

**THE EFFECT OF PICK ORGANIZE WRITE (POW)+C-SPACE  
STRATEGY TOWARD THE ABILITY IN WRITING  
NARRATIVE TEXT AT THE SECOND YEAR  
STUDENTS OF SMPN 1 KAMPAR KIRI  
HILIR KAMPAR REGENCY**



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PEKANBARU  
1434 H/2013M**

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Thesis

Submitted to Fulfill One of the Requirements  
for the Undergraduate Degree in English Education



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## ABSTRACT

**Fadhli Almadani (2013): The Effect of Pick Organize Write (POW)+ C-SPACE Strategy toward the Ability in Writing Narrative Text at Second Year Students of SMP N 1 Kampar Kiri Hilir Kampar Regency**

This study was conducted to find out students' ability in writing narrative text is taught using strategies POW POW + C-SPACE, and to find out the students' ability in writing Narrative text without using POW + C-SPACE, and to discover whether there was a significant effect of use strategy POW + C-SPACE strategy on students' ability in writing narrative texts at the second year student of SMP N 1 Kampar Kiri Hilir.

This research is a quasi-experiment. The subject of the research was 40 students of second year students of SMP N 1 Kampar Kiri Hilir. The instrument used to collect the data was students writing test, and the result will be analyzed by T-test with SPSS computer statistic program, T-tests were used to find out whether or not there is a significant effect of the use of strategies POW POW + C-SPACE on students' ability in writing narrative texts at the second year students of SMP N 1 Kampar Kiri Hilir.

Based on the data analysis, the value of the post-test of experiment and control classes showed that, on average score experiment class is 70.8 and the standard deviation is 7.25. Meanwhile, the average value of the control class is 56.4 and the standard deviation is 9.87. The results of T-test value is 5.14 which is higher than the T-table at the significance level of 5% (2:03), and the significant level of 1% (2:27). From these results it can be stated that  $2:03 < 5:14 > 2.72$ . This means that  $H_0$  is rejected and  $H_a$  accepted. In other words, there was a significant effect of the use of POW + C-SPACE strategies toward the students' ability in writing narrative texts at the second year students of SMP N 1 Kampar Kiri Hilir.

The authors concluded that the use of POW POW + C-SPACE strategies is an appropriate strategy for teaching and improving students' ability to write a narrative text at the second year students of SMP N 1 Kampar Kiri Hilir

## ABSTRAK

### **Fadhli Almadani (2013) :Pengaruh Penggunaan Strategi POW+ C-SPACE terhadap Kemampuan Siswa dalam Menulis Narative Teks pada Siswa Kelas 2 SMP N 1 Kampar Kiri Hilir, Kabupaten Kampar.**

Dalam proses pembelajaran bahasa Inggris, banyak masalah yang dihadapi oleh siswa kelas 2 SMP N 1 Kampar Kiri Hilir. Hal ini dapat dilihat dari ketidakpuasan nilai writing dan beberapa masalah yang dihadapi oleh siswa dalam menulis. Siswa kesulitan dalam mengeluarkan ide- ide mereka kedalam sebuah tulisan. Mereka tidak mampu untuk menulis narrative text berdasarkan susunan dari narrative tersebut. Penelitian ini dilakukan bertujuan untuk menemukan tingkat kemampuan siswa dalam menulis teks narrative yang diajarkan menggunakan strategi POW POW+ C-SPACE, dan untuk mencari tahu kemampuan siswa dalam menulis teks Narrative tanpa menggunakan strategi POW+ C-SPACE, dan untuk menemukan apakah ada pengaruh yang signifikan dari penggunaan strategi POW+ C-SPACE terhadap kemampuan siswa dalam menulis teks narrative pada siswa kelas 2 SMP N 1 Kampar Kiri Hilir.

Penelitian ini merupakan penelitian kuasi experiment. Sample dalam penelitian ini adalah siswa kelas 2 SMP N 1 Kampar Kiri Hilir. Adapun instrumen dalam penelitian ini menggunakan tes. Pengolahan data dalam penelitian ini menggunakan T-tes. Dimana, T-tes digunakan untuk menemukan apakah ada pengaruh yang signifikan dari penggunaan strategi POW POW+ C-SPACE terhadap kemampuan siswa dalam menulis teks narrative pada siswa kelas 2 SMP N 1 Kampar Kiri Hilir.

Berdasarkan hasil analisa data, bahwasanya nilai pos-test dari kelas experiment dan control menunjukkan bahwa, nilai rata-rata kelas experiment adalah 70.8 dan standar deviasinya adalah 7.25. Sedangkan, nilai rata-rata dari kelas control adalah 56.4 dan standar deviasinya adalah 9.87.. Adapun hasil dari T-test adalah 5.14 yang mana nilai tersebut lebih tinggi dari T-table pada taraf signifikan 5% (2.03), dan pada taraf signifikan 1% (2.27). Dari hasil tersebut dapat dinyatakan bahwa  $2.03 < 5.14 > 2.72$ . Hal ini berarti  $H_0$  ditolak dan  $H_a$  diterima. Dengan kata lain, ada pengaruh yang signifikan dari penggunaan strategi POW POW+ C-SPACE terhadap kemampuan siswa dalam menulis teks narrative pada siswa kelas 2 SMP N 1 Kampar Kiri Hilir.

Penulis menyimpulkan bahwasanya penggunaan strategi POW POW+ C-SPACE merupakan strategi yang sesuai untuk dijadikan sebagai salah satu cara pengajaran dalam meningkatkan kemampuan siswa menulis teks narrative pada siswa kelas 2 SMP N 1 Kampar Kiri Hilir..

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In the name of Allah the most beneficent and most merciful

In the name of Allah Almighty, the Lord of the world, who has been giving the writer His guidance, mercy, blessing, and health to complete this academic requirement and the writer says peace be upon Prophet Muhammad.

This thesis is written and intended to fulfill one requirement for the award of bachelor degree at English Department of Faculty of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

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Pekanbaru,  
The Writer,

Fadhli Almadani  
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## THE LIST OF CONTENT

<b>SUPERVISOR APPROVAL</b> .....	i
<b>EXAMINER APPROVAL</b> .....	ii
<b>ACKNOWLEDGMENT</b> .....	iii
<b>ABSTRACT</b> .....	iv
<b>THE LIST OF CONTENT</b> .....	viii
<b>THE LIST OF TABLE</b> .....	x
<b>THE LIST OF APPENDIXES</b> .....	xi
<b>CHAPTER I INTRODUCTION</b> .....	1
A. The Background of the Problem.....	1
B. The Definition of the Term.....	4
C. The Problem.....	5
1. The Identification of the Problem .....	5
2. The Limitation of the Problem.....	5
3. The Formulation of the Problem.....	5
D. Objectives and Significance of the Research.....	6
1. The Objective of the Research .....	6
2. The Significant of the Research .....	6
<b>CHAPTER II LITERATURE REVIEW</b> .....	8
A. Theoretical Framework.....	8
1. The Nature of Writing.....	11
2. The Nature of POW+C-SPACE.....	16
B. The Relevant Research .....	20
C. The Operational Concept.....	21
D. The Assumption and Hypotheses .....	22
<b>CHAPTER III RESEARCH METHODOLOGY</b> .....	24
A. Time and Location of The Research.....	24

B.	The Subject and The Object of The Research .....	24
C.	The Population and Sample .....	24
D.	Research Design .....	25
E.	The Technique Collecting Data .....	26
F.	The Technique of Analyzing Data.....	31
G.	The Validity and Reliability of the Test .....	32
<b>CHAPTER IV</b>	<b>DATA PRESENTATION AND DATA ANALYSIS .....</b>	<b>34</b>
A.	The Description of The Research Instrument .....	34
B.	The Data Presentation.....	34
C.	The Data Analysis.....	43
<b>CHAPTER V</b>	<b>CONCLUSION AND SUGGESTION .....</b>	<b>50</b>
A.	Conclusion .....	50
B.	Suggestion.....	52
1.	Suggestion for the Teacher .....	52
2.	Suggestion for the Students.....	53

## **BIBLIOGRAPHY**

## **APPENDIXES**



# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Writing is a very powerful tool that allows writers to make meaning and to reflect their own thoughts. It improves a writer's ability to learn while trying to make sense of their thinking, from concepts and ideas, and discover connection between the concepts and their personal experiences.<sup>1</sup> Writing is very important especially in education, such as, all subjects at school that are presented in written form. In junior high school, writing is one of four skills that must be mastered in learning English language. In writing, a writer must be concerned first about the process of writing a good paper. Mc Mahan and Day state that there are three processes in writing. "In order to get the process going, though, you need to mull over three things, your purpose, your audience and your topic"<sup>2</sup>. Based on the statements above, the writer can conclude that in writing, the writer should pay attention about the process of writing.

