



CHAPTER II

REVIEW OF RELATED LITERATURE

II.1 The Nature of Writing

Writing is not an instant skill in English. According to Meyers (2005: 2) “Writing is partly a talent, but it mostly a skill, and like any skill, it improves with practice”. This skill is going to be better if it is practiced continually. This talent is possessed by everyone through a process. Pennebaker (p.2B) in Palmer, Hafner, and Sharp (1994: 4) argued “Writing is a powerful tool to organize overwhelming events and make them manageable”. Writing is to show experience in a text and how to organize it. The management of writing is also important. Writing is a process of transferring idea. Giasson (2000: 131) stated writing is a means of learning, a way of „thinking on paper“. By writing, the students can gather and revise their ideas; they can express their responses. Writing is sharing an idea on story (fiction or non-fiction) through paper. The students completely create and check ideas after writing.

Based on the related theories above, it is assumed that writing is the process of transferring ideas on paper, it is done continually through practice. Writing is organizable and manageable of events. Writing is important skill in the context of education. Harmer (2004:3) stated that as a matter of course, writing has to be taught. It is different from spoken language which is acquired naturally for a child, whereas for writing ability has to be consciously learned. Moreover, according to Meyers (2005:2), writing is partly a talent, but it’s mostly a skill. Talent is natural ability since people born without being taught before whereas skill is the opposite

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

of it. It is an ability that is mastered by people because they have practiced it before and like any skills, it improves with practice. Writing is a process of discovering and organizing the ideas, putting them on paper, reshaping and revising them.

Writing should be learned early on because of its importance in daily life whether people are students, official servants, civil servants, or common people because based on Harmer (2004:4), “writing process is the stages a writer goes through in order to produce something in its final written form”. Final written form is the products of writing such as letter, essay, novel, text, paragraph, report, book, etc. According to Linse (2006:98), “writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers”. Writing is about collecting the data related to the topic, arranging, constructing, and revising them until the writing process is end, and it produced a writing product such as book, letter, text, etc. Those products play role in everyday life. Almost every day, we meet them in various conditions, for examples, sending email or letter to communicate with others, creating text or paragraph to be submitted to the teacher, etc. Without mastering writing skill, people will not be able to deal with those kinds of products in their lives.

II.1.1 The Process of Writing

According to Linse (2006:101), the process writing approach involves the process steps necessary to produce a good quality final piece or product of writing such as text, letter, etc. To create a product of writing, the writers need to be

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

creative enough to generate ideas which come to the mind and goal directed enough to organize those ideas into meaningful and readable text. (Lundsteen in Palmer et al, 1994:7). There are many versions from the experts about the process of writing. Brozo and Simpson in Palmer et al. (1994:7) stated that the various stages of writing presented by different educators throughout history do have much in common. “While there is considerable diversity in the labeling of these stages, the common motif across them all appears to be a concern for prewriting, writing, postwriting”.

Based on Harmer (2004: 4) writing process is the stages to produce something. He divides writing process into four stages. They are :

a. Planning

Planning is very important in the process of writing. The students have to plan what they will write that can make them easier in drafting. Dealing with this, Siach (2000: 24) tells that if the students have a clear structure in their mind, then it will be easier for the students to organize their content and present it in a way that will represent their knowledge of the topic in the best possible light. In planning, the first task of the students is to decide what to write about, that is to develop a specific writing idea. Developing ideas for some students is not an easy matter. Some students have difficulties in developing their ideas. Sometimes the students spend much time in developing details and supporting ideas. There are some strategies that students as the writers can use in generating details.

1) Listing : Finding and limiting a subject

2) Brainstorming : Generating ideas, information, new perspectives

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

4) Rewrite: Rewrite to improve sentences and paragraphs.

d. Editing

Nation states that editing involves going back over the writing and making changes to its organization, style, grammatical and lexical correctness, and appropriateness. In editing, the students should consider about some mistakes.

There are seven types of incorrectnesses:

- 1) Careless slips, confusions and omissions
- 2) Spelling mistakes
- 3) Punctuation mistakes
- 4) Grammatical incorrectness
- 5) Formed sentences
- 6) Grammatical inappropriateness
- 7) Semantic or lexical incorrectness.

The other theory is from Meyer (2005:10). He divides writing steps into six steps. They are:

1. Explore ideas

In this step, the writer has to consider the points. There are subject, purpose, and audience.

2. Pre-write

The writer makes simple sentence or note words which are going to write. The writer uses some methods here. They are brainstorming, clustering, or freewriting.

Hak Cipta Diindungi Undang-Undang

1. Diarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Diarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. Organize

The writer selects the points of pre-write. Then the writer makes the outline.

4. Write a first draft

The writer writes sentences into paragraphs. The writer puts ideas in first sentences as usual. The next sentences are the supporting sentences.

5. Revise the draft

After the writer makes first draft, the writer reads the writing aloud. The writer corrects the error grammatical, punctuation, or vocabulary.

6. Produce the final copy

The writer checks the corrections and edits them. After finishing, the final copy is ready to print out or publish.

Five components in writing need to create effective writing, the components are as follows:

a) Content

Hughey, et al. (1983: 141-142) state that content is one of the writing components that discusses about knowledgeable, substantive, through development of thesis, and relevant to assigned topic.

b) Organization

Organization is one of the components in writing that tell about the systematic ideas or flow of ideas. According to Kathleen (2003: 3), Organization is the logical progression and completeness of ideas in a text. Instruction in organization focuses on two areas: **text structures** specify to the particular genre

Hak Cipta Diindungi Undang-Undang

1. Diarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Diarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

and the **cohesive elements** that tie clauses, sentences, and paragraphs together into a cohesive whole.

