hypothesis testing and discussion on the previous chapter, it can be concluded that the use of POWER strategy has a significant effect on the students' descriptive text writing achievement at SMA Negeri Kalisat. It indicated from the students' mean score on the post-test. It showed that the students who were taught by using POWER strategy got a better score than the students in control group who did not receive POWER strategy. It can be seen from the mean score of the post-test. The mean score of posttest in experimental group was 75.7292 while the mean score of control class was 69.4722. In addition, based on the sig. value of independent sample t-test, the significance value was 0.066 (higher than 0.05). It means that there was a significant effect of using POWER strategy on the tenth grade of science students' descriptive text writing achievement at SMA Negeri Kalisat.

5.2. Suggestions

Since the use of POWER strategy has a significant effect on the students' descriptive text writing achievement at SMA Negeri Kalisat, this strategy can be used as a practical way in teaching writing. Thus, some suggestions are proposed to the following people.

5.2.1. The English Teacher

Considering the effectiveness of POWER strategy in teaching writing, it is suggested to the English teacher of SMA Negeri Kalisat to use this strategy in teaching writing. The stages of POWER strategy can gain the students' enthusiasm in teaching learning process.

5.2.2. The Future Researchers

Hopefully, the result of this research can be used as a reference by future researchers who will conduct a research dealing with the use of POWER strategy to teach writing using different research design on classroom action research by improving students' writing ability through POWER strategy or different types of texts such as hortatory exposition text or report text.

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Appendix A

RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data resources	Research method	Hypothesis
The Effect of Using POWER Strategy on Senior High School Students' Descriptive text Writing Achievement	Is there any significant effect of using POWER strategy on senior high school students' descriptive text writing achievement?	<ul style="list-style-type: none"> • Independent Variable Teaching descriptive text writing by using POWER Strategy. • Dependent Variable The students' descriptive text writing achievement 	a. POWER strategy <ul style="list-style-type: none"> - Prepare - Organize - Write - Edit - Rewrite <i>(from Fielding, 2006)</i> b. The students' scores of writing achievement covering: <ul style="list-style-type: none"> - Content - Organization - Grammar - Vocabulary - Mechanics <i>(from Heaton, 1990)</i>	Respondent: The tenth grade students of science of SMA Negeri Kalisat Informant: The English Teacher of the tenth grade students of science of SMA Negeri Kalisat Documentation The names of the research respondents (the experimental group and the control group)	<ol style="list-style-type: none"> 1. Research Design <ul style="list-style-type: none"> • Quasi Experimental Design 2. Area Determination Method <ul style="list-style-type: none"> • Purposive Method 3. Respondent Determination Method <ul style="list-style-type: none"> • Cluster Random Sampling 4. Data Collection Methods <ul style="list-style-type: none"> • Primary data: Writing Test 5. Data Analysis <ul style="list-style-type: none"> • Independent sample t-test 	POWER strategy has a significant effect on senior high school students' descriptive text writing achievement

Appendix B

No	Activities	Date	Time
1.	Analyzing students' previous scores	29th May 2019	
2.	Meeting 1 (Control group)	14th May 2019	08.30 – 10.00
3.	Meeting 1 (Experimental group)	17th May 2019	07.30 – 09.00
4.	Meeting 2 (Control group)	17th May 2019	09.00 – 10.30
5.	Meeting 2 (Experimental group)	18th May 2019	07.30 – 09.00
6.	Post-test (Control group)	19th May 2019	07.30 – 08.30
7.	Post-test (Experimental group)	19th May 2019	07.30 – 08.30

Appendix C

The Names of the Students

Experimental Group

ADELIA DEWI OKTAVIANA
ADELIA NAFITA SALSABILLA
ADELIA NURUL AINI
AJI DITA RESMI
ANNISA FARADILA
AUFELIA MEIZA MAULIDDA FATIMAH
BURHAN ALHAFIZ
CHINTIA NING TIAS
DENY RESTA NURROHMAN
DEWI ANGGRAENI
DIMAS ANGGA PRATAMA
DIMAS PUTRA RAMADHAN
DIMAS TORIK ASY'ARI
DWI CAHYA PUTRA
FARA DWI NUR FADILA
IGFIRLI YAUMAL AKDI
KHAIRUL ANAM
KRISMANDA DINASTY MAHARANI KENNYS PUTRI
LINDY FEBDIAN DEVLINDA ARIYANTI
MUHAMMAD ADHITIYA FAJAR FEBRIYANTO
MARETA FAUZIYAH
MARGARETA NOVIA HENDI
MOHAMMAD YUSRONUL MUQOSHID
MONITA FAUZIYAH
MUHAMMAD ARIF MAHDYALAM
PUTRI MEILINDA SARI
RAHMAT HIDAYAT
REMETA APRILIANA AJENGSARI
RINANDA PUTRI
SILVIA LUSIANI
SITI SHAFARIA ISNAINI NURHASANAH
SITTI MAWARDA
SODIKIN
SRI DIAH OKTAFIA
SULFA KAFILAH
SYALAISHA MARCHADAYU DEWANTI