Writing is also an essential form of communication, through writing, we can express ourselves. In mastering writing skill, we have to follow many conventions and rules. Writing should be organized well to avoid misinterpretation of ideas, it means that the writer should be able to improve

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<sup>1</sup> Langer, J., & Applebee, A.N. (1978) *How Writing Shapes Thinking*, NCTE.USA. P.

<sup>2</sup> Elizabeth Mc Mahan, and Susan Day. 1984: *The Writer's Rhetoric and Handbook*. (New York. McGraw-Hill, Inc.) P.8

his ideas to explain the intention to become a good sentence to help the reader easier to comprehend the writer product. There is no doubt that writing is a difficult skill for students to be mastered because English is as a foreign language on them. It is not an easy work. The skills involved in writing are complex. It is related to mastering vocabulary, grammar, and mastering rhetorical pattern. Besides, this skill requires ability in generating and organizing idea, even in translating their idea in readable text. It is properly that the students master writing. They have spent their time in learning writing since they were Elementary School up to Senior High School. Yet, in reality, they still find the difficulties to this skill. It means that, writing skill is very complex. The writer emphasizes that mastery of writing is very crucial for the students.

Besides that writing narrative is not easy, narrative paragraphs simply tell a story or relay a sequence of events. Simon and Schuster stated that “narrative essay tells about fiction and nonfiction, it gives an account of one more experience, it tells ideas or experience of the author”<sup>3</sup>. Generally, these events are told in chronological order in which they happened. However, a narrative paragraph often mostly tells a story in order to illustrate or demonstrate a point. Because of this, developing a strong topic sentence is important. In writing a narrative paragraph, most of the students have difficulties when they begin to write a narrative paragraph, they cannot develop their ideas and arrange it to become a good sentence and a unity of

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<sup>3</sup> Simon and schuster. *Essay Writing Ste- by-Step*. (New Jersey, Prentice Hall Regents.1994),PP.321

narrative paragraph. Masson and graham stated that “fact, many students have difficulty in developing content, organizing their thoughts in a coherent way, establishing goals for writing, and managing the mechanism of writing”<sup>4</sup>

Graham urges that “students struggle to write especially when they spend less than one minute planning when they revise their writing, when they approach writing as if it involves a single process – content generation, and when they do not know or utilize the effective strategies in writing”<sup>5</sup> This situation is getting worse when the teacher always uses the old ways and strategy in learning process especially in the writing section, In this case, the teachers hold important roles to help the students to make them discipline so they can solve their problems in writing and make them master writing all at once. Steve graham states that “Writing and writing instruction become a shared responsibility across disciplines. English, science, social studies, and other content teachers must devote all significant attention to the teaching of writing, if they expect students to learn how to write effectively within their discipline”<sup>6</sup>.

SMP N 1 Kampar Kiri Hilir is one of the junior high school in Kampar, English is also taught to the students as a main subject in this school. The students have English class only twice a week for two hours. They are also

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<sup>4</sup> Graham, Harris & Mason. (2003) in Sanchez (2008). *Writing for Students with Emotional Disabilities and English Language Learners – Self-Regulated Strategy Developed an Effective Intervention for Improving the Writing Quality of Students’ Persuasive Essay*. p. 3

<sup>5</sup> Graham, Steve. *Teaching Writing Strategies*. Vanderbilt University. p. 2

<sup>6</sup> Graham, Steve 2008 : *effective writing instruction for all students*. ( Vanderbilt university renaissance learning.inc) p.4

required to master English, because it is tested in the National Examination. According to School Based Curriculum (KTSP), the expectation of teaching writing is to make students able to identify the meaning and rhetorical patterns in narrative text. In the syllabus, writing English subject is focused on narrative text. In English subject, the passing score is 65, so that, in every exercise of writing narrative texts, some of the students in this school are not able to get the complete score.

Nevertheless, the expectation of teaching cannot be reached well because of several problems. Based on the preliminary research showed some Facts in the field that in increasing students' ability in writing narrative, teachers were still using the old strategies and technique in teaching writing. Teachers only taught based on text book that they brought to the classroom, and also the students were passive habit in learning activity makes the condition worse. And as a result of this situation, the process of teaching all of language skills was not running well, including writing skills.

The weaknesses of students at SMP N 1 Kampar Kiri Hilir can be itemized from these symptoms:

1. Some of the students are not able to make narrative text accurately and fluently.
2. Some of the students get difficulties in composing narrative writing.
3. Some of the students have low scores in their narrative writing product.

4. Some of the methods used cannot help the students to develop the idea easily in writing a narrative text.
5. Some of the students aren't interested in learning the subject and they are also not able to write become a sentence.
6. Some of the students always follow the remedial test in evaluation.

In this study, writer tries to find out alternative solution what the strategy is good for teaching writing especially for writing a narrative paragraph. Various methods and strategies should be applied to increase the students' ability in writing subject. It is a responsibility of the English teachers to make their students comprehend as much as possible in the teaching process. And for writing narrative, one of the various strategies can be applied for student is POW+C-SPACE, Torry lineman and Robert Reid explain that "POW+C-SPACE is a strategy that helps students write better stories. The POW component of the strategy is designed to help students pick their idea..."<sup>7</sup> Based on explanation above we can conclude that POW+C-SPACE can be used as an effective strategy to help students in writing a narrative paragraph.

Based on the symptoms mentioned and experienced by the students above, the writer is interested in doing a research about this problem, entitled:

"THE EFFECT OF USING POW+C-SPACE STRATEGY TOWARD THE STUDENTS ABILITY IN WRITING NARRATIVE TEXT AT THE SECOND

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<sup>7</sup> Linemann torry and roberd reid : *written expression: grade 2-5 (Vanderbilt Peabody college)* pp.16

YEAR STUDENTS OF SMP N 1 KAMPAR KIRI HILIR KAMPAR  
REGENCY”

**B. The Definition of Terms**

In order to avoid some misunderstanding in comprehending the title, it is necessary to define the terms as follows:

- a. Effect In general: That which is produced by an agent or cause; the event which follows immediately from an antecedent, called the cause; result; consequence; outcome; fruit; as, the effect of luxury.
- b. Strategy: A method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem.
- c. Writing: Writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals.
- d. Narrative: A narrative is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). Mike Bal states that narrative text is a text in which a narrative agent tells a story<sup>8</sup>.

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<sup>8</sup> Mieke Bal, *narratology introduction to the teory of narrative*.(university of toronto press 1999),pp.16

And Gerard also states that the meaning of narrative refers to the narrative statement, the oral or written discourse that undertakes to tell an event or a series of events<sup>9</sup>

- e. SRSD: Self Regulated Strategy Development, Robert and Tori said that SRSD is a comprehensive approach to the strategy instruction process that takes into consideration critical cognitive, motivational, and academic characteristics of students.<sup>10</sup>
- f. POW+C-SPACE: POW+C-SPACE writing strategy is a mnemonic strategy to organize and to develop ideas in writing a narrative or story paragraph.

### **C. The Problem**

#### **1. The Identification of the Problem**

Based on the background and phenomena above, the writer would like to identify the problems as follows:

- a. Why most of the students unable to make narrative text accurately and fluently?
- b. Why do the students get difficulties in composing narrative writing?
- c. Why do the students have low scores in their writing a narrative text?
- d. Why cannot the methods used help the students to develop their ideas easily in writing a narrative text?

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<sup>9</sup> Gerard genette, *narrative discourse an essay in method* 1983, pp.25

<sup>10</sup> Robert reid and torry lineman, *strategy indtriction for students with learning disabilities*, (the guilford press 2006), pp.32

## **2. The Limitation of the Problem**

In this research, the writer needs to limit the problems of the research on the effect of using POW+C-SPACE strategy toward the ability in writing narrative text at the second year students of SMP N 1 Kampar Kiri Hilir.

## **3. The Formulation of the Problem**

Based on limitation of the problem depicted above, the problems of this research will be formulated in the following research questions:

- a. How is writing narrative ability of the students before being taught by POW+C-SPACE strategy?
- b. How is writing narrative ability of the students after being taught by POW+C-SPACE strategy?
- c. Is there any significant effect on the use of POW C-SPACE strategy and the use of ordinary strategy (the strategy which is used by the teacher) on composing narrative ability of the students?

## **D. The Reasons for Choosing the Title**

The reason why the researcher is interested in carrying out a research on the topic above is based on several considerations:

- a. This problem is interesting to be researched because it can give us a lot of information about using effective strategies in writing narrative, in this case is POW+C-SPACE strategy.
- b. The writer can use POW+C-SPACE strategy for the alternative teaching methods, especially in teaching writing narrative.