A **text structure** is the framework of a text's beginning, middle, and end. Besides that, cohesive elements such as transition words are the glue that holds these structural elements together.

c) Vocabulary

Ron (2012) points out that writer should have a vocabulary that will provide clear communication of writer's ideas and thoughts. The meaning of vocabulary itself is all the words that a person knows or all the words in a language. It seems that vocabulary is words that have meaning.

d) Grammar

There are many different grammars developed for different purposes. Peter and Megan (2005) said that Traditional-type grammars were developed to describe and analyses the way that words are put together within sentences. These traditional or syntactical-type grammars use different types of terminologies, depending on whether a word is being classified as a type of word – for example, a noun, an adjective, an adverb and so on – or whether it is described by its function or what it is doing; for example, subject, object, predicate and so on. Grammar is the rule of language itself. Grammar from this point of view is a name for the resources available to users of a language system for producing texts.

e) Mechanics

In the component of mechanics, there are two common terms used, spelling and punctuation. In writing, spelling is needed in order to get the right meaning of



text. According to Richards (2014: 14), Punctuation is necessary to make sentence meaning clear. Punctuation is an important part in writing with punctuation the reader can understand clearly the meaning of sentence or text.

II.1.2 Paragraph Writing

According to Kane (1988:92), a paragraph is a group of sentences developing a common idea, called the *topic*. Blanchard and Root (2003:8) define a paragraph as a group of sentences that develops one main idea. A paragraph usually begins with a sentence that states the main idea. This sentence is called the topic sentence. The other sentences that explain the main idea or give some details information called supporting sentences. A concluding sentence sometimes added at the last paragraphs.

Fowler (2006:32) says the paragraph is a main unit of composition, as important to the writer as the sentence or the phrase. It develops a single topic, and so has a distinct, independent unity. As a distinct passage, it begins with a new line (often indented: the new line marks a break in sense from the previous paragraph, and consequently a breathing space). In paragraphs, we also can find topic sentence, supporting details, closing sentence, transition signals in some kinds of text such in narrative, descriptive, persuasive, and expository paragraphs. Combination of some paragraphs usually also define as the texts.

Patel (2008:131) explains in the paragraph, the lexical and structural items should in proper order. This writing task needs a idea or theme to be expressed in paragraph. Teacher should give interesting topic to the students so that he could make paragraph writing very interesting. In writing paragraph the writer needs



Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

background knowledge and thinking the good idea about what the paragraph that will be write.

II.1.3 Descriptive Writing

Wishon and Burks (1980: 379) stated that “descriptive writing reproduces the way things look, smell, taste, feel or sound; it may also evoke moods, such as happiness, loneliness, or fear.” Callaghan (1988:138) also said that “a descriptive writing creates a clear and vivid impression of person, place, or thing.” According to the statements above, descriptive writing should be concrete and detailed, so the readers know and understand what the writer is telling about.

Abilene (2004; 7) describes some principles in descriptive writing. First, a descriptive writing has one, clear dominant impression. If someone is describing snowfall, for example, it is important for him/her to decide and to let his/her readers know if it is threatening or lovely; in order to have one dominant impression it cannot be both. The dominant impression guides the author’s selection of detail and is thereby made clear to the reader in the thesis sentences. The second one, a descriptive writing can be objective or subjective, giving the author a wide choice of tone, diction, and attitude. For instance, an objective description of one’s dog would mention such facts as height, weight, color, and so forth. A subjective description would include the above details, but also stress the author’s feeling toward the dog, as well as its personality, and habits. Then the last, the purpose of a purely descriptive writing is to involve the reader enough so he or she can actually visualize the things being described. Therefore, it is important to use specific and concrete details.



To guide the students in a descriptive writing, Gerot and Wignell (1994:208) gave the generic structure of descriptive writing, they are:

1. Identification : identifies phenomenon to be described.
2. Description : describes parts, qualities, characteristics.

Then, the significant lexicogrammatical features of descriptive writing are focus on specific Participants, use of attributive and identifying processes, frequent use of Epithets and classifiers in nominal groups, and use of simple present tense. (Gerot and Wignell, 1994:128). From the statement above, it is clear that descriptive writing uses simple present tense to describe an object. There are so many rules in simple present tense in arranging words into meaningful utterances or sentences.

Basically most of the words in descriptive writing are determiners, adjectives, and adverbials. In short, determining words, sentences, structure, and organization is very important to make the audience aware of descriptive writing purpose. Then, Guth (1961:20-23) gave these three elements below that we should be aware of choosing the right words in writing a descriptive paragraph :

1. Specific words

The words we use in descriptive writing should be specified because they will make the writer's idea definitely concern with their shape and function for the reader; therefore, it will be more accurate and economical. They will also be easier for the reader to communicate and understand the main point of the story.

2. Technical terminology



We should use technical terminology when we write it. First, we should consider our readers, because they could be from any level of social status, level of education, and so on. They might also have different way of thinking in perceiving something they do not know before nor even see it.

3. Figurative language

Figurative expressions make use of the similarities or associations between different things or ideas. There are three kinds of figurative language that are frequently used in writing descriptively. First of all is a *simile* which is defined as “a compressed but explicit comparison that commonly uses the word *as* or *like*.”

Another comparison is *metaphor* which is “implicit or implied comparison that uses one thing or quality as the equivalent of another”. The third one is *personification*, it gives human qualities to object and ideas; therefore, the object acts like human being. Figurative languages or figures of speech also make writing more concrete and colorful that the readers will be more interested in reading it. Moreover, a creative and skillful writer who is fresh enough in using figures of speech makes his/her reader more easily memorize his idea.

II.2 Strategy of Teaching Writing

According to Cashwel & Mahler (2000:3), teaching writing provides opportunities for students to develop clear thinking skill. Teaching writing is a process to make the students have ability to write an English sentence, paragraph, and text correctly. It is also as a process of making the students have critical thinking in writing. So to be a teacher we have a strategy to make students have critical thinking in writing. According to Jim (2005: 4), Writing Strategies are

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

cognitive and metacognitive procedures writers use to control the production of writing. Examples of Writing Strategies are decisions such as: Ideas, organization, voice, Word Choice, Sentence Fluency, and Conventions. There are many strategies which can be used in teaching writing.

From definition above we can concluded that in teaching writing we can used many strategies in teaching learning writing. And also each strategy have different step and also have same purpose in teaching learning that by used strategies students be have critical thinking in writing. And RAFT and POWER strategy is interested to be used in teaching writing because in there have some steps and easy to remember in teaching writing descriptive text.