Control Group

ADINDA SURYO ISAFITA
AFIATI TRISNANINGSIH
AGNES NAURAH SALSABILA
AHMAD AFANDI
AHMAD AFANDI
AHMAD DAFID FATHONI
AHMAD KURNIAWAN
AKBAR NOVRIANSYAH
BAGAS INDRA VIRGIAWAN
BELLA DWI AMANDA
BISMA INHIL PRATAMA
DIAH NURIL AROFAH
ELISA
FERDINAND BIRLYAN AN NAJM
FIKA ANDRIYANI MAHAR
HIJRIATUN HASANAH
HILMAN DANILLAH QUDSI
ISNAINI JANUARITA
KIRANA RAMADHANTI
MARCELLA VALENTINA AMANDA
MOCH. FIKRI AL HAKIM
MOHAMMAD EFENDI
MUHAMMAD FAHRUR PRAYOGI
MOHAMMAD HARIS
NASTITI NUR QINTAN FITRI
NINDI PRATIWI HOTIMAH
NURIEL AHLAQL KARIMA
NURIL YULIANDINI YENDRIKA
RACHMAD ARDI HIDAYAT
REGA RUSDIANA ARIFIN
REYNO PUTRA WAHYUDIANSYAH
SITI WILDATUL KAROMAH
TEGAR ROMADHON
VINANDA FAJRIN MAULIDA
YENI WIDIASARI
YOMALIKA ANGGRAINI SABHARA

Appendix D

No.	X MIPA 1	X MIPA 2	X MIPA 3	X MIPA 4	X MIPA 5	X MIPA 6
1.	74	75	78	81	43	77
2.	74	74	78	77	79	79
3.	75	88	78	79	79	80
4.	77	80	79	77	82	78
5.	75	75	80	81	79	80
6.	80	77	76	80	81	79
7.	85	77	78	81	80	78
8.	76	88	78	80	79	79
9.	80	75	78	79	79	80
10.	75	88	80	80	80	80
11.	75	78	79	73	82	78
12.	85	77	77	82	79	80
13.	77	73	78	77	81	79
14.	85	90	77	77	79	79
15.	72	76	80	83	81	79
16.	87	75	79	63	76	80
17.	81	87	82	82	80	80
18.	79	76	76	78	79	79
19.	80	73	76	80	79	78
20.	82	75	78	77	81	85
21.	75	74	81	81	80	30
22.	87	76	80	79	82	80
23.	90	79	80	82	79	80
24.	80	82	83	83	80	80
25.	76	77	82	81	80	79
26.	82	77		51	80	85
27.	90	81	77	80	79	90
28.	74	73	76	85	80	78
29.	76	84	80	80	79	79
30.	82	84	81	83	79	78
31.	74	81	80	80	79	79
32.	74	77	78	79	80	80
33.	76	89	78	80	80	87
34.	82	76	79	80	79	78
35.	76	79	88	77	90	79
36.	78	83	79	81	86	78

Appendix E

LESSON PLAN 1

School	: SMA Negeri Kalisat
Subject	: English
Class	: X
Language skill	: Writing
Material	: Descriptive text
Time allocation	: 2 x 45 minutes

I. Standard Competence

12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *narrative*, *descriptive*, dan *news item* dalam konteks kehidupan sehari-hari.

II. Basic Competence

12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*, *descriptive*, dan *news item*

III. Indicator(s)

A. Process

- Mentioning the purpose and the social function of descriptive text
- Mentioning the generic structures and language features of descriptive text

B. Product

- Writing a descriptive text about “my family”

IV. Learning Objective(s)

A. Process

- The students are able to mention the purpose and the social function of descriptive text correctly.
- The students are able to mention generic structure and language features of descriptive text correctly.

B. Product

- The students are able to write a descriptive text about “my family” correctly.

V. Learning Material

Descriptive text

VI. Approach/Method

Experimental Group : Power strategy

Control Group : Scientific approach

VII. Learning Activity

Experimental Group	Time	Control Group	Time
Greeting	2'	Greeting	2'
1. <u>Set Induction</u> 1.1. Defining the situation - Giving motivation by showing a picture of Family - Asking some leading questions related to the picture as follows: 1. What picture is it? 2. How many members are there on the picture? 3. Who are they? 4. How does father look like? 5. How is the mother's appearance? 6. How is the son's appearance? 7. How is the daughter's appearance? - Stating the objectives	5'	1. <u>Set Induction</u> - Giving motivation by showing a picture of Family - Asking some leading questions related to the picture as follows: 1. What picture is it? 2. How many members are there on the picture? 3. Who are they? 4. How does father look like? 5. How is the mother's appearance? 6. How is the son's appearance? 7. How is the daughter's appearance? - Stating the objectives	5'

<p>2. <u>Main Activity</u></p> <p>2.1. Determining the purpose</p> <ul style="list-style-type: none"> - Distributing a Descriptive text entitled “My Family” - Telling the students about the purpose and social function of Descriptive text - Explaining the generic structures and the language features of Descriptive text - Distributing worksheet of task 1 to be filled by the students (enclosed) 	12’	<p>2. <u>Main Activity</u></p> <p>2.1 Observing</p> <ul style="list-style-type: none"> - Distributing a Descriptive text entitled “My Family” 	10’
<ul style="list-style-type: none"> - Giving the explanation about brainstorming and making outline - 	10’	<p>2.2 Questioning</p> <ul style="list-style-type: none"> - Giving a chance to the students for asking students about descriptive text. 	5’
<p>2.2. Preparing</p> <ul style="list-style-type: none"> - Asking the students to collect the information about their family 	10’	<p>2.3 Experimenting</p> <ul style="list-style-type: none"> - Distributing the worksheet of task 1 and task 2 (enclosed) - Asking the students to do the task - Together with the students, discussing the answer of the task. 	20’
<p>2.3. Organizing</p> <ul style="list-style-type: none"> - Asking the students to make an outline about what they are going to write based on the information they have got (task 2) 	20’	<p>2.4 Associating</p> <ul style="list-style-type: none"> - Distributing a picture of “Family” - Asking the students to make a Descriptive text based on the picture given referring to the model of the text. 	20’
<p>2.4. Writing</p> <ul style="list-style-type: none"> - Asking the students to make 	5’	<p>2.5 Communicating</p> <ul style="list-style-type: none"> - Asking the students to make a 	25’