- c. The title of this research is very necessary to be investigated because the writer wants to know “whether or not there is any significant difference in narrative writing ability of the students who are taught by POW+C-SPACE strategy.
- d. The students at SMP Negeri I Kampar Kiri Hilir still get difficulties in writing narrative.

## **E. The Objective and Significance of the Research**

### **1. The Objective of the Research**

- a. To find out students’ ability in writing narrative text before being taught by using POW+C-SPACE strategy.
- b. To find out students’ ability in writing narrative text after being taught by using POW+C-SPACE strategy.
- c. To find out whether or not there is any significant effect on students’ ability in writing ordinary strategy.

### **2. The Significance of the Research**

Theoretically, these research findings are expected to support the existence of the theories on the foreign language learning especially in writing narrative subject. Practically, these research findings are expected to provide the positive contribution and information to the researcher in conducting and acquiring my knowledge especially in the field of educational research, especially in English Language Teaching (ELT). Besides, these research findings are also expected to provide the students

and the teachers of SMP Negeri I Kampar Kiri Hilir the information about their learning especially in writing narrative subject.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Theoretical Framework

##### 1. The Nature of Writing

Writing is not easy work, especially for students at Junior High School. Most of the students cannot develop their ideas when they write something. All of the writing skills are complex and need to be mastered by the students in making a good writing, not only requiring mastery of grammatical and rhetorical devices but also conceptual and judgmental elements, Gordon states that “If we are to write well we need to know (as well as we can) what we are talking about. In order to find out what, precisely, we are talking about, and we need to write”<sup>1</sup>. It is related to master of vocabulary, grammar, spelling, and rhetorical pattern. Even J B Heaton has already stated that there are various necessary skills for writing good prose into five general components. They are:

1. Language use: the ability to write correct and appropriate sentences.
2. Mechanical skills: the ability to use correctly those conventions peculiar to the written language such as punctuation and spelling
3. Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information

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<sup>1</sup> gordon taylor, *a student's writing guides*,(New York. Cambridge University Press 2009),pp.2

4. Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively.
5. Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information<sup>2</sup>.

A writer will strive hard to perform the product of his writing in a good performance in all aspects of writing-content, organization, vocabulary, language use, and mechanics.<sup>3</sup>

- a. Writing a First Draft

This is beginning to develop and form his idea. Here is where the writer begins to shape his vague thoughts into more concrete ones.

- b. Sharing

This is seeking out others for feedback. Whoever they are, ask them for a reaction to what writing is. The benefits of sharing ideas with others are immense.

- c. Revising Into a Second Draft

This is using the feedback that has been received and the time to rewrite the essay. Though this is the time to pay more attention to grammar, but the focus is still in the meaning. If the

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<sup>2</sup> Heaton, J. B. 1988. *Writing English Language Test*. (United States of America: Longman Inc). pp. 135

<sup>3</sup> Reid as cited in M. Syafi'i S. *From Paragraphs to a Research Report: a Writing of English for Academic Purposes*. Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI). 2007. p. 6

essay as whole does not flow, no amount of perfect grammar or spelling can help.

d. Editing Into a Final Draft

This is reading the writing aloud from beginning to end. Asking someone whose opinion that can be respected to read it again for comments. Does it flow? Is any explanation missing? Are there open-ended issues that need elaboration? Are there grammatical or spelling error? Take one last proofread through for stray errors before handing work in. Finally, sit back and wait for the feedback and evaluation: it's precisely from evaluation that will learn about new directions for writing. Then, welcome it!

Related to that idea above, Oshima and Hogue as cited by Syafi'i concluded that there are four main stages in the writing process: prewriting, planning, writing and revising a draft, and writing the final copy to hand it.<sup>4</sup> Jacob, et al as cited by Mercy said that there are five components of writing that writer use them in writing a composition:<sup>5</sup>

1. Content. The writers an ability to think creatively to develop their ideas. The content of writing should be knowledgeable, substantive, through development of thesis, relevant to assigned topic.

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<sup>4</sup> Ibid., p. 24

<sup>5</sup> Jacob, et al. as cited in Mercy. *The Correlation Between The Second Year Students' Simple Tenses Mastery And Their Ability In Writing Simple Paragraph At Senior High School 1 Kampar*. UIN Susqa Riau. 2007. p. 24

2. Organization. The writers have fluent expression following the ideas. Clearly stated or supported well about relationship between paragraphs, logical and sequencing.
3. Vocabulary. The writers have a lot of words and idioms to convey intended information, attitudes, and feelings. They can also use the appropriate words including prefix, suffix, and idiom.
4. Language use. The writers can apply the basic agreement between sentences, tenses, word orders, articles, pronouns and prepositions.
5. Mechanics. The writers are able to write in good spelling, punctuation, capitalization, and paragraphing.

From all ideas above can be concluded that writing skill is one of the productive skills by which the students produce ideas and valuable information in written form as the most difficult language skill to apply among other three skills, such as reading, speaking and listening. Especially for teaching learning process, there are some efforts to eliminate difficulties in writing activities applied in some steps such as planning, drawing up syllabus, selecting material, preparing activities and evaluating the teaching process. Especially for Senior High School, writing activities should involve sentence construction and guided writing from different types of written text.

## 2. The Purpose of Writing

Grenville states that the writing has three basic aims, namely:<sup>6</sup>

1. Entertain, It means that writing does not make the readers laugh, but it at least engages their feelings in some way.
2. Inform, it means that the writer tells the readers about something.
3. Persuade the readers to convince something.

## 3. The Nature of Writing Ability

Writing is one of the important skills in English. It is categorized as a productive language skill. It is unique combination through an activity. By writing, someone can express his or her through, ideas, and feelings. Then, it also provides the information for his or her readers. So, in writing we have to give ideas, feeling, and opinions and create our own thinking to make readers understand.

The term of ability is defined as skill or power. Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. The writing ability is the ability of a person to express his or her ideas, feeling, or something to others by using written language. On the other hand, writing is a medium in which the thoughts and the ideas are organized into sentences in a paragraph.

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<sup>6</sup> Kate Grenville, *Writing From Start to Finish: a six-step guide*. (Griffin Press, South Australia)P.1

Writing is one of the communication tools. Communication arises when language is used as such interpersonal behavior, which goes beyond meaningful and truthful manipulation of language symbols. Writing requires experience, interest, motivation, and practice. It requires the ideas that are organized logically, expressed clearly, and arranged attractively. So, a writer should have the ability of how to employ the grammatical forms and syntactical pattern of writing in order to make the readers understand what the writer means. There are five components that should be concerned to make a good writing. They are: Content, Organization, Vocabulary, Language use, and Mechanic.

#### **4. The Nature of Text**

Joy stated that there are four parts of a text<sup>7</sup>, they are:

##### **1. Beginning or Introduction**

This paragraph is the first in the essay. It means that in introduction of the topic to prepare the reader for what will be written and to hook the reader to be interested in reading more.

##### **2. Thesis sentence**

Thesis sentence is generally located at the end of introduction and has the function to control ideas, limit and direct the rest of the essay.

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<sup>7</sup> Joy, M, Reid, *The Process of Composition*, (Englewood Cliffs: Prentice Hall Present, 1994) P.42



### 3. The Body

These paragraphs explain, clarify and illustrate the thesis sentence.

Each body consists of a topic sentence and several supporting sentences.

### 4. Conclusion

It acts the same way that a concluding sentence works or concluding a paragraph.

Conclusion allows the writer to have issues raised in the paper, to summarize the thoughts, to demonstrate the importance of the ideas, and to propel the reader to a new view of the subject.

## 5. The Nature of Narrative

### 1) Definition of Narrative

In junior high school level, students are learning many kinds of texts. One of the texts is narrative text. Narrative text is related to the experience or story of past time and also can be defined as a story based on the plot, and the plot consists of event, person, and conflict. Gerard has also stated that the meaning of narrative refers to the narrative statement, the oral or written discourse that undertakes to tell an event or a series of events<sup>8</sup>. Lomer and Ashmun define narrative as the recounting of a series of events<sup>9</sup>.