II.3 Role, Audience, Format, Topic (RAFT) Strategy

II.3.1 General Concept of Role, Audience, Format, Topic (RAFT) Strategy

According to Santa (2002), RAFT strategy is a useful strategy for helping students to write a paragraph. The students can write English well because the students can express their ideas and feeling on a paper. Besides that, they can share some information with their friends when they do discussion in the writing class. RAFT is good strategy that can motivate students to write by allow them to choose and play any role they want in order to express their ideas. The students are involved in the topic as if they are saying something to someone. It helps students to generate ideas because they have so many ideas by feel themselves as something or someone that want to say something. Vicki (2005: 96) states that Role, Audience, Format, Topic (RAFT) Strategy is a writing strategy that helps students understand their role as a writer and how to effectively communicate their ideas clearly so that the reader can easily understand everything written.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

According to Vacca (2011: 2), RAFT is a way to prompt students' writing into discipline writing. In writing class, the students have free and chance to express their ideas; opinions, feeling, and ability in using English like make a sentence, a paragraph, and an essay. Then, the students have a chance to give questions about what their friends write and make the some error or correction about their essay. Too make the students able to write a text, paragraph and an essay in writing class, the teacher has an appropriate strategy to apply in teaching writing. This strategy is RAFT. RAFT strategy is strategy that helps students understand their role as a writer, and how to effectively communicate their ideas and mission clearly, so that supported RAFT strategy is a strategy. RAFT is a strategy that involves the writer in four aspects before they begin to write. The considerations are about role, audience, format, and topic. By thinking about those aspects, the writer will know what they are going to write. They will be a fluent writer because they about what they want to write, they have many ideas about what they want to tell the reader, and they have target of information they want to express.

Santa (1988) states that, the purpose of RAFT strategy is to give students a fresh way to think about approaching their writing. It occupies anice middle ground between standard, dry essays and free-for-all creative writing. RAFT combines the best of both. It also can be the way to bring together students' understanding of main ideas, organization, elaboration, and coherence. In other words, the criteria by which compositions are most commonly judged.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

RAFT is an acronym of a structures strategy that can be used to guide students' writing. The teacher can use RAFT strategy to show students writing skills. Groenke and Puckett (2006) state that the RAFT strategy helps incorporate prior knowledge by connecting it to new knowledge while encouraging creativity in a structured writing assignment. They also found that using this strategy allowed students to demonstrate their content knowledge and ability to use content vocabulary while making a claim and being able to support it with evidence. According to Fisher and Frey (2007:67), RAFT provides a scaffold for students as they explore their writing based on various roles, audiences, formats and topics. RAFT is a writing strategy that can be used in all content areas and offers students a choice in their writing assignment. R stands for Role - the person or thing that students will become. A is for Audience - the person or people who will be reading the finished product. F is for Format - the way in which the writing will be done. T stands for Topic - what the writing will discuss. Students can demonstrate their mastery of content knowledge in this manner.

According to Vicki (2005:96) states that RAFT strategy is one of the writing strategies that are very useful for students in drafting. RAFT is a kind of graphic organizer. This organizer helps students' plan successful writing. The RAFT strategy provides a focused writing assignment and encourages students to analyze the content while assuming different roles and addressing different audiences. The strategy motivates students by allowing for choice and involving them in the topic in a personal way. Buelh(2009:144) adds that RAFT strategy is activities influence a writing assignment with imagination activity, creativity and



motivation. The strategy involves writing from a view point other than that of a student, to the audience. RAFT strategy involves writing from a point of view. It infuses a writing assignment with full of imagination, creativity and motivation. Students' writing goes to the audience not only for the teacher, they write their writing in a form not in a standard assignment. It means that the students will develop their ability in writing by expressing their idea clearly and effectively in a certain form and for the audience that they choose as their target. Furthermore, Rachel (2011:179) confirms that RAFT Strategy is the strategy that helps students think critically and creatively about the content they are studying, make connection to the event, people, time and place they are reading about and be able to synthesize all of that information into a creative of writing other than the teacher.

RAFT (Role-Audience-Format-Topic) is a system to help students understand core elements to organize paper. Mc.Charty (2014) explains that *Role* gives writers context to write, *Audience* focuses their choices of words and details to meet specific needs, *Format* can be flexible for any students' interest or learning profile, *Topic* structures the message using strong verbs to create expressions. Sejnost & Thiese (2010:85) state that RAFT strategy also bolsters the students what it means to be a writer by making them aware of the impact that the topic and the format can meet their audience. Therefore, it makes students enjoy their writing. In other words, the insight as writers for learners in RAFT strategy affords to emerge the new spirit to explore their writing task. Furthermore, RAFT strategy is simple but gives the students opportunity to explore their imagination

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

of what they want to do according to their creativity after they have found ideas by working on the RAFT assignment.

Groenke (2008:56) said that RAFT strategy helps students make connection between prior and new knowledge, and among interconnected concepts, and provides context for thinking deeply about the topic. Hairston (2006:211) said that the teacher should understand process of how their preparation can be done by applying RAFT strategy to help them express the meaning in a clear way. RAFT is first introduced by Santa and Havens in 1995. The acronym stands for Role, Audience, for that RAFT strategy gives students a choice to consider earlier to drafting their work. First, they need to consider what is the role that they author will be when writing the text. Second, they have to consider their address. After that, they should think what the format of their writing is. The last one, they also need to think the topic for their writing.

According to Flood (2002:128), The RAFT strategy that has successfully improved the students' writing quality as well as their attitude to the process of learning consisted of three steps: prewriting stage, whilst writing stage and post writing stage. The prewriting stage is the process of activating the students' background knowledge by giving some questions related to the objective of learning. The question aims to recall their experiences for related topic to help them prepare for the learning process. In Whilst-writing activity:

1. The teacher explains to the students about RAFT strategy in a descriptive text.
2. The teacher gives the students example of descriptive text.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. The teacher asks the students to write their first draft into paragraph form.
4. The teacher asks the students to determine role, audience, format and topic from the paragraph.
5. The teacher asks the students to write a simple descriptive paragraph.
6. The teacher asks the students to revise the draft by their peers using the revising guideline.
7. The teacher asks the students to makes conference related to the draft.
8. The teacher asks the students to rewrite the draft based on the feedback from the teacher and the peer.
9. The teacher asks the students to edit their draft using the editing guideline.
10. The teacher guides the students to edit their draft from the peers' comment and the teachers' feedback.
11. The teacher asks the students to rewrite their final writing task.
12. The teacher asks the students to publish their writing task by reading in front of the class.

