DEVELOPING WRITING SKILL THROUGH POWER (PREPARING, ORGANIZING, WRITING, EDITING, AND REWRITING) STRATEGY

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ABSTRACT

The objective of this research was to prove the use of POWER strategy in developing writing skill of grade VIII students at SMPN19 Palu. The researcher applied quasi experimental research design. The samples of this research were grade VIII D as the experimental class and class VIII C as the control class which selected by using purposive sampling. The instrument of the data collection is tests that are divided into pre-test and post-test. The result of the data analysis shows that there is a significant difference between the results of pre-test and post-test. It can be seen at the mean score of both tests’ results where the mean score of experimental class significantly developed from 21.05 to 46.78. Meanwhile, control class’s mean score developed from 29.36 to 33.33. By applying degree of freedom (df) 31 and 0.05 level of significance, the researcher found that the value \( t_{\text{counted}} (6.16) \) is higher than the value of \( t_{\text{table}} (2.01) \). It means that the use of POWER strategy is effective to develop students’ writing skill of grade VIII students at SMP Negeri 19 Palu, especially in writing descriptive text.

Keywords: Developing; Writing Skill; Descriptive Text; POWER Strategy.

Tujuan dari penelitian ini adalah untuk membuktikan penggunaan POWER strategi efektif dalam mengembangkan kemampuan belajar siswa kelas VIII di SMPN 19 Palu. Peneliti menerapkan desain penelitian quasai-experimental. Sampel yang digunakan pada penelitian ini adalah, kelas VIII D sebagai kelas eksperimen, dan kelas VIII C sebagai kelas kontrol yang dipilih dengan teknik purposive sampling. Alat yang digunakan untuk mengumpulkan data adalah tes yang terbagi menjadi tes awal dan tes akhir. Hasil dari analisis data menunjukan bahwa adanya perbedaan yang signifikan antara tes awal dan tes akhir. Hal itu dapat dilihat dari hasil rata-rata ketua tes yang mana nilai rata-rata dari kelas eksperimen berkembang dari 21,05 menjadi 46,78. Sementara, nilai rata-rata dari kelas kontrol berkembang dari 29,36 menjadi 33,33. Dengan menggunakan derajat kebenaran (df) 31 dan taraf signifikansi 0,05, peneliti menemukan bahwa nilai hitung \( t (6,16) \) lebih tinggi dari nilai table \( t (2,01) \). Hal tersebut menunjukan bahwa penggunaan POWER strategi efektif untuk mengembangkan kemampuan menulis siswa kelas VIII di SMP Negeri 19 Palu, terkhusus dalam menulis deskriptif paragraph.

Kata Kunci: pengembangan; kemampuan menulis; deskriptif teks; POWER strategi.

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INTRODUCTION

Writing is one of productive skills in English. Writing is needed to express our feelings or ideas. Students need to learn writing in order to express their ideas or feeling. It means that they can write about their feeling like happiness, sadness, or disappointment. Writing is also known as process to organize students’ thinking. In other words, students will draw something based on his or her knowledge. Writing supports students to think creatively especially when students take a topic and arrange it become a paragraph or essay. As we know that writing is a sequence process. The first sequence starts from brainstorming. Brainstorming is important before write. The second sequence is organizing of students’ ideas. Students need to write their ideas in a sentence or paragraph sequentially based on topic. The last sequence is revising. Writing is an ability in teaching learning process to produce language in written form. Writing skill is learnt in the elementary school up to university level. Student can write any opinion or ideas based on their thought.

Writing is a process to convey feeling. According to Supiani (2012:11) “Writing is one of the four skills-listening, speaking, reading, and writing- that play an important role in a daily international communication”. According to Morley (2007:3), “Writing is so absorbing and involving that it can make you feel more alive-concentrated yet euphoric.” Linderman (1982:27) defines that “Writing is process of communication which conveys the meaning to the reader.” According to O’Malley and Pierce (1996:136), “Writing skill is a personal act in which writer takes ideas and transform into self-initiative topic.” It is about the writer’s creativity.