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<sup>8</sup> Gerard Genette, *narrative discourse an essay in method*, (New York: Coenell University Press, 1983), pp. 25

<sup>9</sup> Lomer and Ashmun, *the study and practice of writing english*, (New York: The Riberside Press Cambrigde, 1914), p. 267

And besides that Thomas states that narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random<sup>10</sup>, Virginia said that “narrative presents a connected series of event, either imaginary or based on your own experience”<sup>11</sup>

## 2) The Characteristic of Narrative

The subject of narration is a series of related events—a story. Its problem is to arrange the events in a sequence of time and to reveal their significance. According to explanation of narrative, we can conclude, the characteristic of the narrative, are 1) it is a story or it is usually humans’ experience; 2) it has a conflict and solving problem, 3) systematic. Virginia explains in her book, a good narrative must consist of:

- a. Introduction which sets the scene (place, time, character (s), etc..)
- b. Main body which develops the series of event clearly, give a vivid description of the people/places involve.
- c. Conclusion which completes the story, perhaps in unexpected ways.<sup>12</sup>

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<sup>10</sup> Thomas s.kane, *Oxford Essential Guide To Writing*, (Berkley Book,1988).pp.366

<sup>11</sup> Virginia evans,*Successful Writing prorheciency*,(Berkshiree: Express publishing 1998),pp.42

<sup>12</sup> Virginia evans,*Successful Writing prorheciency*,(Berkshiree: Express publishing 1998),pp.42

As Keraf states that “the characters of the narrative are 1) concern to actions, 2) set in the time sequences, 3) try to answer the question, what happened? 4) It has conflicts”<sup>13</sup>

### 3) The Kinds of Narrative

#### a. Expository narrative

Expository narrative usually tells the information about the event based on factual data. It also tells about the steps of the event to the reader. The object in expository narrative is beginning the first until the end; it means that the writer tells the story from the first until the end. The purpose of the narrative is to make the reader’s knowledge about the object of the story deep.

#### b. Suggestive narrative

Different from expository narrative, suggestive narrative can be unsuitable with the factual data, because it emphasizes the suggestive sense. So, the purpose of suggestive narrative is to increase the reader’s imagination.

Referring to the explanation above, the narrative tells the story based on the humans’ experience in the first until the end to give a certain purpose of an explicit message to readers about object of story deeply.

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<sup>13</sup> Gorry keraf, *Argumentasi Dan Narasi*, (Jakarta; Gramedia pustaka utama),pp.136

## 6. Strategies in Composing Narrative Writing

Writing strategies are deliberate by focused ways of thinking about writing. A writing strategy can take many forms. Steve has stated that “Writing Strategies, which involve teaching students’ strategies for planning, revising, and editing their compositions.”<sup>14</sup>

From the definition above, writing strategies are some techniques that can be a formal plan for a teacher who wants students to follow to write a book report, or it can be something as simple as track to remember how a word is spelled.

## 7. POW+C-SPACE Strategy for Writing Narrative

In the junior high setting, writing plays two distinct but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening students’ knowledge; it acts as a tool for learning subject matter.

In junior high school students learn various types of paragraph and text, one of them is narrative paragraph, writing a narrative paragraph is not always easy for the students, most of them cannot make it because they cannot build their ideas and organize it become a good paragraph, and to solve that problem the teachers should be creative in the learning

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<sup>14</sup> Steve graham, *writing next*, (New York: Carnegie Corporation of NewYork,2007),pp.4

process, using a correct and effective strategy in teaching writing narrative.

Self-Regulated Strategy D knowledge, self efficacy, and motivation. Students learn to carry out specific writing and self-regulation strategies (e.g., Goal setting, self-monitoring, self-instruction, and self-reinforcement). Students are taught concepts, vocabulary, and skills needed to use both genre-specific writing strategies and general writing strategies, such as good word choice, interesting openings, and considering the reader. Tory and Robert said “Self-regulation is the ability to control one’s behavior. When used in conjunction with learning in the classroom, it is the method or procedure that learners use to manage their learning. Students who practice self-regulation strategies are often more active participants in their learning, aware of their thought processes, motivated, and independent.”<sup>15</sup>

Mnemonic instruction is a set of strategies designed to help students improve their memory of new information. Mnemonic instruction links new information to prior knowledge through the use of visual and acoustic cues. This strategy has been proven for all grade levels. The purposes of using mnemonic in teaching writing are to help students remember the steps in the process of a particular kind of writing, such as narrative paragraph. Keyword used with graphic organizer is to help students

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<sup>15</sup> Tory lineman and robert reid, *written expression: grade 2-5*,vanderbilt peabody collage,2009,pp.3

construct a paragraph and to help them remember that writing always has a structure to be effective.

Furthermore for writing a narrative paragraph some of SRSD model can be used in helping the students, one of them is POW+C-SPACE strategy, it can be used to help students to systematically plan and organize their narratives. When used in the SRSD model, these strategies have been scientifically validated and have been shown to improve students' narratives and story writing. Torry and Robert said that POW + C-SPACE strategy is designed to help students develop a writing plan and think about the details that should be included in the stories. The POW component of the strategy is designed to help students to pick their idea, organize and write their story<sup>16</sup>. McArthur, Schwartz, and Graham in Janette K stated that "to help students in writing; the topic or the title of the story is written in a circle in the middle of the page and the subtropics or components of the plot are written in surrounding circles, we have added the C-SPACE mnemonic device for helping students remember the element of a story (C-characters, S-setting, P-problem, A-action, C-conclusion, the E-emotion)"<sup>17</sup>.

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<sup>16</sup> Torry lineman and robert reid, the IRIS center case study unit, <http://iris.peabody.vanderbilt.edu>. P.17

<sup>17</sup> Janette K.Klinger, Sharon Vaughn, and alison Boardman. *Teaching of Reading Comprehension to Students With Learning Difficulties*. (New York: the guilford Press, 2007)pp,74

## B. The Relevant Research

According to Syafi'i relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to our research. Besides, we have to analyze what the point was focused on. In form of design finding of the conclusion of previous research<sup>18</sup>

1. The Use of Comic Strips To Increase the first year students' ability in writing narrative text at MA DAR El-hikmah Pekanbaru. This research was conducted by fitria delfia 2009. This research was action research. This research found that students were able to write a narrative paragraph.
2. The Students Strategies in composing narrative writing at the second year of SMK PGRI 13 Cikupa Tangerang. This research was conducted by Yulianti, S.Pd 1981. This research was descriptive research; this research found that using strategy could improve student's ability in writing narrative.

## C. The Operational Concept

The operational concept is the concept to give explanation of the theoretical framework in order to avoid misunderstanding to the title of the research. There are two variables in this research. The variable X is POW+C-SPACE and Variable Y is the students' narrative writing ability. Therefore, the

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<sup>18</sup> M.Syafi'i. *from Paragraph to research report: A Writing of English For Academic Purpose* (Pekanbaru: LBSI,2007)pp.122

operational concept of the research can be seen in the following procedures of teaching and indicators:

Variable X: refers to the teachers in teaching narrative text by using POW+C-SPACE strategy:

1. P: Pick your idea

Teacher asks the students to pick a topic to write a narrative text.

2. O: Organize

After that teachers ask the students to organize their idea by using

C-SPACE components, the components of C-SPACE mean:

- a. C: characters.
- b. S: setting.
- c. P: problem.
- d. A: action.
- e. C: conclusion.
- f. E: emotion.

3. W: Write

After they organized the idea, ask the students to write it into a good narrative text.

Variable Y: Students' ability in writing a narrative text.

The indicators of students' writing ability in writing are as follows:

1. Students are able to develop their ideas in writing the text.
2. Students understand the entire component in writing a narrative text.



3. Students can make the main body of the paragraph, when they write a narrative text.
4. Students are able to give a good concluding statement in writing a narrative text.
5. Students write more detail about the topic sentence.
6. Students explain more about the topic.
7. The students end the text with a good concluding statement.

Virginia state that, a good narrative must consist of:

1. Introduction which sets the scene (place, time, character (s), etc.)
2. Main body which develops the series of event clearly, give a vivid description of the people/places involve.
3. A conclusion which completes the story, perhaps in unexpected ways.<sup>19</sup>

Besides, Arthur Hughes states that the indicator of students' writing can be measured in the following parts:

1. Content
2. Organization
3. Vocabulary
4. Language Use
5. Mechanic<sup>20</sup>.

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<sup>19</sup> Virginia evans, *Successful Writing Prorheciency*, (Berkshire: Express Publishing 1998), p.42

<sup>20</sup> Arthur hughes, *Testing For Language Teacher*, (New York: Cambrigde uiversity press 1989), p.104

## **D. The Assumption and Hypotheses**

### **1. Assumptions**

Before going to the formulation of hypothesis as a temporary answer to the problem, the writer would like to present the assumptions. The writer assumes that:

- a. POW+C-SPACE is better than Conventional Learning especially in increasing students' ability in writing narrative text.
- b. POW+C-SPACE will give significant effect on narrative writing ability of the students.