<p>the first draft of descriptive text (task 3)</p> <ul style="list-style-type: none"> - Asking the students to use the outline as a guide for their writing. 		<p>Descriptive text about their family</p> <ul style="list-style-type: none"> - Asking them to submit their work to teacher 	
<p>2.5. Editing and rewriting</p> <ul style="list-style-type: none"> - Giving feedback dealing on the students' text - Based on the feedback, asking students to edit the draft. - Asking students to rewriting the draft based on the feedback and reread before they submit the draft. 	23'		
<p>3. <u>Post-activities</u></p> <ul style="list-style-type: none"> - Making conclusion/reviewing the given materials - Parting the students 	3'	<p>3. <u>Post-activities</u></p> <ul style="list-style-type: none"> - Making conclusion/reviewing the given materials - Parting the students 	3'

VIII. Media and sources

Media : - Picture of "Family"
 - Dictionary

Sources : - English Textbook (Be Smart in English)
 - Internet

IX. Assessment

Technique : Writing assignment

Instrument : "Write a descriptive text about your family!"

Writing Scoring Rubric:

Writing Aspect	Score	Category	Description
Content	4	Very Good	All ideas in the sentences are relevant to the topic; the sentences contain a lot of supporting details to the main ideas.
	3	Good	Most of the ideas in the sentences are relevant to the topic; the sentences contain some supporting details to the main ideas.
	2	Fair	Some ideas are relevant to the topic; the sentences contain few supporting details to the main ideas.
	1	Poor	Limited number of ideas are relevant to the topic; the sentences contain very limited supporting details related to the main ideas.
Organization	4	Very Good	Well organized and perfectly coherent; the composition contains complete generic structure of Descriptive text, namely identification and description.
	3	Good	Fairly well organized and generally coherent; the composition contains complete generic structures of Descriptive text.
	2	Fair	Loosely organized; the composition only contains one generic structure of Descriptive text (one of the generic structure components is missing).
	1	Poor	Ideas disorganized, lack logical sequencing; the composition does not contain any generic structure of Descriptive text (all of generic structure components are missing).
Vocabulary	4	Very Good	Very effective choice of words; no misuse of vocabulary and word forms
	3	Good	Effective choice of words; few misuse of vocabulary and word forms
	2	Fair	Less effective choice of words; some misuse of vocabulary, and word forms.
	1	Poor	Ineffective choice of words and a lot of misuse of vocabulary and words forms.
Grammar	4	Very Good	Good, no errors, full control of structure.
	3	Good	Few errors, good control of structure
	2	Fair	Many errors, fair control of structure
	1	Poor	Dominated by errors, no control of structure
Mechanic	4	Very Good	No errors in spelling, punctuation, capitalization, and paragraphing.
	3	Good	Few errors in spelling, punctuation, capitalization, and paragraphing.
	2	Fair	Frequent errors in spelling, punctuation, capitalization, and paragraphing.
	1	Poor	Dominated by errors in spelling, punctuation, capitalization, and paragraphing.

Note : The proportion of content is 30%, organization is 20%, vocabulary is 20%, grammar is 20 % and mechanic is 10%.

$$\text{The score for each aspect} = \frac{\sum (\text{score} \times \text{weight}) \times 100}{40}$$

The Score Conversion:

Writing Aspects	Weight	Score	Converted Score
Content	3	4	30
		3	22.5
		2	15
		1	7.5
Organization	2	4	20
		3	15
		2	10
		1	5
Vocabulary	2	4	20
		3	15
		2	10
		1	5
Grammar	2	4	20
		3	15
		2	10
		1	5
Mechanic	1	4	10
		3	7.5
		2	5
		1	2.5

Jember, 2019

The Researcher

Faridatun Nadlifah

120210401108

Materials

1. The picture for defining situation (in experimental group) and set induction (in control group)



Source : <http://destinasian.co.id/liburan-seru-bersama-keluarga-di-bintan/>

2. Descriptive text

Descriptive text is a text to describe something; it can be places, persons or things.

- Social function : To describe a person, a thing or a place
- Generic Structures :
 1. Identification

Identifying the thing that is going to be described
 2. Description

Describing the things in parts, qualities and its characteristic
- Language features
 1. Focusing on specific participant
 2. Using simple present tense
 3. Using Adjectives

Simple Present Tense

Simple present tense is a pattern used in a sentence to indicate that something happens all the time/repeatedly, or that something is true in general.

- The pattern in simple present tense:

(+) I / you / they / we + V1

He / she / it + V1 (s/es)

Examples : I work for five hours everyday

He goes to church every Sunday morning

(-) I / you / they / we + do not

He / she / it + does not

Examples : They do not go to the meeting

She does not go to work on Sunday

(?) Do + I / you / they / we + V1

Does + He / she / it + V1

Examples : Do you go to work on Sunday?

Does he come to your house every morning?

- The use of “be” in simple present tense

(+) I + am + Complement

He / she / it + is + complement

You / they / we + are + complement

Examples : I am a senior high school student

He is the winner of this competition

You are my best partner

(-) I + am not + Complement

He / she / it + is not + complement

You / they / we + are not + complement

Example : I am not a senior high school student

He is not the winner of this competition

You are not my best partner

(?) Are + you / they / we + complement

Is + he / she / it + complement

Example : Are you a doctor?

Is he an English teacher of grade ten?