Marom (2016:57) states, “Writing is one of the important skills that need long process to construct sentences and ideas.” According to Oshima and Hogue (2007:15), “The process of writing has four steps. In the first step, you create ideas. In the second step, you organize the ideas. In the third step, you write a rough draft. In the final step, you polish your rough draft by editing it and making revision.” Heaton (1988:135) states, “Writing skills are complex and sometimes difficult to teach”. As a result, many students have problem in writing.

Based on the researcher’s observation at SMPN 19 Palu, she found that the students got some problems in writing. The first problem is students do not have ideas to write. The second problem is students do not know how to begin to write. The last problem is grammar. There are many strategies that can be used to help the students develop their writing skill. The teachers should take an effective technique that can be applied to develop the students’ writing skill. The researcher considers that it is necessary to find out an alternative way to
create suitable and interesting technique related to students’ condition. To solve those problems, the researcher applied POWER (Preparing, Organizing, Writing, Editing, and Rewriting) strategy to develop their writing skill. POWER strategy is one of strategies that make students easier to write. This writing strategy organizes all the steps in the writing process. It is consider that this strategy is able to overcome students’ problem.

POWER strategy is the acronym of preparing, organizing, writing, editing and rewriting. According to Bakken & Wedhon (2003:19), “This strategy gave students the means to plan before they began writing through the brainstorming of ideas.” It is the way to teach writing. This strategy has sequences that can be followed by the students. According to Panajitan (2013), POWER strategy has three stages, they are prewriting stage includes preparing and organizing, writing stage includes writing, and post writing stage includes editing and rewriting. POWER strategy can help the students to focus on the writing by using the steps of POWER strategy. The students can follow the steps to help them when they write.

Panajitan (2013) states “The POWER strategy provides explicit instruction to student on how to write.” According to Bakken & Wedhon (2003:19), “This strategy gave students the means to plan before they began writing through the brainstorming of ideas.” The students can think and arrange the ideas before they write. This strategy also allows the students work in pair on editing stage, because the students need others to give the correction. POWER strategy can be used in formal writing assignment because this strategy using a procedure that can make students easier to write.

In this research, the researcher used POWER strategy to teach writing descriptive text. When the students write descriptive text, they can follow the procedure of POWER strategy. There are five stage of POWER strategy. The first is preparing. Teacher gives opportunity to the students to prepare and to choose the topic. The second is organizing all the same thing in one paragraph. The third is students begin to write the descriptive text. The fourth is editing. The researcher divided the students into a pair, and then they check their writing for mistakes. In this step, researcher will guide them. The last is rewriting. Students will make change in their writing. Students will write again the good descriptive text.

Based on the description above, this research was conducted to find out whether or not using POWER strategy can develop the writing skill of grade VIII students of SMPN 19 Palu.

RESEARCH METHOD

In conducting this research, the researcher applied a quasi-experimental research design. This research used quantitative method. In this research, the researcher used pre-test
and post-test designs to two different class called experimental class and control class. The design of this research is proposed by Arikunto (2006:86) as follows:

\[ E = O_1 \quad X \quad O_2 \]
\[ K = O_3 \quad O_4 \]

Where:
- \( E \) = experimental class
- \( K \) = control class
- \( O_1 \) = pre-test for experimental class
- \( O_2 \) = post-test for experimental class
- \( O_3 \) = pre-test for control class
- \( O_4 \) = post-test for control class
- \( X \) = treatment

The samples of this research are class VIII D as the experimental class and class VIII C as the control class. The total number of the samples is 33 students. The research chosen class VIII D and VIII C because they have same capability in writing. The researcher applied purposive sampling to choose the sample.