### **2. Hypothesis**

Based on the formulation of the problem, objective, and explanation theory in theoretical framework and operational concept, the writer has hypothesis as follows:

- Ho: There is no significant effect on writing ability of the students taught by using POW+C-SPACE strategy.
- Ha: There is a significant effect on student's writing ability of narrative text taught by using the POW+C - SPACE.

**CHAPTER III**  
**THE RESEARCH METHODOLOGY**

**A. The Time and the Location of the Research**

This research was conducted from march to April 2012 The location of this research was SMP Negeri I Kampar Kiri Hilir located in Sungai Pagar, Kampar Kiri Hilir.

**B. The Subject and the Object of the Research**

The subject of the research was the students at the second year of SMP Negeri I Kampar Kiri Hilir and the object of the research was the students' narrative writing ability.

**C. The Population and Sample of the Research**

The population of the research was the students at the second year of SMP Negeri I Kampar Kiri Hilir. They consisted of two classes. The number of students was 40 students. It can be seen in the following table.

**Table III.1**

**The Population and Sample of the Research**

<b>No</b>	<b>Classes</b>	<b>Population and sample</b>		
		<b>Female</b>	<b>Male</b>	<b>Total</b>
1	VIII. A	11	9	20
2	VIII.B	10	10	20

<b>Total</b>				<b>40</b>
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From the table above, we know that the population was not large enough and less than 100, and also divided in two classes, class A and Class B. writer used total sampling as the technique sampling of the research. The writer took all of the population as the samples of this research. Class 2A was experimental class, while 2B was control class.

**Table III.2**

No	Group	Population and sample		
		Female	Male	Total
1	A	11	9	20
2	B	10	10	20
<b>Total</b>				<b>40</b>

#### **D. The Research Design**

The design of this research was experimental research. According to John Creswell “experimental is you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable”<sup>1</sup>. Quasi-experimental research will be applied to this research, A quasi-experimental design is one that looks a bit like an experimental design but lacks the key ingredient, random assignment. In a quasi-experimental design, the researcher

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<sup>1</sup> Jhon W Creswell, *Education Research: Planning Conducting and Evaluating Quantitative and Qualitative Research*. (USA: University of Nebraska,2008)pp.299

did not randomly assign participants to compare groups, because random assignment was not feasible. To improve a quasi-experimental design, the researcher could match the comparison groups on characteristics related to the dependent variable. In this research, researchers' used pre-test and post-test nonequivalent control group design. This design had several important characteristics. First, the design has pretest and posttest measured for all participants. Second, the design called for two groups, one got some programs or treatment and one which did not (termed the "program" and "comparison" groups respectively). Third, the two groups were nonequivalent, that is, we expect that they may differ prior to the study. Often, nonequivalent groups are simply two intact groups which are convenient to the researcher, in these cases, the research took two groups as a sample of this study: experimental and control groups. Experimental group means the students who were given treatment by using POW+C-SPACE strategy, while the control group was students who were not given the treatment. Before performing the treatment, the author gave some pre-test for both classes. Then the writer will give the treatment for experimental class. At the end of treatment the author gave a post - test for both of the sample groups.

## **E. The Technique of Collecting Data**

The data were collected by giving the students writing assignment in writing persuasive text and interview.

### **1. Test**

The writer collected the data by using test in order to find out the students' ability in writing persuasive text. The writer gave POW+C-SPACE strategy to respondents and respondent made narrative text by using this strategy. The tests were divided into two types.

#### **a. Pre-test**

Pretest was conducted at the beginning of the process. Both control and experiment classes did the pretest. The purpose of this pretest was to find out the students' ability in writing narrative text. The result of this pretest was compared to the result of the post test; therefore, the writer could make a judgment based on the students' performance before and after the treatment.

#### **b. Posttest**

Posttest was conducted to get the data at the end of the process of implementing the method; it means the data were collected after the treatment of POW+C-SPACE strategy implemented.

In order to make the judgment of the students' writing, the writer used Heaton theory shown in the following tables. The criteria of writing are content, vocabulary, language use, organization, and mechanic. Then, the typical scale of

each component has a set of qualities (level) to be rated in a series of possible rating. Heaton's theories of the rating are as follows<sup>2</sup>:

**Table III.3**  
**Content**

<b>Range</b>	<b>Level</b>	<b>Criteria</b>
27 - 30	Very good – Excellent	Knowledge, substantive etc.
22 - 26	Average – Good	Some knowledge of subject, adequate range, etc
17 - 21	Poor – Fair	Limited knowledge of subject, little substance, etc
13 - 16	Very poor	Does not show knowledge of subject, non-substantive, etc

**Table III.4**  
**Organization**

<b>Range</b>	<b>Level</b>	<b>Criteria</b>
18 – 20	Very good - Excellent	Fluent expression, ideas clearly stated, etc
14 – 17	Average – Good	Somewhat choppy, loosely organized but main ideas stand out
10 – 13	Poor – Fair	Non fluent, confusing ideas or disconnected
7 - 9	Very poor	Does not communicate, no organization

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<sup>2</sup> J.B. Heaton, *Writing English Language Test*, (New York:

**Table III.5  
Vocabulary**

<b>Range</b>	<b>Level</b>	<b>Criteria</b>
18 - 20	Excellent to very good	Sophisticated range – effective word/idiom choice and usage - etc
14 - 17	Good to average	Adequate range- occasional errors of word/idiom form, choice, usage but meaning not obscured
10 - 13	Fair to poor	Limited range- frequent errors of word/idiom form, choice usage- etc
7- 9	Very poor	Essentially translation- little knowledge of English vocabulary

**Table III.6  
Language Use**

<b>Range</b>	<b>Level</b>	<b>Criteria</b>
22 - 25	Very good - Excellent	Effective complex construction- etc
19 - 21	Average - Good	Effective but simple construction- etc
11- 17	Poor - Fair	Major problems in simple complex/construction-etc
5 - 10	Very poor	Virtually no mastery of sentence construction rules-etc

**Table III.7  
Mechanic**

<b>Range</b>	<b>Level</b>	<b>criteria</b>
5	Excellent to very good	Demonstrates mastery of construction –etc
4	Good to average	Occasional errors of spelling, punctuation, capitalization-etc
3	Fair to poor	Frequent errors of spelling, punctuation, capitalization-etc
2	Very poor	No mastery of convention dominated by errors of spelling, punctuatuion, capitalization, paragraphing- etc



The specification of highest result of the test is as follows:

**Table III.8**

**The specification of the test**

<b>No</b>	<b>Writing skill</b>	<b>The highest Scores</b>
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Grammatical Feature	25
5	Mechanic	5

In order to obtain the data about the factors that influence the students' writing ability, the writer used interview.

**Table III.9**

**Assessment Aspect of Writing Narrative Text.**

No	Aspects Assessed	score				
		0	1	2	3	4
1	Content					
2	Organization					
	a. orientation					
	b. complication					
	c. resolution					
3	Vocabulary					
4	Grammatical Feature					

	a. Action Verb					
	b. Temporal Conective					
	c. Past Tense					
5	Spelling & Punctuation					
Total						
Maximum score		20				

Explanation of score:

1. = incompetent
2. = competent enough
3. = competent
4. = very competent

$$\text{Final Score} = \frac{\text{total score}}{\text{maximum score}} \times 100$$

#### **F. The Technique of Analyzing Data**

In order to find out whether or not there is any significant effect of using POW+C-SPACE strategy toward the students' ability in writing narrative text taught by using POW+C-SPACE strategy and who are taught by using conventional way, the researcher explained it in descriptive form and the data were analyzed statistically. In analyzing the data, the writer used score of pre-test and post-test of both groups. In order to analyze the students' ability in writing narrative text, the researcher used to pass standard of English lesson in

SMP N 1 Kampar Kiri Hilir (KKM) that was 65 for students' ability in writing narrative text, it means for those who get score  $\leq 65$ , they do not pass the KKM standard, while for those get score  $\geq 65$  they do not pass the KKM standard.

In this research, the data were analyzed by using statistical method. To analyze the data, the writer used score of posttest of the experiment class and control class. The writer analyzed the data by using t-test<sup>3</sup> to know whether the result of the research is statically significant. The data were analyzed by using formula below:

$$t_o = \frac{M_x - M_y}{\sqrt{\frac{SD_x^2}{N-1} + \frac{SD_y^2}{N-1}}}$$

Where:

- $t_o$  : The value will be found
- $M_x$  : Mean X
- $M_y$  : Mean Y
- $SD_x$  : Standard Deviation X
- $SD_y$  : Standard Deviation Y
- N : The number of the students

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<sup>3</sup> Hartono, *Statistik untuk Penelitian* (Yogyakarta : Pustaka Pelajar, 2008), p. 178

After computing t-test, it was necessary to obtain the degree of freedom used to determine whether the t-score was significant or not. The obtained value was consulted with the value of t-table by using degree of freedom. The formula of degree of freedom is as follows:

$$df = (N1 + N2) - 2.$$

Where:

df : the degree of freedom

$N_x$  : the number of students in experimental class

$N_y$  : the number of students in control class

The result of the formula was obtained statistically through the hypotheses below:

- a.  $H_0: t_0 < t \text{ table}$ . It means that  $H_0$  is accepted, there is no significant effect on narrative writing ability of the students taught by using POW+C-SPACE strategy and the ordinary strategy.
- b.  $H_a: t_0 > t \text{-table}$ . It means that  $H_a$  is accepted, there is a significant effect on narrative writing ability of the students taught by using POW+C-SPACE strategy.