Additional material:

Complement : Adjective, Noun, Adverb

3. The Example of gathered information

My Family

1. My Family

- Best Family
- Four people

2. Father

- Father's name is Nursidik
- 50 years old
- His weight 60 kg
- A teacher
- Kind, hard work, and patient.

3. Mother

- Mother's name is Siti Khotiah
- 40 years old
- A teacher
- Patient, friendly, and calm

4. Brother

- Brother's name is Dani
- 15 years old
- Humorous person, naughty, and good listener

4. The Example of an outline

Main idea : My family is my best family

Supporting details : My family is my friend

I am grateful to have my family

My family consists of four people

Main idea : My father is the best one

Supporting details : His name is Nursidik

He is 50 years old

His weight is 60 kg

He is a teacher

He is kind, hard work, and patient

Main idea : My mother is the most beautiful

Supporting details : Her name is Siti Khotiah

She is 40 years old

She is patient, friendly, and calm

She is a teacher

She is the best chef

Main idea : have my younger brother

Supporting details : His name is Dani

He is a humorous

He is tall

He is 15 years old

He is very naughty

He is the best listener

5. The Example of a Text Based on an Outline

My Family

My family is my best family ever. My family is my friend that I have ever known. I am grateful to have family like my lovely family. My family consists of four people. It is a little family. There are my father, my mother, my brother, and I.

My father is the best one. His name is Nursidik. He is about 50 years old. My father's weight is about 60 kg. His job is a teacher. He is kind, hard work, and patient. My father is always helping me when I need a help.

My mother is the most beautiful. Her name is Siti Khotiah. She is about 40 years old. She is patient, friendly, and calm. She is a teacher too. Almost her students loving her because of her patience. She is the best chef ever. Her food is always delicious.

Then, I have my younger brother. His name is Dani. He is a humorous person. He is taller than me. Whereas, he is 15 years old. He is about 6 years younger than me. He is very naughty but I like him. He is the best listener. If I have a mistake, I tell him. Then he solves my problem. He is the one that makes me forget the bad feeling. They are my best family. I love my family.

Source: <http://www.katabijakbahasainggris.com>

Students Worksheet

Read the text below!

MY FAMILY

My name is Joan. I am 18 years old. Here, I will describe my beloved family. My family has four members: those are, my sister, my father, my mother, and I.

My mother is 47 years old. Her name is Mary. She has a thin face, long blond hair and beautiful brown eyes. Her body is slim and tall. She is very good looking.

My father, Peter, is 5 years older than my mother. He is 52. In spite of his age he still has black hair, with several grey hairs. He has bright blue eyes. He is quite tall but a bit shorter than me. He is very hard working. He is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

Next is my sister, Bella. She is 22. She also has red hair and green eyes. She has long wavy hair. She is definitely shorter than I am. Right now, she is studying English and also knows Arabic and Mandarin. I want to be as smart as she is.

They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. My sister has been going to primary school there. Unfortunately, I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now we are happily living in Jakarta.

Source : <http://www.englishindo.com/2012/03/simple-descriptive-text-examples.html#ixzz44DUk20Zq>

(Experimental Group)

Task 1 (Pair work)

Identify the generic structures of the text above, and write them down.

Generic Structures	Function	Sentence
Identification		
Description		

Task 2 (Individual Work)

Make an outline of the text based on the topic you are going to write. (The topic is about describing your family)

Task 3 (Individual Work)

After making the outline, write your descriptive text about your family in 60 – 80 words.

(Control Group)

Task 1. (Individual Work)

Find 3 nouns, 3 verbs and 3 adjectives in the text of “My Family”.

Noun	Verb	Adjective

Task 2. (Individual Work)

Make a sentence of each word you have found on the list above. (In simple present tense)

Example : Beautiful (Adj) → She is a beautiful girl.

Task 3. (Pair Work)

Write a Descriptive text about the picture below referring to the model of the text.



Task 4. (Individual Work)

Write a Descriptive text about your family in 60 – 80 words.

APPENDIX F

LESSON PLAN 2

School	: SMA Negeri Kalisat
Subject	: English
Class	: X
Language skill	: Writing
Material	: Descriptive text
Time allocation	: 2 x 45 minutes

I. Standard Competence

12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *narrative*, *descriptive*, dan *news item* dalam konteks kehidupan sehari-hari.

II. Basic Competence

12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*, *descriptive*, dan *news item*

III. Indicator(s)

A. Process

- Mentioning the purpose and the social function of descriptive text
- Mentioning the generic structures and language features of descriptive text

B. Product

- Writing a descriptive text about the students' best friend

IV. Learning Objective(s)

A. Process

- The students are able to mention the purpose and the social function of descriptive text correctly.
- The students are able to mention generic structures and language features of descriptive text correctly.

B. Product

- The students are able to write a descriptive text about their best friend correctly.

V. Learning Material

Descriptive Text

VI. Approach/Method

Experimental Group : Power strategy

Control Group : Scientific approach

Learning Activity

Experimental Group	Time	Control Group	Time
Greeting	2'	Greeting	2'
1. <u>Set Induction</u> 1.1. Defining the situation <ul style="list-style-type: none"> - Having questions and answer about the topic with the students (the topic that will be discussed is describing an idol) - Giving motivation by showing a video about "Sule" - Stating the objectives 	5'	1. <u>Set Induction</u> <ul style="list-style-type: none"> - Having questions and answer about the topic with the students (the topic that will be discussed is describing an idol) - Giving motivation by showing a video about "Sule" - Stating the objectives 	5'
2. <u>Main Activity</u> 2.1. Determining the purpose <ul style="list-style-type: none"> - Distributing a descriptive text entitled "My Idol" - Reviewing the students about the purpose and social function of descriptive text - Reviewing the generic structures and the language features of descriptive text - Distributing worksheet of task 	2'	2. <u>Main Activity</u> 2.1 Observing <ul style="list-style-type: none"> - Distributing text entitled "My Idol" - Reviewing the generic structures and grammatical features used on the descriptive text (emphasize on the explanation of simple present tense and adjectives). 	10'