Based on the title of this research, “Developing Writing Skill of Grade VIII Students at SMPN 19 Palu through POWER (Preparing, Organizing, Writing, Editing, and Rewriting) Strategy”, there were two types of variables. They are independent variable and dependent variable. The independent variable was POWER (Preparing, Organizing, Writing, Editing, and Rewriting) Strategy, while the dependent variable was the students’ writing skill. In this research, the researcher used test as the instrument. The data were taken from the result of the test that was given to both experimental class and control class. The tests consisted of pre-test and post-test. The pre-test was given at the first meeting in order to know the prior knowledge of students’ in writing skill. While, the post-test was given after conducting six treatments in order to measure whether the students writing skill has increased or not by using POWER strategy. The type of the test was written test which have to consist two paragraphs. The form of the pre-test and the post-test was the same. The treatment was conducted in six meetings. Time allocation for each meeting was 2x40 minutes.

Furthermore, students’ scores were determined with the scale of scoring adapted from Weigle (2009). The scoring system goes from 1 up to 3. The researcher used statistic to analyze the data. It was used to analyze the result of the test instrument (pre-test and post-test). The researcher used the formula proposed by Arikunto (2006) in calculating the individual score of the students. Then, she used a formula proposed by Best & Kahn (2006:359) to calculate the students’ mean score for both in pre-test and post-test. Further, she
continued to calculate the sum of squared deviation of both experimental class and control one in order to know the significant difference between the experimental class and control class. Afterward, the researcher calculated the value of t-counted to see the significant difference between two experimental class and control class by using formula as proposed by Arikunto (2006).

**FINDINGS**

In presenting the data, the researcher analyzed the data taken from pre-test and post-test. The researcher had given pre-test and post-test to both experimental class and control class. The pre-test was conducted in order to know the student’s prior writing skill before they got the treatment. The test was given to measure the students’ punctuation, organizing and grammar in writing. After the pre-test, the researcher conducted the treatment to the experimental class by using POWER strategy in six meetings. Meanwhile for control class, the researcher did not teach the class, the class was taught by the teacher of that class. After finishing six meetings, both experimental class and control class were given a post-test. The post-test was conducted in order to find out the progress of students’ writing ability after the treatment. Furthermore, the purpose of the post-test was to compare the result of the students’ achievement in writing skill between the experimental class and the control one. The result of the pre-test and the post-test of experimental class were presented on the table below.

| Table 2 The Students’ Score of Experimental Class on Pre-test and Post-test |
|-----------------------------|-----------------------------|
| **Total Score**             | 399.96                      |
| Mean                        | 21.05                       |
|                             | 888.89                      |
|                             | 46.78                       |

In the experimental class there are 19 students that follow the pre-test and post-test. Then, the researcher calculated the total score of the pre-test. The total score of pre-test is 399.96. Next, the researcher also calculated the mean score of the result of pre-test. To get the mean score of the control class, the researcher divided the total scores by the number of the students. The mean score of pre-test is 21.05. After the researcher gave the treatments by using POWER strategy, the researcher committed the post-test to know the development of students’ writing skill. It can be seen that the total score of the post-test is 888.89. After getting the total score of post-test, the researcher continued computing of post-test. The mean score of the post-test is 46.78. There is a significant development of mean score. It rose up for about 25.73. Based on the data analysis above, there is a development of students’ writing skill. As a result, POWER strategy can be used to teach writing descriptive text to the
students. The researcher has the reasons to use the POWER strategy. The first reason is POWER strategy provides easy steps that can be followed by the students. The steps of POWER strategy are preparing, organizing, editing and rewriting. They have their own instruction on the step. The second reason is POWER strategy allow the students to write descriptive text systematically. And the last reason is POWER strategy helps the students to think first before they write. POWER strategy also accustom the students to work in group, even in this research the students only work in pair on the editing stage.