## G. The Validity and the Reliability of the Test

### 1. The Validity of the Test

According to Hughes,<sup>4</sup> a test is valid if it measures accurately what it is intended to measure. In line to Hughes, Gay,<sup>5</sup> said that validity is the appropriateness of the interpretations made from the test score. Furthermore, Gay says that there are three kinds of validity. They are content validity, criterion-related validity, and construct validity. All of them have different usage and function.

Content Validity is used to compare the content of the test to the domain being measured. Gay also states that there is no formula used in this kind of validity and there is no way how to express it quantitatively.<sup>6</sup> Content validity just focused on how well the items represent the intended area. In addition, Hadari Nawawi states that this kind of validity is also said as a curricular validity.<sup>7</sup> It means that the content of the curriculum of a course that must be mastered by the students becomes the standard in determining the validity. To determine the validity using such a validity is by referring to the material given to the students based on the curriculum.

Based on the explanation above, the writer used the content validity to measure whether the test was valid or not in this research. In other

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<sup>4</sup> Arthur Hughes, *Testing for Language Teachers*, Cambridge University Press, 1989, p.22.

<sup>5</sup> L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*. 6<sup>th</sup> Ed. United State of America: Prentice-Hall Inc, 2000, p. 161

<sup>6</sup> *Ibid.*, p. 164

<sup>7</sup> Hadari Nawawi and M. Martini Hadari, *Instrumen Penelitian Bidang Sosial*, Pontianak: Gajah Mada University Press. 2006. p.181-182.

words, the tests given to the students were based on the material that they had learned.

## **2. The Reliability of the Test**

According to Gay,<sup>8</sup> reliability is the degree to which the test consistently measures whatever it is measuring. Furthermore he says that to know the reliability of the test such as essay tests, short-answer tests, performance and product tests, and projective test, we are concerned with inter-judge or intra-judge reliability. The inter-judge reliability is also known as an inter - scorer, inter-rater, or inter-observer reliability.

In this research, the writer used inter-judge (inter-rater) reliability. It means that the score of the test was evaluated by more than one person. In this research, the students' writing scores were evaluated by two raters.

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<sup>8</sup>L. R Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application.*( 6<sup>th</sup> Ed.: Prentice-Hall Inc. United State of America) p.175.

## **CHAPTER IV**

### **THE DATA PRESENTATION AND THE DATA ANALYSIS**

#### **A. The Description of the Research Instrument**

This research was intended to investigate the effect of POW+C-SPACE strategy toward the students' ability in writing narrative text at the second year of SMP N 1 Kampar Kiri Hilir Kampar regency. The presented data were obtained through test and interview. The writer also used observation during the learning and teaching process using POW+C-SPACE strategy. The observation was conducted by the English teacher of the class.

The data of this research were the score of students' post-test. The data were obtained by giving a post - test to the experimental and control classes. The writer gave the pre - test to both experimental and control classes before the treatment.. The result of writing test was evaluated by concerning five components: Contents, organization, Vocabulary, Language usage, and mechanics.

#### **B. The Data Presentation**

The data of this research were obtained from the scores of the students' post-test. The data were obtained through the following procedures:

- a. Both experimental and control classes were asked to write a narrative text at pre and post-test.

- b. The students wrote on a sheet of blank paper. Then, the students' writing was collected in order to evaluate the content, vocabulary, language use, organization of the ideas, and the mechanics of the writing.
- c. The writer asked two raters to evaluate the students' writing.
- d. The writer then summed up the scores given by both of the raters, and divided the score into two.

### 1. The Students' Scores on Experimental Class

#### a. Description of Students' Score of Pre-test Experimental Class

The description of students Pre-test Scores on experiment class can be seen in the table below:

**TABLE IV.1**  
**The Students' Pre-Test Scores of the Five Aspects**  
**(Experimental Class)**

<b>Students</b>	<b>Content</b>	<b>Organization</b>	<b>Vocabulary</b>	<b>Language Use</b>	<b>Mechanism</b>	<b>Score</b>
student 1	10	10	8	8	8	44
student 2	10	6	8	6	8	42
student 3	12	12	8	8	8	48
student 4	12	12	12	8	8	50
student 5	10	8	6	8	6	42
student 6	10	8	12	10	10	50
student 7	12	14	10	10	8	54
student 8	12	8	6	6	8	40
student 9	12	10	8	6	8	54
student 10	12	12	12	12	10	58



student 11	6	6	8	8	6	34
student 12	12	10	10	10	10	54
student 13	10	10	6	4	6	38
student 14	10	10	8	8	8	44
student 15	10	10	8	10	10	48
student 16	8	6	6	4	4	28
student 17	14	12	14	10	10	60
student 18	12	10	12	10	10	54
student 19	10	8	10	10	10	48
Student 20	8	8	8	6	6	36
<b>Total</b>						<b>920</b>
<b>Mean</b>						<b>46</b>

The table above shows that the total scores of experimental class of students' pre-test of the five aspects is 906 and the mean score is 45,3. The highest score is 60, while the lowest score is 28.

**TABLE IV. 2**  
**The Distribution of Frequency of Students' Pre-Test Scores**  
**Experimental Class**

Score	Frequency	Percentage
28	1	5%
34	1	5%
36	2	10%
38	2	10%
40	1	5%
44	2	10%
48	3	15%
50	2	10%

52	2	10%
54	2	10%
58	1	5%
60	1	5%
<b>Total</b>	20	100 %

Based on the table above, it can be seen that 1 student got score 28 (5%), 1 student got score 34 (5 %), 2 student got score 36 (10%), 2 students got score 38 (10%), 1 student got score 40 (5%), 2 student got score 44 (10%), 3 students got score 48 (15%), 2 students got score 50 (10%), 2 student got score 52 (10%), 2 student got score 54 (10%), 1 student got score 58 (5%), and 1 student got score 60 (5%) The highest frequency was 3 at the score of 44 and 48. The total frequency was 20.

#### **b. Description of Students' Score of Post-test Experimental Class**

**TABLE IV.3**  
**The Students' Post-Test Scores of the Five Aspects**  
**(Experimental Class)**

<b>Students</b>	<b>Content</b>	<b>Organization</b>	<b>Vocabulary</b>	<b>Language Use</b>	<b>Mechanism</b>	<b>Score</b>
student 1	12	12	14	14	14	66
student 2	12	12	14	12	10	60
student 3	16	14	16	14	16	76
student 4	16	16	16	16	14	78
student 5	14	12	16	14	14	70
student 6	16	16	16	14	14	76
student 7	16	14	14	14	16	74
student 8	16	16	16	14	14	76
student 9	10	10	10	10	10	50
student 10	16	16	16	14	14	76

student 11	14	14	14	16	14	70
student 12	14	12	14	14	16	70
student 13	16	14	16	14	14	74
Student 14	16	16	16	14	14	76
student 15	16	16	16	14	14	76
student 16	16	16	16	14	14	76
Student 17	14	14	16	14	14	70
student 18	14	12	14	12	12	64
student 19	12	12	12	12	12	60
Student 20	16	16	16	14	16	78
<b>Total</b>	<b>292</b>	<b>280</b>	<b>298</b>	<b>274</b>	<b>278</b>	<b>1416</b>
<b>Mean</b>	<b>14,6</b>	<b>14</b>	<b>14,9</b>	<b>13,7</b>	<b>13,9</b>	<b>70,8</b>

The table above shows that the total scores of experimental class of students' post-test of the five aspects is 1416 and the mean score is 70,8. The highest score is 78, while the lowest score is 50.