1 to be filled by the students (enclosed)			
2.2 Preparing <ul style="list-style-type: none"> - Asking the students to collect the information about their idol 	20'	2.2 Questioning <ul style="list-style-type: none"> - Giving a chance to the students for asking students about descriptive text. 	5'
2.3 Organizing <ul style="list-style-type: none"> - Asking the students to make an outline about what they are going to write based on the information they have got (task 2) 	18'	2.3 Experimenting <ul style="list-style-type: none"> - Distributing the worksheet of task 1 and task 2 (enclosed) - Asking the students to do the task - Together with the students, discussing the answer of the task. 	20'
2.4 Writing <ul style="list-style-type: none"> - Asking the students to make the second draft of descriptive text (task 3) - Asking the students to use the outline as a guide for their writing. 	10'	2.4 Associating <ul style="list-style-type: none"> - Distributing task 3 - Asking the students to do task 3 	20'
2.5 Editing and rewriting <ul style="list-style-type: none"> - Giving feedback dealing on the students' text - Based on the feedback, asking students to edit the draft. - Asking students to rewriting the draft based on the feedback and reread before they submit the draft. 	30'	2.5 Communicating <ul style="list-style-type: none"> - Asking the students to make a Descriptive text about their idol - Asking them to submit their work to teacher 	25'

3. <u>Post-activities</u> - Making conclusion/reviewing the given materials - Parting the students	3'	3. <u>Post-activities</u> - Making conclusion/reviewing the given materials - Parting the students	3'
--	----	--	----

VII. Media and sources

Media : - Picture of "Sule"

- Power point presentation
- Dictionary

Sources : - English Textbook (Be Smart in English)

- Internet (<https://www.youtube.com/watch?v=jUf37D1GWBY>)

VIII. Assessment

Technique : Writing assignment

Instrument : "Write a descriptive text about your best friend!"

Writing Scoring Rubric:

Writing Aspect	Score	Category	Description
Content	4	Very Good	All ideas in the sentences are relevant to the topic; the sentences contain a lot of supporting details to the main ideas.
	3	Good	Most of the ideas in the sentences are relevant to the topic; the sentences contain some supporting details to the main ideas.
	2	Fair	Some ideas are relevant to the topic; the sentences contain few supporting details to the main ideas.
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Organization	4	Very Good	Well organized and perfectly coherent; the composition contains complete generic structure of descriptive text, namely identification and description.
	3	Good	Fairly well organized and generally coherent; the composition contains complete generic structures of descriptive text.
	2	Fair	Loosely organized; the composition only contains one

			generic structure of descriptive text (one of the generic structure components is missing).
	1	Poor	Ideas disorganized, lack logical sequencing; the composition does not contain any generic structure of descriptive text (all of generic structure components are missing).
Vocabulary	4	Very Good	Very effective choice of words; no misuse of vocabulary and word forms
	3	Good	Effective choice of words; few misuse of vocabulary and word forms
	2	Fair	Less effective choice of words; some misuse of vocabulary, and word forms.
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Grammar	4	Very Good	Good, no errors, full control of structure.
	3	Good	Few errors, good control of structure
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Mechanic	4	Very Good	No errors in spelling, punctuation, capitalization, and paragraphing.
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	2	Fair	Frequent errors in spelling, punctuation, capitalization, and paragraphing.
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Note : The proportion of content is 30%, organization is 20%, vocabulary is 20%, grammar is 20 % and mechanic is 10%.

$$\text{The score for each aspect} = \frac{\sum (\text{score} \times \text{weight}) \times 100}{40}$$

The Score Conversion:

Writing Aspects	Weight	Score	Converted Score
Content	3	4	30
		3	22.5
		2	15
		1	7.5
Organization	2	4	20
		3	15
		2	10
		1	5
Vocabulary	2	4	20
		3	15
		2	10
		1	5
Grammar	2	4	20
		3	15
		2	10
		1	5
Mechanic	1	4	10
		3	7.5
		2	5
		1	2.5

Jember, 2019

The Researcher

Faridatun Nadlifah

120210401108

Materials

1. **The picture for defining situation (in experimental group) and set induction (in control group)**



2. **Descriptive Text**

Descriptive text is a text to describe something; it can be places, persons or things.

- Social function : To describe a person, a thing or a place
- Generic Structures :

1. Identification

Identifying the thing that is going to be described

2. Description

Describing the things in parts, qualities and its characteristic

- Language features
 1. Focusing on specific participant
 2. Using simple present tense
 3. Using Adjectives

Simple Present Tense

Simple present tense is a pattern used in a sentence to indicate that something happens all the time/repeatedly, or that something is true in general.

- The pattern in simple present tense:

(+) I / you / they / we + V1

He / she / it + V1 (s/es)

Examples : I work for five hours everyday

He goes to church every Sunday morning

(-) I / you / they / we + do not

He / she / it + does not

Examples : They do not go to the meeting

She does not go to work on Sunday

(?) Do + I / you / they / we + V1

Does + He / she / it + V1

Examples : Do you go to work on Sunday?

Does he come to your house every morning?