In the Post writing activity, the teacher guides the students to draw a conclusion and reflection from the activities that they have done.

II.3.2 The Advantages of Role, Audience, Format, Topic (RAFT) Strategy

According to Santa (2002), RAFT strategy is a useful strategy for helping students to write a paragraph. The students can write English well because the students can express their ideas and feeling on a paper. Besides that, they can share some information with their friends when they do discussion in the writing class. Roberta (2007: 85) states that RAFT strategy is a popular writing strategy

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

that help students to think critically while reflect while they synthesize what they have learned. Furthermore, Lane (2010:117) states that this strategy is designed to enhance comprehension through writing before or after reading. In this strategy students can assume a role related to the content being studied, explore a particular topic connected to the content, use format that appeals to them, and share their product with specific for the audience. RAFT strategy can make the learners develops their idea and imagination when they write and turn them to be more creative writer. Moreover, they can explore their role as a writer, determine their audience, use certain format, and write something based on a given topic. On the other hand, RAFT strategy is used not only in teaching literature but also for other content areas such as science, social studies, and math so all teachers can use this strategy to build a new refreshing learning atmosphere.

According to Buehl (2013: 173), there are a lot of advantages of using RAFT strategy in increasing and motivating students to write at Junior High School. They are:

- a. RAFT strategy will help students to understand their role as writer, the audience they will address, the variety format and the writing and the topic of their writing.
- b. This strategy provides opportunities for the students to demonstrate their understanding of a topic or subject through a writing experience that helps them to think about subject and communicate their understanding of it in creative and interesting way.



c. After finished RAFT assignment, the students will more proficient to develop their style of writing.

d. At the end, because when the students motivation in writing, because when the students can keep their attention and they are interested with the writing activity, they automatically will increase their motivation in learning English.

II.4 Planning, Organizing, Writing, Editing and Revising (POWER) Strategy

II.4.1 General Concept of POWER Strategy

In teaching writing at classroom, the teacher needs to know meaning of Power Strategy, to be easier when applied Power Strategy in the classroom. According to Fearn and Farnan (2011:142), power strategy is a strategy to improve writing fluency through brief, time writing events. It means that, students need to increase their writing ability to make them fluency in writing. So, power writing is the appropriate strategy to make it happened. Furthermore, According to Department of education and training (2007:95) power writing is a strategy to help students to organize their ideas by using a complete structure that students can understand more easily. It means that, Power strategy can be make students easier in writing. Because, this strategy an effective way to teach in writing skill. Especially, when they make assignment given by the teacher. In power writing strategy, the teachers' guides the students start from organize their idea until the students can make their own writing. Meanwhile, Johnson (2008:185) mentions that power strategy is a strategy that requires student to write as many words as they can do on topic. This strategy expects student to begin writing immediately. Through this strategy the students builds the energy and confidence in writing. So,

power writing strategy can guide students to make them can write many words and ideas on the topic. Fearn and Farnan's (2001) explain Power Writing defined as "a structured free-write where the objective is quantity alone", which is an excellent strategy for building writing fluency and overcoming writer's block and free writing. Fearn and Farnan (2011:123) defines that Power Writing strategy is a way to improve writing fluency through brief, timed writing events. Thus, this strategy also gives students freedom from stress in writing. In addition, Johnson (2008:185) says that power writing strategy requires students to write as many words as they can do on topic. This strategy helps students to organize and explore their ideas quickly. So, Power writing strategy is a strategy that helps students to organize their ideas and develop their ideas in writing.

There are some procedure of power strategy that has been proposed by some experts. According to Welkes (2008:46) there are several steps of power writing strategy are planning, organizing, writing, editing, revising, (rereading) about it: first, *Planning*, In this step, the teacher gives brainstorming to the students about what will they write on their paper like using web plan to make students easier to connect their ideas. And next, *Organizing*, In organizing steps is: Taking the information the students generated during the planning. Making decision about the suitability of the information. Eliminating facts that have little or no relevance to the topic. Prioritizing the remaining facts based on their importance as persuasive evidence. *Writing*, In writing steps, the students starts to write from the information or ideas that they have get during planning and organizing steps. Thus, the students write the idea that they have get from planning and organizing

Hak Cipta Diindungi Undang-Undang

1. Diarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

steps on their paper. *Editing*, there are two aspects in editing steps. That are editing for content and editing for mechanics. In editing for content the students can use self questioning. *Revision (Rereading)*, in revision step, the students reread essay to avoid the error essay. If the issues of lack clarity, the students must locate the sections of the essay that are unclear.

Then, Harris and Graham (2006:134) proposes, the procedure of Power writing strategy as follow: *Planning*, Students are encouraged to focus on three things: the audience for the paper, the purpose of the paper, the background knowledge that necessary to write the paper. *Organizing*, students complete a patterns guide to help them organize their paper. This is an organizing think sheet and represents the text structures being studied. *Writing*, involves the students taking the information from the planning guide and generating a first draft. *Editing*, this steps, students critique their own writing and to identify areas in which they need clarification or assistance. *Revising*, in this step, the teacher and the students have a conference, where changes in writing mechanics are suggested. Next, Johnson (2008:186) says procedure of power write strategy: The students find an idea from the text. Associate: attach first word or image that comes to mind. Next, write quickly: keep the pencil moving. The students has write for two to three minutes. The last, The teacher look for ideas to use students, and begin draft.

According to Graham et al (2007:148), an overall writing strategy is represented by the mnemonic Power (Plan, Organize, Write, Edit, and Revise).