The description of students Post-test Scores of experiment class can be seen at the table below:

**TABLE IV.4**  
**The Distribution of Frequency of Students'**  
**Post-Test Scores Experimental Class**

<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
50	1	5 %
60	2	10 %
64	1	5 %
66	1	5 %
70	4	20 %
74	2	10 %
76	7	35 %
78	2	10 %

Total	20	100 %
-------	----	-------

Based on the table above, it can be seen that 1 student got score 50 (5 %), 2 student got score 60 (10 %), 1 students got score 64 (5%), 1 student got score 66 (5%), 4 students got score 70 (20%), 2 students got 74 (10%), 7 students got score 76 (35%) and 2 student got score of 78 (10%). The total frequency is 20 (100%)

The description of students' scores of control class can be seen at the table below:

## 2. Description of Students' Score of Control Class

### a. Description of Students' Pre-test Score of Control Class

**TABLE IV.5**  
**The Students' Pre-Test Scores of the Five Aspects**  
**(Control Class)**

Students	Content	Organization	Vocabulary	Language Use	Mechanism	Score
student 1	10	10	10	12	12	54
student 2	16	16	16	12	12	72
student 3	10	10	10	10	10	50
student 4	8	8	8	4	8	36
student 5	8	6	8	8	8	38
student 6	12	12	10	10	10	54
student 7	8	8	10	8	6	40
student 8	8	6	8	8	8	42
Student 9	6	8	8	6	4	32
Student 10	12	12	8	8	8	48
student 11	10	10	8	8	8	44

student 12	10	6	10	8	8	42
student 13	10	6	8	8	8	40
student 14	8	8	8	6	6	36
student 15	10	8	12	6	6	46
student 16	10	10	10	8	8	50
student 17	14	12	8	6	6	48
student 18	12	10	14	10	8	54
student 19	12	12	12	14	14	64
Student 20	12	10	10	10	10	56
<b>Total</b>						<b>946</b>
<b>Mean</b>						<b>47.3</b>

The table above shows that the total scores of control class students' pre-test of the five aspects is 928 and the mean score is 46,4. The highest score is 72 while the lowest score is 32.

**TABLE IV.6**  
**The Distribution of Frequency of Students' Pre-Test Scores**  
**(Control Class)**

Score	Frequency	Percentage
32	1	5 %
36	2	10 %
38	1	5 %
40	2	10 %
42	2	10 %
44	1	5 %
46	1	5 %
48	2	10 %
50	2	10%
54	3	15 %
64	1	5 %
72	1	5%

Total	20	100%
-------	----	------

Based on the table above, it can be seen that 1 student got score 32 (5%), 2 students got score 36 (10 %), 1 student got 38 (5%), 2 students got 40 (10 %), 2 student got score 42 (10%), 1 student got score 44 (5%), 1 student got score 46 50 %), 2 students got score 48 (10%), 2 student got score 50 (5%), 3students got score 54 (15%), 1 student got score 64 (5%), and 1 student got score 72 (5%). The highest frequency was 3 at the score of 54. The total frequency was 20.

#### b. Description of Students' Post-test Score of Control Class

**TABLE IV.7**  
**The Students' Post-Test Scores of the Five Aspects**  
**(Control Class)**

Students	Content	Organization	Vocabulary	Language Use	Mechanism	Score
student 1	10	6	8	8	10	42
student 2	14	14	14	12	12	66
student 3	16	16	16	12	10	70
student 4	14	12	14	10	10	60
student 5	12	12	10	10	10	54
student 6	14	10	10	12	12	58
student 7	14	12	12	14	16	68
student 8	10	12	8	10	10	50
student 9	12	12	10	10	10	54
student 10	8	8	8	12	8	44
student 11	10	8	10	10	10	48
student 12	16	14	12	10	12	66
student 13	10	8	10	10	10	44
student 14	10	10	10	10	8	48
student 15	12	12	12	10	10	56
student 16	10	12	10	10	12	54
student 17	14	10	12	12	14	62
student 18	14	14	14	12	12	66
student 19	16	16	6	14	14	76
Student	10	6	8	8	10	42

20						
<b>Total</b>						<b>1128</b>
<b>Mean</b>						<b>56,4</b>

The table above shows that the total scores of control class of students' post-test of the five aspects is 1128 and the mean score is 56,4. The highest score is 76, while the lowest score is 42.

The description of students' post-test scores of control class can be seen at the table below:

**TABLE IV. 8**  
**The Distribution of Frequency of Students' Post-Test Scores**  
**(Control Class)**

Score	Frequency	Percentage
42	2	10 %
44	2	10 %
48	2	10 %
50	1	5 %
54	3	15 %
56	1	5 %
58	1	5 %
60	1	5 %
62	1	5 %
66	3	15 %
68	1	5 %
70	1	5 %
76	1	5 %
Total	20	100 %

Based on the table above, it can be seen 2 students got score 42 (15%), 2 student got score 44 (10%), 2 students got score 48 (10%), 1 student got score 50

(5%), 3 student got score 54 (15 %), 1 student got score 56 (5 %), 1 student got score 58 (5%), 1 student got score 60 (5 %), 1 student got score 62 (10 %), 3 student got 66 (15 %), 1 student got score 68 (5%), 1 student got score 70 (5 %), and 1 student got score 76 (5%). The highest frequency was 3 at the score of 54. And 66 The total frequency was 20.

### C. The Data Analysis

This research is intended to investigate and answer two research questions, they are:

1. Is there any significant effect of using POW+C-SPACE strategy toward the students' ability in writing narrative text at the second year of SMP N 1 Kampar Kiri Hilir Kampar regency?
2. What factor influences the students' writing narrative text ability at the second year students of SMP N 1 Kampar Kiri Hilir Kampar regency?

#### 1. The Effect of POW+C-SPACE strategy toward the students' ability in writing narrative text.

**TABLE IV. 9**  
**Students Pre-test Score of Experimental Class.**

Score	Frequency	Graduated Standard
28	1	No pass
34	1	No pass
36	2	No pass
38	2	No pass
40	1	No pass
44	2	No pass



48	3	No pass
50	2	No pass
52	2	No pass
54	2	No pass
58	1	No pass
60	1	No pass
<b>Total</b>	20	

Based on data obtained, there were all students who got score  $< 65$ , so they did not achieve passing score (KKM) in writing.

**TABLE IV.10**  
**Students Post-test Score of Experimental Class.**

<b>Score</b>	<b>Frequency</b>	<b>Graduated standard</b>
50	1	No pass
60	2	No pass
64	1	No pass
66	1	Pass
70	4	Pass
74	2	Pass
76	7	Pass
78	2	Pass
Total	20	Pass

Based on data obtained, there were 4 students who did not pass the passing standard (KKM), or the score obtained  $< 65$ , while there were 16 students who passed the passing standard, or the score obtained  $\geq 65$ . The percentage of students who did not pass the graduated standard as follows:

$$= \frac{4}{20} \times 100 \% = 20 \%$$

The percentage of students who passed the graduated standard as follow:

$$= \frac{16}{20} \times 100\% = 80 \%$$

**2. The strategy students' ability in writing narrative text without using POW+C-SPACE Strategy.**

**TABLE IV.11**

**Students' Pre-Test Scores Control Class**

Score	Frequency	Graduated Standard
32	1	No pass
36	2	No pass
38	1	No pass
40	2	No pass
42	2	No pass
44	1	No pass
46	1	No pass
48	2	No pass
50	2	No pass
54	3	No pass
64	1	No pass
72	1	No pass
Total	20	Pass

Based on data obtained, there were 19 students who did not pass the passing standard (KKM), or the score obtained  $< 65$ , while there were 1 student who passed the passing standard, or the score obtained  $\geq 65$ . The percentage of students who did not pass the graduated standard as follows:

$$= \frac{19}{20} \times 100\% = 95\%$$

The percentage of students who passed the graduated standard as follow:

$$= \frac{1}{20} \times 100 \% = 5\%$$

**TABLE IV.12**

**Students' Post-Test Scores Control Class**

Score	Frequency	Graduated standard
42	2	No Pass
44	2	No Pass
48	2	No Pass
50	1	No Pass
54	3	No Pass
56	1	No Pass
58	1	No Pass
60	1	No Pass
62	1	No Pass
66	3	Pass
68	1	Pass
70	1	Pass
76	1	Pass
Total	20	

Based on data obtained, there were 14 students who did not pass the passing standard (KKM), or the score obtained  $< 65$ , while there were 6 students who passed the passing standard, or the score obtained  $\geq 65$ . The percentage of students who did not pass the graduated standard as follows:

$$= \frac{14}{20} \times 100\% = 70\%$$

The percentage of students who passed the graduated standard as follow:

$$= \frac{6}{20} \times 100\% = 30\%$$

**3. The Effect of POW+C-SPACE strategy toward the students' ability in writing narrative text.**

**TABLE IV. 13**

**Students' Post-Test Score of Experiment Class and Control Class**

<b>No</b>	<b>Experimental Class</b>	<b>Students</b>	<b>Control Class</b>
Student 1	66	Student 1	42
Student 2	60	Student 2	66
Student 3	76	Student 3	70
Student 4	78	Student 4	60
Student 5	70	Student 5	54
Student 6	76	Student 6	58
Student 7	74	Student 7	68
Student 8	76	Student 8	50
Student 9	50	Student 9	54
Student 10	76	Student 10	44
Student 11	74	Student 11	48
Student 12	70	Student 12	66
Student 13	74	Student 13	48
Student 14	76	Student 14	48
Student 15	76	Student 15	56
Student 16	76	Student 16	54
Student 17	72	Student 17	62
Student 18	64	Student 18	66
Student 19	60	Student 19	76
Student 20	78	Student 20	42