- The use of “be” in simple present tense

(+) I + am + Complement

He / she / it + is + complement

You / they / we + are + complement

Examples : I am a senior high school student

He is the winner of this competition

You are my best partner

(-) I + am not + Complement

He / she / it + is not + complement

You / they / we + are not + complement

Example : I am not a senior high school student

He is not the winner of this competition

You are not my best partner

(?) Are + you / they / we + complement

Is + he / she / it + complement

Example : Are you a doctor?

Is he an English teacher of grade ten?

Additional material:

Complement : Adjective, Noun, Adverb

Students Worksheets

Read the text below!

My Idol

His full name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia. Sule was born on 15 November 1976 in Bandung, West Java. He speaks Sundanese fluently. He also learn Javanese. Sule is very unique. His hair is long with brown and yellow colour. He has oval face, flat nose and slanting eyes.

People know Sule as a ridiculous man and full of jokes. He is very funny. His joke makes everyone smiling even belly laughing. Sule plays in several TV shows such as Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung Sule. He also can sing very well. He has very famous song entitled Susis (Suami Sieun Istri)

Source : <http://bisnisrumahq.blogspot.com/>

(Experimental Group)

Task 1. (Pair Work)

Complete the following information based on the text.

Title : _____

Topic : _____

Genre : _____

Purpose : _____

Generic structure : _____

Language Features : _____

Main idea : _____

Information : _____

Summary of the text : _____

Task 2 (Individual Work)

Make an outline of the text based on the topic. (The topic is about describing your idol)

Task 3 (Individual Work)

After making the outline, write your descriptive text about your idol in 60 – 80 words.

(Control Group)

Task 1. (Individual Work)

Find 5 nouns, 5 verbs and 5 adjectives in the text of “My Idol”.

Noun	Verb	Adjective

Task 2. (Individual Work)

Make a sentence of each word you have found on the list above. (In simple present tense)

Example : Study (Verb) \Rightarrow I study English every Monday and Wednesday.

Task 3. (Individual Work)

Answer the following questions related to the picture below then write a descriptive text based on the picture.



The questions:

1. Is he Indonesian actor or singer?
2. What is his name?
3. What is the color of Afgan's hair?
4. What is special physical from Afgan?
5. What accessories do they wear?

Task 4. (Individual Work)

Write a descriptive text about your idol in 60 – 80 words.

APPENDIX G**POST-TEST**

Subject : English
Level : X
Skill : Writing
Time : 60 minutes

Instruction:

Individually, write a descriptive text about best friend!

The descriptive text should consist of at least 60-80 words.

APPENDIX H

The Results of the Students' Post Test

Experimental Group

No	Ss' Names (Initials)	Content		Organization		Vocabulary		Grammar		Mechanic		Total Score		Mean Score
		1	2	1	2	1	2	1	2	1	2	1	2	
1.	A D O	4	4	4	4	3	3	3	4	2	2	85	90	87.5
2.	A N S	3	3	3	3	2	3	2	3	2	2	62.5	72.5	67.5
3.	A N A	4	4	3	3	3	3	3	2	2	2	80	7.5	77.5
4.	A D R	4	4	3	3	3	3	3	3	2	3	80	82.5	81.25
5.	A F	4	3	4	3	3	3	2	4	3	4	82.5	82.5	82.5
6.	A M M F	4	4	4	4	3	3	3	4	3	2	87.5	90	88.75
7.	B A	3	3	3	3	3	3	2	2	3	3	70	70	70
8.	C N T	3	3	3	4	3	3	3	3	2	2	72.5	77,5	75
9.	D R N	4	4	3	4	3	3	3	3	2	2	80	85	82.5
10.	D A	4	4	4	3	3	3	2	3	2	2	80	80	80
11.	D A P	3	3	3	2	3	3	2	2	2	2	67.5	62,5	65
12.	D P R	3	3	3	3	2	2	2	3	2	2	62.5	67.5	65
13.	D T A	3	4	3	3	3	3	3	3	2	2	72.5	80	76.25
14.	D C P	4	4	4	3	4	3	3	3	3	3	92.5	82.5	87.5
15.	F D N F	3	3	3	3	3	3	2	2	3	3	75	75	75
16.	I Y A	3	3	3	4	3	3	3	3	2	2	72.5	77,5	75
17.	K A	3	3	3	3	2	2	2	3	2	2	62.5	67.5	65
18.	K D M K P	3	3	3	3	2	2	2	2	1	1	60	60	60
19.	L F D A	4	4	4	4	3	4	3	3	3	3	87.5	92.5	90
20.	M A F F	3	3	3	3	3	3	3	2	2	2	72.5	67.5	70
21.	M F	4	4	4	4	3	3	3	3	4	3	90	87.5	88.75
22.	M N H	3	3	3	3	3	3	2	3	2	2	67,5	72,5	70
23.	M Y M	3	3	3	3	3	3	3	3	2	3	72.5	75	73.75
24.	M F	4	3	4	3	3	3	2	3	3	4	82.5	77.5	80
25.	M A M	3	3	3	3	3	3	3	2	2	2	72.5	67.5	70
26.	P M S	4	4	4	4	3	3	3	3	3	4	87.5	90	88.75
27.	R H	3	3	3	3	3	3	3	3	2	2	72.5	72.5	72.5

28.	R A A	4	4	3	3	3	3	3	3	3	3	82.5	82.5	82.5
29.	R P	4	3	3	3	3	3	2	3	3	3	82.5	82.5	82.5
30.	S L	2	2	2	2	2	2	2	2	1	2	47,5	50	48.75
31.	S S I N	4	4	4	4	3	3	3	4	2	2	85	90	87.5
32.	S W	3	3	4	4	3	4	3	4	2	2	80	87.5	83.75
33.	S	4	4	3	3	3	3	4	4	4	4	90	90	90
34.	S D O	4	3	4	4	3	3	3	3	3	3	87.5	80	83.75
35.	S K	3	3	3	3	2	3	2	2	2	1	62.5	65	61.25
36.	S M D	4	4	4	4	3	3	2	2	2	2	80	80	80