Hak Cipta Diindungi Undang-Undang

1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarangi mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Plan

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

b. Organize

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

c. Write

In this step, involves the students thinking the information from the planning guide and organizing, and then students write their first draft into paragraph form. It is not needs the correctly. The just write as well as they can do., and the teacher guide the students as they write.

d. Edit

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

e. Revise

The last step, Student evaluated their text alone and with a perusing a set evaluation question that included general criteria like clarify as well as criteria related to the specific text structure.

II.4.2 The Advantages of POWER Strategy

POWER strategy as the staging tool is very useful for the students the writing process. This writing strategy organizes all the steps in the writing process. The first advantage of POWER strategy is that it teaches students four different organizational structures for writing papers: stories, comparison-contrast, explanations, and problem/solution. It means that POWER strategy has some stages to help students easy in writing based on what students need to write. While, second advantage of POWER strategy according to Luke is demonstrated that students can be taught to use strategies that they have developed themselves. Strategies also play a key role in the effectiveness of good readers. In fact, strategies play a key role in all learning tasks.

Power strategy has several advantages. There are some advantages of this strategy. According to Department of education and training (2007:99), there are some advantages of Power writing strategy:

- a. Straightforward, Easy to explain and understand
- b. Increase students' motivation
- c. Help student to write quickly
- d. Encourage activity

According to Johnson (2008) this strategy very beneficial for learners such as, make the time use more effective, give opportunity for practicing skill, enrich creativity or idea, allow students to become independent learner, and the students can explore their ideas and put on the paper. Besides, Richards (2004) confirms that this

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

strategy will gives power to the students to be succeed when writing by encouraging them to use an organized and systematic process.

II.5 Teaching Writing of Descriptive Text by Using Role, Audience, Format, Topic (RAFT) Strategy.

Vicki (2005: 96) states that Role, Audience, Format, Topic (RAFT) Strategy is a writing strategy that helps students understand their role as a writer and how to, effectively communicate their ideas clearly so that the reader can easily understand everything written. RAFT strategy is acronym of Role Audience Format Topic. This is a strategy introduce by Carol Santa in 1988. RAFT strategy is strategy that the students use to make summarized about what they have been studied. According to Nickelsen (2003: 49), RAFT strategy is the telling students that they are going to write summarize about a topic they have just study with role the topic, to whom their write that, format their idea and the last find a topic to be develop.

According to Santa (2002), RAFT strategy is a useful strategy for helping students to write a paragraph. The students can write English well because the students can express their ideas and feeling on a paper. Besides that, they can share some information with their friends when they do discussion in the writing class. RAFT is good strategy that can motivate students to write by allow them to choose and play any role they want in order to express their ideas. The students are involved in the topic as if they are saying something to someone. It helps students to generate ideas because they have so many ideas by feel themselves as something or someone that want to say something.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

II.5.1 The Procedures of Role, Audience, Format, Topic (RAFT) Strategy

According to Flood (2002:128), The RAFT strategy that has successfully improved the students' writing quality as well as their attitude to the process of learning consisted of three steps: prewriting stage, whilst writing stage and post writing stage. The prewriting stage is the process of activating the students' background knowledge by giving some questions related to the objective of learning. The question aims to recall their experiences for related topic to help them prepare for the learning process. In Whilst-writing activity;

1. The teacher explains to the students about RAFT strategy in a descriptive text.
2. The teacher gives the students example of descriptive text.
3. The teacher asks the students to write their first draft into paragraph form.
4. The teacher asks the students to determine role, audience, format and topic from the paragraph.
5. The teacher asks the students to write a simple descriptive paragraph.
6. The teacher asks the students to revise the draft by their peers using the revising guideline.
7. The teacher asks the students to makes conference related to the draft.
8. The teacher asks the students to rewrite the draft based on the feedback from the teacher and the peer.
9. The teacher asks the students to edit their draft using the editing guideline.
10. The teacher guides the students to edit their draft from the peers' comment and the teachers' feedback.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

11. The teacher asks the students to rewrite their final writing task.
12. The teacher asks the students to publish their writing task by reading in front of the class.

In the Post writing activity, the teacher guides the students to draw a conclusion and reflection from the activities that they have done.

Table II.1
The example of RAFT sheet

Role	Audience
Format	Topic
Writing Piece	

II.6 Teaching Writing of Descriptive Text by Using POWER Strategy.

Johnson (2008:185) states that power strategy is a strategy that requires student to write as many words as they can do on topic. This strategy expects student to begin writing immediately. Through this strategy the students builds the energy and confidence in writing. So, power writing strategy can guide students to make them can write many words and ideas on the topic.

There are some procedure of power strategy that has been proposed by some experts. According to Welkes (2008:46) there are several steps of power writing strategy are planning, organizing, writing, editing, revising, (rereading) about it: first, *Planning*, In this step, the teacher gives brainstorming to the students about what will they write on their paper like using web plan to make students easier to connect their ideas. And next, *Organizing*, In organizing steps is: Taking the

information the students generated during the planning. Making decision about the suitability of the information. Eliminating facts that have little or no relevance to the topic. Prioritizing the remaining facts based on their importance as persuasive evidence. *Writing*, In writing steps, the students starts to write from the information or ideas that they have get during planning and organizing steps. Thus, the students write the idea that they have get from planning and organizing steps on their paper. *Editing*, there are two aspects in editing steps. That are editing for content and editing for mechanics. In editing for content the students can use self-questioning. *Revision (Rereading)*, in revision step, the students reread essay to avoid the error essay. If the issues of lack clarity, the students must locate the sections of the essay that are unclear.

II.6.1 The Procedures of POWER Strategy

According to Johnson (2008:186), the procedures of the Planning, Organization, Writing, and Revising (POWER) strategy as follows:

1. The teacher explains to the students about POWER strategy in a descriptive text.
2. The teacher explains on how to write a good descriptive text.
3. The teacher gives some topics to the students.
4. The teacher gives information to the students need about the topic.
5. The teacher asks the students to make content organizer appropriate for the particular text structure.
6. The teacher asks the students taking the information from the planning guide and organizing.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

7. The teacher asks to the students to write sentences and generic structures of descriptive text.
8. The teacher asks the students to write their first draft into paragraph form.
9. The teacher asks the students to critique their own writing and identify areas in which they need clarification or assistance.
10. The teacher guides the students to check sentences, capitals, punctuations and spelling for self-revision.