**TABLE IV.14**  
**Table Mean and Standard Deviation of Experimental Class**

NO	NILAI		X	y	x2	y2
	Pre-test (X)	Post-Test (Y)				
1	44	66	-2	-4,8	4	23.04
2	42	60	-4	-10.8	16	116.64
3	48	76	2	5.2	4	27.04
4	50	78	4	7.2	16	51.84
5	42	70	-4	-0.8	16	0.64
6	50	76	4	5.2	16	27.04
7	48	74	2	3.2	4	10.24
8	40	76	-6	5.2	36	27.04
9	54	50	8	-20.8	64	432.64
10	58	76	12	5.2	144	27.04
11	34	70	-12	-0.8	144	0.64
12	54	70	8	-0.8	64	0.64
13	38	74	-8	3.2	64	10.24
14	44	76	-2	5.2	4	27.04
15	48	76	2	5.2	4	27.04
16	28	76	-18	5.2	324	27.04
17	60	70	14	-0.8	196	0.64
18	54	64	8	-6.8	64	46.24
19	48	60	2	-10.8	4	116.64
20	36	78	-10	7.2	100	51.84
Total	920	1416			1288	105.84
Mean	46	70.8				

Based on the table above, the calculation of pre-test of Experimental class we know that:

$$N = 20$$

$$X = 920$$

The Mean of pre-test of Experimental Class (X)

$$M_X = \frac{\sum X}{N}$$

$$M_X = \frac{920}{20}$$

$$M_X = 46$$

Standard deviation ( $SD_x$ ) of experimental group (X):

$$SD_x = \frac{\sqrt{\sum x^2}}{N}$$

$$SD_x = \frac{\sqrt{1288}}{20}$$

$$SD_x = \sqrt{64.4}$$

$$SD_x = 8.02$$

Based on the table above, the calculation of post-test of Experimental class we can know that:

$$N = 20$$

$$\sum y = 1416$$

The mean of post-test of experimental group (Y):

$$M_y = \frac{\sum y}{N}$$

$$M_y = \frac{1416}{20}$$

$$M_y = 70.8$$

The standard deviation ( $SD_y$ ) post-test of Experimental group (Y):

$$SD_y = \frac{\sqrt{\sum y^2}}{N}$$

$$SD_y = \frac{\sqrt{1051.84}}{20}$$

$$SD_y = \sqrt{52.592}$$

$$SD_y = 7.25$$

From the data above, the mean score of pre-test of experimental class (M<sub>x</sub>) is 46.45 and standard deviation (SD<sub>x</sub>) is 8.36, while the mean score post-test of experimental class (M<sub>y</sub>) is 70.8 and standard deviation (SD<sub>y</sub>) is 7.25.

**TABLE IV.15**  
**Table Mean and Standard Deviation of Control Class**

NO	NILAI		X	y	x <sup>2</sup>	y <sup>2</sup>
	Pre-test (X)	Post-Test (Y)				
1	42	46	6.7	-14.4	44.89	207.36
2	72	66	24.7	9.6	610.09	92.16
3	50	70	2.7	13.6	7.29	184.96
4	36	60	-11.3	3.6	127.69	12.96
5	38	54	-9.3	-2.4	86.49	5.76
6	54	58	6.7	1.6	44.89	2.56
7	40	68	-7.3	11.6	53.29	134.56
8	42	50	-5.3	-6.4	28.09	40.96
9	32	54	-15.3	-2.4	234.09	5.76
10	48	44	0.7	-12.4	0.49	153.76
11	44	48	-3.3	-8.4	10.89	70.56
12	42	66	-5.3	9.6	28.09	92.16
13	40	44	-7.3	-12.4	53.29	153.76
14	36	48	-11.3	-8.4	127.69	70.56
15	46	56	-1.3	-0.4	1.69	0.16
16	50	54	2.7	-2.4	7.29	5.76
17	48	62	0.7	5.6	0.49	31.36
18	54	66	6.7	9.6	44.89	92.16
19	64	76	16.7	19.6	278.89	384.16
20	56	42	8.7	-14.4	75.69	207.36
Total	946	1128			1874.2	1948.8
Mean	47.3	56.4				

Based on the table above, the calculation of pre-test of control class we can know that:

$$N = 20$$

$$\sum X = 946$$

The Mean of pre-test of Control Class (X):

$$M_x = \frac{\sum X}{N}$$

$$M_x = \frac{946}{20}$$

$$M_x = 47.3$$

Standard deviation ( $SD_x$ ) of control class (X):

$$SD_x = \frac{\sqrt{\sum x^2}}{N}$$

$$SD_x = \frac{\sqrt{1874,2}}{20}$$

$$SD_x = \sqrt{93.71}$$

$$SD_x = 9.6$$

Based on the table above, the calculation of post-test of control class we can know that:

$$N = 20$$

$$\sum y = 1128$$

The Mean of post-test of control group (Y):

$$M_y = \frac{\sum y}{N}$$

$$M_y = \frac{1128}{20}$$

$$M_y = 56.4$$



The standard deviation ( $SD_y$ ) post-test of control group (Y):

$$SD_y = \frac{\sqrt{\sum y^2}}{N}$$

$$SD_y = \frac{\sqrt{1948.8}}{20}$$

$$SD_y = \sqrt{97.44}$$

$$SD_y = 9.87$$

From data above, the mean score of pre-test of control class ( $M_x$ ) is 47.3 and standard deviation ( $SD_x$ ) is 9.6, while the mean score post-test of experimental class ( $M_y$ ) is 56.4 and standard deviation ( $SD_y$ ) is 9.87.

### 1. The Significant Effect of POW + C-SPACE Strategy toward the Students Ability in Writing Narrative Text.

To analyze the data, the writer used the statistical formula T-test to find out the effect of using POW + C-SPACE Strategy.

a. The formula of T-test is as follows:

After finding mean score and standard deviation score, the writer analyzed t-test as follows:

$$t_0 = \frac{M_x - M_y}{\frac{SD_x}{\sqrt{N-1}} + \frac{SD_y}{\sqrt{N-1}}}$$

$$t_0 = \frac{70.8 - 56.4}{\frac{7.25}{\sqrt{20-1}} + \frac{9.87}{\sqrt{20-1}}}$$

$$t_0 = \frac{70.8 - 56.4}{\frac{7.25}{\sqrt{19}} + \frac{9.87}{\sqrt{19}}}$$

$$t_0 = \frac{8.94}{\frac{3.42^2}{4.24} + \frac{2.41^2}{4.24}}$$

$$t_0 = \frac{14.4}{1.66^2 + 2.26^2}$$

$$t_0 = \frac{14.4}{\sqrt{2.75+5.10}}$$

$$t_0 = \frac{14.4}{\sqrt{7.85}}$$

$$t_0 = \frac{14.4}{2.80}$$

$$t_0 = 5.14$$

The degree of freedom:

$$df = (N1+N2) - 2$$

$$= (20+20) - 2$$

$$= 38$$

From the data analysis, it can be decided that the result of t-test is 5.14. To prove whether there is significant effect of using POW + C-SPACE Strategy or not, the writer gave interpretation of  $t_{\text{observation}}$  (5.14). The degree of freedom is 38. The mark of 38 in  $t_{\text{table}}$ , at the level of significance of 5 % is 2.03 and level of significance of 1% is 2.72. It can be stated  $2.03 < 5.14 > 2.72$ . So,  $t_{\text{observation}}$  is higher than  $t_{\text{table}}$  at level significance of 5% and 1%. It means that null hypothesis ( $H_0$ ) is rejected, while the alternative hypothesis ( $H_a$ ) is accepted.

Based on the score obtained, the writer can conclude that  $H_0$  is rejected and it means that there is no significant effect of POW + C-SPACE strategy toward students Narrative Text Ability at the second year of students of SMPN 1 Kampar Kiri Hilir Kampar Regency, while  $H_a$  is accepted and it means that there is significant effect of POW + C-SPACE strategy toward students Narrative Text Ability at the second year of students of SMPN 1 Kampar Kiri Hilir Kampar Regency.

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