**Table 3** The Students’ Score of Control Class on Pre-test and Post-test

<table>
<thead>
<tr>
<th>Total Score</th>
<th>411.07</th>
<th>466.67</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>29.36</td>
<td>33.33</td>
</tr>
</tbody>
</table>

There are 14 students that follow the pre-test and post-test. The researcher calculated the total score of pre-test. She got 411.07. To get the mean score of the control class, the researcher divided the total scores by the number of the students. The mean score of control class is 29.36. After getting the total score and mean score of pre-test, the researcher calculated the total score and the mean score of post-test. The researcher got 466.76 as the total score, while the mean score is 33.33. The result above indicates that there is a development between the students’ score on pre-test and post-test, it risen up from 29.36 to 33.33. Then, it can be inferred that the comparison of the pre-test’s result and the post-test’s result was slightly developed.

After obtaining the data of both experimental class and control class from pre-test until post test, the researcher calculated the data by using statistical analysis to show the comparison of the students’ score in both classes between pre-test and post-test. The researcher determined that the highest score of deviation (d) of the experimental class is 44.45 and the highest square deviation (d²) is 1975.80. Furthermore, the researcher discovered that the highest deviation (d) of the control class score is 11.11 and the highest square deviation (d²) is 123.43.

The researcher then counted the mean deviation score in experimental class and control one. The result indicates that the mean score deviation of experimental class is 25.73 while the mean score deviation of control class is 3.96. The researcher also counted the square deviation after obtaining the mean score deviation of the experimental class and control class. The researcher used the following formula proposed by Arikunto (2006;311). The square deviation of experimental class is 2976.96 and control class is 1877.94. Having
the result of square deviation, the researcher analyzed the data in order to know the significant difference in both experimental class and control class.

Furthermore, the researcher calculated the value of $t_{\text{counted}}$ by using t-test formula as proposed by Arikunto (2006) to see the significant difference of both experimental class and control class. By applying the t-test formula, the researcher found that the $t_{\text{counted}}$ value is 6.16. Afterwards, the researcher compared the value of $t_{\text{counted}}$ to the value of $t_{\text{table}}$ in order to find out the significant difference between them. By applying $N_x + N_y - 1 = 19 + 14 - 2 = 31$ degree of freedom (df) and 0.05 level of significance of two tailed test, the researcher found that the $t_{\text{counted}}$ value (6.16) is higher than $t_{\text{table}}$ value (2.01). It means that the hypothesis is accepted. In other words, the use of POWER strategy can develop the writing skill especially in descriptive text on the grade VIII students of SMPN 19 Palu.

**DISCUSSION**

To collect the data, the researcher used tests as the instrument of data collection. The tests were divided into pre-test and post-test. In this research, the researcher gave tests. The tests had the maximal gained score that is 9. Furthermore, there were 5 category of students’ achievement which were very good, good, fair, poor, and very poor. Meanwhile, the qualifications of the result were successful and failed, based on the KKM (Kriteria Kelulusan Maksimum) in that school. The KKM of SMPN 19 Palu was 75.

Pretest was aimed to find out the students’ prior knowledge in writing descriptive text. When pre-test, the researcher asked the students to write descriptive text based on the topic that was given by the researcher. The test was given to measure the students’ ability in writing. The researcher calculated the mean score of pre-test for both experimental class and control class by using the formula that proposed by Best & Kahn (2006:359). The mean score of the pretest was 21.05 for the experimental class and the mean score of pre test was 29.36 for the control class.

After conducting the test, the researcher found that the students had some problems in punctuation, organization and grammar in writing a descriptive text. First, in punctuation, the students had problem in using appropriate punctuation when they write descriptive text. Second, in organization, the students had problem in organizing their ideas in their writing. Third, in grammar, the students had problem in arranging sentences and used the appropriate verb. After getting the problems, the researcher gave treatments to the experimental class only. The researcher did not give treatment to the control class. The control class was taught
by the teacher of that class, but the researcher also controlled the teaching learning process of control class. The treatment was six meetings.