Note:

1 : Rater 1 (The Researcher)

2 : Rater 2 (The English Teacher)

APPENDIX I

The Results of the Students' Post Test

Control Group

No.	Ss' Name (Initials)	Content		Organization		Vocabulary		Grammar		Mechanic		Total Score		Mean Score
		1	2	1	2	1	2	1	2	1	2	1	2	
1	AS I	4	3	4	4	3	3	3	3	3	3	87.5	80	83.75
2	AT	3	3	3	3	2	3	2	2	2	1	62,5	65	63.25
3	ANS	4	4	4	4	3	3	2	2	2	2	80	80	80
4	AF	4	4	2	3	3	3	3	3	3	2	77,5	80	78.75
5	AF	2	2	3	3	2	2	2	1	1	1	52.5	47.5	50
6	ADF	3	3	4	3	3	3	3	3	2	2	77.5	72.5	75
7	AK	4	4	4	4	3	2	3	4	3	3	82.5	87.5	85
8	AN	4	4	4	3	3	3	2	3	4	4	85	85	85
9	BIV	2	2	2	2	2	2	2	1	1	1	47,5	42,5	45
10	BDA	3	3	4	4	3	4	2	2	3	3	75	80	77.5
11	BIP	3	3	3	2	3	3	2	2	2	2	67.5	62,5	65
12	DNA	2	2	3	3	2	2	1	1	2	1	50	47,5	48.75
13	E	3	3	3	3	3	3	2	2	1	1	64	64	64
14	FBAN	4	4	4	4	3	3	2	2	2	3	80	82,5	81.25
15	FAM	2	2	1	1	2	2	1	1	1	1	37.5	37.5	37.5
16	HN	2	2	2	2	2	2	1	1	2	2	45	45	45
17	HDQ	3	3	3	3	3	3	3	2	3	2	75	67,5	71.25
18	IJ	1	1	1	1	1	1	1	1	1	1	25	25	25
19	KR	2	2	3	2	2	2	2	2	1	1	52.5	47.5	50
20	MVA	3	4	3	4	2	3	2	2	2	2	62.5	80	71.25
21	MIAH	4	4	3	3	3	3	3	2	2	2	80	7.5	77.5
22	ME	3	3	2	2	3	3	2	2	2	2	62.5	62,5	62.5
23	MFP	3	3	2	3	2	2	2	2	2	1	57,5	60	58.75
24	MH	3	3	3	3	3	3	2	2	3	3	75	75	75
25	NQF	3	4	4	4	3	3	2	2	2	2	72.5	80	76.25
26	NPH	4	3	2	3	3	3	3	3	3	3	77,5	75	76.25
27	NAK	3	2	3	3	2	3	2	2	2	2	62.5	60	61.25

28	N Y Y	3	4	3	4	2	2	2	2	2	2	62.5	75	68.75
29	R A H	4	3	4	4	4	4	3	3	3	3	87.5	85	86.25
30	R R A	3	3	2	3	3	3	3	2	3	2	70	67,5	68.75
31	R P W	2	2	3	3	2	2	2	2	2	2	50	45	47.5
32.	S W K	4	4	4	4	3	3	3	4	3	2	87.5	90	88,75
33.	T R	3	3	3	3	3	3	2	2	3	3	70	70	70
34.	V F M	3	3	3	4	3	3	3	3	1	1	70	75	72.5
35.	Y W	4	4	3	4	3	3	3	3	2	1	80	82.5	81.25
36.	Y A S	4	4	4	3	3	3	2	3	2	1	80	77.5	78,75

Note:

1 : Rater 1 (the Researcher)

2 : Rater 2 (The English Teacher)

APPENDIX J

The Sample of the Students' Writing Posttest Experimental Group

Rater 1 (The Researcher)

POST-TEST

Subject : English
Level : X
Skill : Writing
Time : 60 minutes

Instruction:

Individually, write a descriptive text about your best friends!
The descriptive text should consist of at least 60-80 words.

Marisa Fauziah

My Best Friend

I have many friends in my school. One of them is my best friend. Her name is Rueri. She has a happy family with his parents, one brother.

She is tall. Her height is 155 cm. She is slim. Her weight is 49 kg. She has long hair. She also has straight hair. The colour is black. She is very kind person. She helps her friends to do homework when her friends get difficult.

Her hobby is drawing. She draw when there was free time. and I admit her picture was very good.

C = 4
O = 4
V = 3
G = 3
M = 4

Score Conversion

Content	4	30
Organization	4	20
Vocabulary	3	15
Grammar	3	15
Mechanic	4	10
Total Score		90

Rater 2 (The English Teacher)

POST-TEST

Subject : English
 Level : X
 Skill : Writing
 Time : 60 minutes

Instruction:

Individually, write a descriptive text about your best friends!

The descriptive text should consist of at least 60-80 words.

Mareta Fauziah

My Best Friend

I have many friends in my school. One of them is my best friend. Her name is Rubri. she has a happy family with his parents, one brother.

She is tall. Her height ¹⁵ 155 cm. she is slim. Her weight ¹⁵ 49 kg. She has long hair. She also has straight hair. The colour is black. She is very kind person. She helps her friends to do homework when her friends get difficult.