II.7 Related Studies

Related studies require some previous researches conducted by other researchers in which they are relevant to this research itself. Besides, the related studies have to analyze what the point that focuses on, informs the design, finding the conclusion of the previous researches, as follows:

Indah Lestari (2014) conducted a research entitled “The Effect of RAFT Strategy on Students’ Achievement In Writing Descriptive Text”. The objectives of this study were to find out that there was significant effect of RAFT strategy on students’ achievement in writing descriptive text. The research design was a quasi-experimental research. In conducting the research, the writer used 60 students of Al-Fattah Junior High School Medan as the sample. The 60 students were taken from two classes and they were divided into two groups namely the experimental group who was taught by using raft strategy and the control group who was taught without raft strategy. The data of the test were collected by administering written test. The data were analyzed by using t-test formula. The

Hak Cipta Dilindungi Undang-Undang

1. Diarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Diarang mengummikan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

result of the analysis shows that the value of t-observed is higher than the value of t-table ($2,3 > 2,00$ ($\alpha = 0.05$)) with the degree of freedom ($df = N - 2 = 58$). It means that there was significant effect of applying raft strategy on students' achievement in writing descriptive text. So the alternative hypothesis (H_a) is accepted. The conclusion was that applying raft strategy can encourage and increase the students' achievement in writing descriptive text. Therefore, it was suggested that English teacher should try to apply this strategy. The similarities between Indah Lestari's study this research are both focusing on teaching writing descriptive text. In addition, the research design used in her research was similar with this study quasi experimental research. It also the sample chosen, they are some students of junior high school. The differences between the proposed research with the previous research is in X2 variable.

Fitri Wulandari (2015) carried out a research entitled "The Effectiveness of POWER Strategy in Teaching Writing Descriptive Text". This research aimed to find out the effectiveness POWER Strategy in teaching writing descriptive text. Based on the research the result of teaching writing descriptive text by using POWER strategy is effective because the result in the research score pre-test, post test control and experimental class different. Score pre-test, post test in experimental class $>$ score of pre-test, posttest in control class, so the result shown that this research has positive influence. So, the hypothesis alternative H_a in this research was accepted. The similarity with this research was writing as variable Y. The Variable X is also POWER Strategy. Fitri used two variables on her research, which are POWER strategy as Variable X and Writing ability as variable Y.

Hak Cipta Diindungi Undang-Undang

1. Diarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Diarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

While, this research has three variable which are Writing ability as variable Y and RAFT Strategy as variable X1 and POWER Strategy as variable X2. The differences are about the location, population.

Teza Peby Alisa (2014) conducted a research entitled “*R.A.F.T* as a Strategy for Teaching Writing Functional Text to Junior High School Students”. The research design was a quasi-experimental research. The subject of this research was seventh grade students at junior high school. Based on research findings, she concluded that there was a significant effect of applying *R.A.F.T* strategy on students’ writing ability. It was proved statistically that the t-observed (4.76) was higher than the t-table (2.000) at the level of significance (α) 0.05. It means that *R.A.F.T* strategy can improve students’ writing ability. It helps the students activate their background knowledge and connect it with the new information provided in the text. The similarities between Teza Peby Alisa’s study this research are both focusing on teaching writing ability. In addition, the research design used in her research is similar with this study quasi experimental research. Yet, the differences come from research treatment; her study focused on seventh grade students and the proposed research with the previous research is in X2 variable; the grade of class and the number of variables.

Miftahul Jannah (2012) conducted a research entitled “The Effectiveness of Using POWER strategy on students’ writing descriptive paragraph of second grades students at MTsN PULOSARI” by. Miftahul’s research used pre-experimental design with quantitative approach and administered three steps; they are pretest, treatment and posttest. The sample was VIII A class consisting of 30



Hak Cipta Diindungi Undang-Undang

1. Diarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

students. The research instrument was test and to analysis the data was using t-test. The result of the study showed that the mean of students' score in writing after taught using POWER strategy is increase. In other words, using POWER strategy in teaching writing descriptive text is effective and it can be used as an alternative way to teach writing to the students at junior high school, especially for the second grade. The similarities between Miftahul's research this research are both focusing on teaching writing skill in descriptive text. It also this research choose second grade for the research. Yet, The differences between the proposed research with the previous research was this research consists of two variables, while the proposed research cover three variables. The research design used in her study is pre - experimental research, while this research design is quasi experimental research.

Triska Yulia Nanda (2011) conducted a research entitled "Teaching writing descriptive paragraph by using raft (role, audience, format, Topic) strategy for junior high school". The research design was an action research. It was found out that there was significant improvement of students' writing paragraph after being taught by using raft (role, audience, format, Topic) strategy. The subject of this research was seventh grade students at junior high school. In her research, she found significant improvement where scores of students in pre-test and post-test were different. The similarities between Triska Yulia Nanda's study and this research are both focusing on teaching writing descriptive text. It also the sample chosen, they are some students of junior high school. Yet, the differences come from research treatment; the research design was an action research and the

proposed research with the previous research is in X2 variable; the grade of class and the number of variables.

Siti Munawaroh (2013) conducted a research entitled “The effect of using POWER (Planning, organizing, Writing, editing, revising) strategy toward ability in writing descriptive text of the First year students at MTs al-istiqomah Selat Panjang meranti Island regency. The research design was a quasi-experimental research. The research finding shows that the power strategy improves students’ writing ability. There is an improvement in students’ writing scores as justified by the gain score of students’ scores of pre-test and post-test. The similarities between Siti Munawaroh’s study this research are both focusing on teaching writing descriptive text. In addition, the research design used in her research is similar with this study quasi experimental research. It also the sample chosen, they are some students of junior high school. The differences between the proposed research with the previous research is in X2 variable.