Teaching writing is a process to make students be able to write especially in writing descriptive text. Teachers must use appropriate strategy to teach writing descriptive text. POWER is one of strategies to teach writing descriptive text. POWER strategy allows the students to write with enough time. The students have to think the topic and try to plan what they are going to write about. In POWER strategy, teachers have an important role to guide the students, when students revise the descriptive text with their pair.

POWER strategy has some advantages. The first is Bakken and Wedhon (2003:19) state, “The instruction of the POWER strategy has been proven to be significantly more effective than what students were currently implementing.” The second is according to Bakken & Wedhon (2003:19), “This strategy gave students the means to plan before they began writing through the brainstorming of ideas.” POWER Strategy lets the students think first before they write. Before teacher teaches writing using POWER strategy, the teacher has to explain what acronym POWER actually.

When the researcher gave the treatment by using POWER strategy, the researcher instructed the students to follow the POWER strategy steps in writing descriptive text. The researcher explained that POWER was acronym from preparing, organizing, writing, editing and rewriting. In step editing, students worked in pair to give the correction of descriptive text but still the researcher guided. The researcher also taught about simple present tense as the language features of descriptive text. According to Bakken and Wedhon (2007:99), “Steps in the POWER writing process:

Preparing:
- Pick a topic.
- Use the thinking sheet to write down your ideas.
- Think about whether you need more information.
- If so, find out more.
- Write the main idea.

Organizing:
- Cross out ideas you won’t use.
- Group ideas that go together.
- Number ideas in the order you want to write them.

Writing:
- Write the facts as sentences.
- Use paragraph form.
Editing:
- Use the edit sheet and think about how your paragraph will sound to your partner.
- Edit with a partner.

Rewriting:
- Write your final draft.
- Check your sentences, capitals, punctuation and spelling”.

In the process of teaching and learning, most of the students were enthusiastic to study, but some of them also were not aware. They were interested when the researcher asked them to make simple sentences and arranged the sentences became a descriptive text. In the first meeting until second meeting, the students were confused with POWER strategy, but unfortunately in the third until six meetings the students were able to write descriptive text by following POWER strategy steps. The most common problem was the students often forces in writing like stuck in sentences. They need a lot of time to think about what they want to write, because the students did not make the preparation before they write. After they know POWER strategy, the students arranged their idea first before they started to write. As a result, it helped the students to write descriptive text. The students can write descriptive text with systematically process based on the POWER strategy.

After giving the treatments, the researcher administered the posttest in both of control class and experimental class in order to know the students’ development in writing. The researcher found progress in the students’ writing skill in descriptive text such us the students wrote descriptive text by using steps that the researcher had been taught. The students also had progress in organization, punctuation and grammar. The time that the students need to write is more effective because they have made the plan before they write.

The researcher computed the result of the posttest of both experimental class and control class. The mean score of the experimental class was 46.78 and control class was 33.33. There was a development of the result of the experimental class that was 25.73. It rose up from 21.05 to 46.78.

From the data that the researcher got in this research, the researcher concludes that POWER strategy is useful in development of writing skill. Teaching writing by using POWER strategy is effective in developing the students’ writing skill. The development is proved by the students’ score in the posttest of the experimental class.
CONCLUSION AND SUGGESTION

Based on research findings, researcher concludes that POWER strategy can develop the writing skill of grade VIII students at SMPN 19 Palu. It can be seen from the result of t-counted (6.16) is greater than the t-table (2.01). It signifies that the research hypothesis is accepted, because POWER strategy has some strength. The first is POWER strategy lets the students to think first before they write. The second is POWER strategy helps the students to write systematically by using the steps of the POWER strategy. The third is POWER strategy accustoms the students to work in pair.

The researcher would like to give some suggestion as follow; Firstly, English teachers should try to use POWER strategy in teaching writing especially descriptive text. They can use POWER strategy because the students can follow the steps of POWER strategy to write descriptive text. Secondly, the students should be accustomed by the activities of the POWER strategy. Lastly, for the future researchers who interested in conducting the similar research, they can use the output of this study as reference of their researches.

REFERENCES


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