Her hobby is drawing. she draw when there ¹⁵ was free time. and I admit her picture ¹⁵ was very good.

c = 4
 o = 4
 v = 3
 g = 3
 m = 3

Score Conversion

Content	4	30
Organization	4	20
Vocabulary	3	15
Grammar	3	15
Mechanic	3	7.5
Total Score		87.5

Rater 1 (The Researcher)

POST-TEST

Subject : English
 Level : X
 Skill : Writing
 Time : 60 minutes

Instruction:

Individually, write a descriptive text about your best friends!

The descriptive text should consist of at least 60-80 words.

Nama : LINDY FEBDIAN D.A.

I have two best friends

I have two best friends. They are my junior high school friends. Their names are Vita and Lastri. They have happy families. They are the first children. Lastri has two younger siblings and Vita has one sister.

High Lastri is 160 cm and Vita's height is 145 cm. Lastri is a slim child, and Vita is rather fat. Lastri's hair is straight and wavy is Vita's hair. Both hair are straight, black and they are good children. They help me to do my home work when I get difficult.

C = 4
 O = 4
 V = 3
 G = 3
 M = 3

Score Conversion

Content	4	30
Organization	4	20
Vocabulary	3	15
Grammar	3	15
Mechanic	3	7.5
Total Score		87.5

Rater 2 (The English Teacher)

POST-TEST

Subject : English
 Level : X
 Skill : Writing
 Time : 60 minutes

Instruction:

Individually, write a descriptive text about your best friends!

The descriptive text should consist of at least 60-80 words.

Nama : LINDY FEBDIAN D.A.

I have two best friends

I have two best friends. They are my junior high school friends, their names are Vita and Lastri. They have happy families. They are the first children. Lastri has two younger siblings and vita has one sister.

High Lastri is 160 cm and Vita's height is 145 cm. Lastri is a slim child, and Vita is rather fat. Lastri's hair is straight and wavy is Vita's hair. both hair are straight. black and they are good children. They help me to do my home work when I get difficult.

C = 4
 O = 4
 V = 4
 G = 3
 M = 3

Score Conversion

Content	4	30
Organization	4	20
Vocabulary	4	20
Grammar	3	15
Mechanic	3	7.5
Total Score	92.5	

APPENDIX K

Sample of the Students' Writing Posttest Control Group

Rater 1 (The Researcher)

Muril Yulandini Yendarika
X MIPA 2

POST-TEST

Subject : English
Level : X
Skill : Writing
Time : 60 minutes

Instruction:

Individually, write a descriptive text about your best friends!
The descriptive text should consist of at least 60-80 words.

I have a best friend

I have many friends in my home. One of them is my best friend. Her name is Eca. She has a happy family with her parents, one brother and three sisters. She is tall. Her height is 160cm. She is slim. Her weight is 51 kg. She has long hair. She also has a straight hair. Her colour is black, but she uses hijab. She is very kind person.

C = 3
O = 3
V = 2
G = 2
M = 2

Score Conversion

Content	3	22.5
Organization	3	15
Vocabulary	2	10
Grammar	2	10
Mechanic	2	5
Total Score		62.5

Rater 2 (The English Teacher)

Murri Yulandini Yendri
x MIPA 2

POST-TEST

Subject : English
Level : X
Skill : Writing
Time : 60 minutes

Instruction:

Individually, write a descriptive text about your best friends!

The descriptive text should consist of at least 60-80 words.

I have a best friend

I have many friend^s in my home. One of them is my best friend. She's name is Eca. She has a happy family with she's parents, one brother and three sister^s. She is tall. she height is 160cm. She is slim. she's weight is 51 kg. She has long hair. She also has a straight hair. the colour is black. but she use hijab. she is very kind person.

C = 4
O = 4
V = 2
G = 2
M = 2

Score Conversion

Content	4	30
Organization	4	20
Vocabulary	2	15
Grammar	2	10
Mechanic	2	5
Total Score		80

Rater 1 (The Researcher)

POST-TEST

Subject : English
 Level : X
 Skill : Writing
 Time : 60 minutes

Name : Marcella - Valentine
 X MIPA 2.

Instruction:

Individually, write a descriptive text about your best friends!

The descriptive text should consist of at least 60-80 words.

I have a friend
 I have many friends on my city, one of them
 is my best friend. She is name is Adelin, she has
 happy family with her parents and one sister.
 She is tall. She height is 160 cm.
 She is slim. She weight 68 kg. She have
 long hair. She also have straight hair.
 the colour is black. She is very kind person.
 She hobby is playing Volly ball. She is playing
 every afternoon. So she become a good player.

C = 3
 O = 3
 V = 2
 G = 2
 M = 2

Score Conversion

Content	3	30
Organization	3	20
Vocabulary	2	10
Grammar	2	15
Mechanic	2	7.5
Total Score		82.5

Rater 2 (The English Teacher)

POST-TEST

Subject : English
 Level : X
 Skill : Writing
 Time : 60 minutes

Name: Marcella - Valentina A
 X MIPA 2.

Instruction:

Individually, write a descriptive text about your best friends!

The descriptive text should consist of at least 60-80 words.

I have a friend
 I have many friends on my city, one of them
 is my best friend. She is name is Adelin, she has
 happy family with her parents and one sister.
 She is tall. She height is 160 cm.
 She is slim. She weight 68 kg. She have
 long hair. She also have straight hair.
 The colour is black. She is very kind person.
 She is hobby is playing Volly ball. She is playing
 every afternoon. So she become a good player.

C = 4
 O = 4
 V = 3
 G = 2
 M = 2

Score Conversion

Content	4	30
Organization	4	20
Vocabulary	3	15
Grammar	2	10
Mechanic	2	5
Total Score		90