Syarifah Aini (2012) conducted a research entitled “Improving Students’ Descriptive Text Writing by Using POWER strategy”. The methodology of this research is a classroom action research which consisted of 2 cycles. The subject of this research was the tenth grade students. The number of participants in this research was 40 students. In completing the research, the researcher used the observation, written test and field note as the instruments of collecting the data. By conducting the classroom action research, it was found out that using POWER strategy improved the students’ descriptive text writing. The result of this research has shown that the students’ progress in improves writing in each cycle. First

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Diindungi Undang-Undang

1. Diarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Diarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

cycle was 61.5 (less than 65, not achieved). The second cycles, was 66.0 (Achieved) which was higher than the KKM score. So, the use of POWER strategy can help the students in improving descriptive text writing. The similarities between Syarifah Aini's study and this research were both focusing on teaching writing descriptive text. This research uses the same Y variable 'writing ability' especially in writing descriptive text as the proposed research that will be conducted. The differences between the proposed research with the previous research was this research consists of two variables, while the proposed research cover three variables. Furthermore, the research design was difference. The previous research used an action research while this study used a quasi-experimental design. The differences between the proposed research with the previous research was in X2 variable; the grade of class and the number of variables.

Nur Hidayati (2010) conducted a research entitled "The effect of Learning English by using raft strategy toward students' ability in writing descriptive paragraph at MTs Nurul Wahid Bukit Kapur, Dumai". The research design of this study was quasi experimental research. She tried to find the significant effect of Learning English by Using raft strategy toward students' ability in writing descriptive paragraph. Based on her data analysis, the coefficient of t-test was 3.31 to prove there is significant effect or not $5\% = 2.02$ level of significance, or at the $1\% = 2.72$. It was found that t_0 was higher than t-table both in 5% or 1%.it could be read $2.72 < 3.31 > 2.02$. And her research was concluded that there was a significant effect of Learning English by using raft strategy toward students'

ability in writing descriptive paragraph at MTs. Nurul Wahid Bukit Kapur, Dumai. The similarities between Nur Hidayati's this research are both focusing on teaching writing descriptive text. In addition, the research design used in her research was similar with this study; quasi experimental research. Yet, the differences are location of the research.

Nurul Hikmah (2013) conducted a research entitled "The Effectiveness of Teaching Writing Descriptive Paragraph by Using POWER strategy at the Seventh Grade of MTs Negeri Bandung" by Nurul Hikmah (2013). She used pre-Experimental design using quantitative approach with one group pre-test and post-test design. She administered three steps, they are pretest, treatment and posttest. To get the data, the researcher used two tests, there are pretest and posttest. After getting result of score between pretest and posttest, the data was counted by using SPSS to find t-test. It was used to find out whether there was any significant different before and after being taught by using power strategy. The result of the study showed that after the researcher given the treatments, the average of students' writing was higher than before. It can be seen from the mean score of written test in pretest and posttest. Moreover, the majority of students gave positive response toward the implementation of power strategy. The students felt that learning writing taught using power strategy was challenging and fun. It can be conclude that teaching writing using power strategy was really effective in writing short descriptive paragraph at seventh grade. The similarities between Nurul's research and this research were both focusing on teaching writing skill in

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

descriptive text. The differences proposed research with the previous research was the grade of class.

Suci Putriani (2013) carried out a research entitled “Improving Students’ Descriptive Writing Text through Raft Strategy for Seventh Grade of SMP Inaba Palembang”. The objectives of this study were to find out whether or not there is significant difference on students’ descriptive writing through raft strategy for seventh grade of SMP Inaba Palembang. The investigation of population of this study was the seventh grade students of SMP Inaba Palembang in the academic year 2013/2014, which consist of 98 students coming from three classes. The sample of the study were class 7.1 consisting of 33 students was treated as experimental group and class 7.3 consisting of 31 students was treating as control group, which selected using convenience sampling. The obtained data was analyzed by using regression analysis in SPSS (Statistical Package for Social Science) program. The result showed that there was a significant difference on students’ descriptive writing achievement taught using raft strategy and Teacher Method (GTM) since $t_{\text{value}} 19.484$ was higher than $t_{\text{table}} (t_{0.05, 62} = 1.99897)$, it could be stated that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. The similarity with this research was writing as variable Y. The Variable X is also Raft Strategy. Suci used two variables on her research, which are raft strategy as Variable X and Writing ability as variable Y. While, this research has three variable which are Writing ability as variable Y and Raft Strategy as variable X1 and Power Strategy as variable X2. The proposed

Hak Cipta Diindungi Undang-Undang

1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

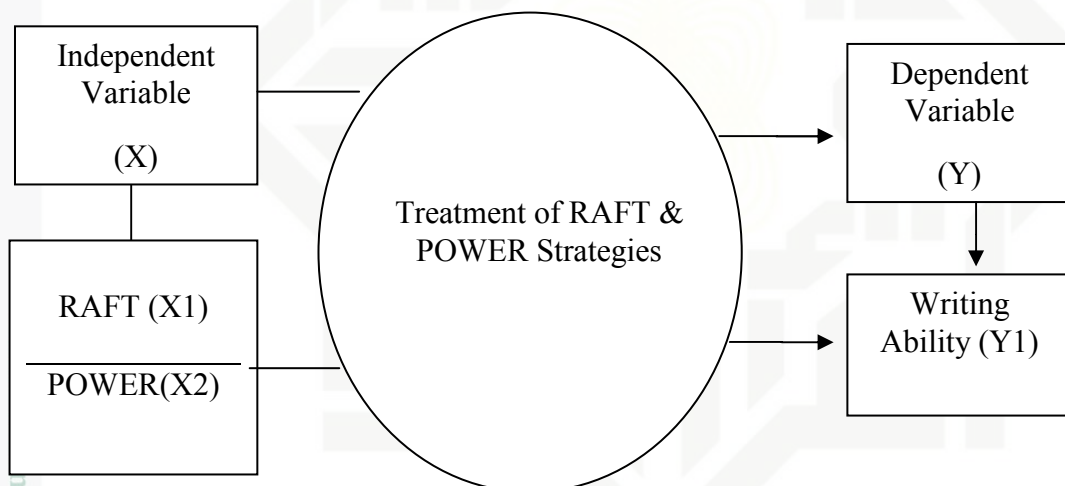
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

research with the previous research was the grade of class, the number of variables, location, and population.

II.8 Operational Concept

Operational concept is a main element to avoid misunderstanding and misinterpreting in a specific study. As a concept, it is still operating in an abstract from the research, planning which should be interpreted into particularly words in order to be easy to measure.

The operational concept in this research can be seen on the table below:



II.8.1 Indicators

a. RAFT Strategy

1. The teacher explains to the students about RAFT strategy in a descriptive text.
2. The teacher gives the students example of descriptive text.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. The teacher asks the students to write their first draft into paragraph form.
4. The teacher asks the students to determine role, audience, format and topic from the paragraph.
5. The teacher asks the students to write a simple descriptive paragraph.
6. The teacher asks the students to revise the draft by their peers using the revising guideline.
7. The teacher asks the students to makes conference related to the draft.
8. The teacher asks the students to rewrite the draft based on the feedback from the teacher and the peer.
9. The teacher asks the students to edit their draft using the editing guideline.
10. The teacher guides the students to edit their draft from the peers' comment and the teachers' feedback.
11. The teacher asks the students to rewrite their final writing task.
12. The teacher asks the students to publish their writing task by reading in front of the class.

b. POWER Strategy

1. The teacher explains to the students about POWER strategy in a descriptive text.
2. The teacher explains on how to write a good descriptive text.
3. The teacher gives some topics to the students.
4. The teacher gives information to the students need about the topic.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

5. The teacher asks the students to make content organizer appropriate for the particular text structure.
6. The teacher asks the students taking the information from the planning guide and organizing.
7. The teacher asks to the students to write sentences and generic structures of descriptive text.
8. The teacher asks the students to write their first draft into paragraph form.
9. The teacher asks the students to critique their own writing and identify areas in which they need clarification or assistance.
10. The teacher guides the students to check sentences, capitals, punctuations and spelling for self-revision.

II.8.2 Students Writing Ability

The indicators of Writing Ability based on Arthur Hughes are:

1. The students are able to write a descriptive paragraph with correct grammar.
2. The students are able to write a descriptive paragraph with appropriate vocabulary.
3. The students are able to write a descriptive paragraph with a good mechanics (spelling, punctuation, and capitalization).
4. The students are able to write a descriptive paragraph with a good fluency (style and ease communication).

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

5. The students are able to write a descriptive paragraph with a good form (organization).

In measuring writing, Hughes (1989:100-102) says that there are some aspects or components that should be considered, the writing aspects or components are:

The Aspects of Writing	Score	Description
Grammar	1	Errors of grammar or word order as severe as to make comprehension virtually impossible
	2	Errors of grammar or word order very frequent; reader often has to rely on own interpretation.
	3	Errors of grammar or word order frequent; effort of interpretation sometimes required on reader's part.
	4	Errors of grammar or word order fairly frequent; occasional re-writing necessary for full comprehension.
	5	Some errors of grammar or word order which do not, however, interfere with comprehension.
	6	Few (if any) noticeable errors of grammar or word order
Vocabulary	1	Vocabulary so extreme as to make writing virtually impossible.
	2	Vocabulary so limited and frequent misused that reader must often rely on own interpretation

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

	3	Limited vocabulary and frequent errors clearly hinder expression of ideas.
	4	Using wrong and appropriate word fairly frequent; expression of ideas may be limited because of ideas inadequate vocabulary.
	5	Occasionally uses inappropriate term relies circumlocutions, expression of ideas hardly impaired.
	6	Use of vocabulary and idiom rarely (if it all) distinguishable from that of educated native writer.
Mechanic	1	Error in spelling or punctuation so severe to make comprehension virtually impossible.
	2	Errors in spelling or punctuation so frequent that reader must often rarely on own interpretation.
	3	Frequent errors in spelling or punctuation, lead sometimes to obscurity.
	4	Errors in punctuation or spelling fairly frequency; occasional re-writing necessary for full comprehension.
	5	Occasional lapses in punctuation or spelling which do not, however, infer with comprehension.
	6	Natural English, minimal errors, few (if any) noticeable lapses in punctuation or spelling.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Form / organization	1	Lack of communication so serve that communication is seriously impaired.
	2	Individual ideal may be clear, but very difficult to deduce connection between them.
	3	Little or attempt at connectivity through writer can deduce some organization.
	4	Some lack of organization; re-writing required for classification ideas.
	5	Material well organized; links could occasionally be clearer but communication not impaired.
	6	Highly organized; clear progression of ideas of liked; like educated native writer.
Fluency style	1	A “hotch-patch” of half learned misused structure and vocabulary item rendering communication almost.
	2	Communication of impaired by completely inappropriate of misused structure and vocabulary.
	3	Structure and vocabulary items sometimes not only appropriate but also misused; little sense of ease communication.
	4	“patch”, with some structure and vocabulary items noticeable inappropriate to general style.
	5	Occasional lack of consistency in choice of structure and vocabulary

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

		which does not, however, impair ease of communication.
	6	Choice of structure and vocabulary consistently appropriate; like that educate native writer.

II.9 Assumption and Hypotheses

II.9.1 The Assumption

In the research, there are many strategies that can be used by the teacher in teaching learning process. It is assumed that using Role, Audience, Format, Topic (RAFT) and Planning, Organizing, Writing, Editing, Revising (POWER) are suitable strategies to teach writing ability, especially descriptive paragraph. Using both strategies, students can increase their capability in writing ability.

II.9.2 Hypotheses

- Ho1 : There was no a significant difference of students' writing ability pretest mean score between an experimental group 1 and an experimental group 2 at SMP N 1 Bangkinang.
- Ho2 : There was no a significant difference of students' writing ability posttest mean score between an experimental group 1 and an experimental group 2 SMP N 1 Bangkinang.
- Ha3 : There was a significant difference of students' writing ability mean score between pretest and posttest mean score of the experimental group 1 at SMP N 1 Bangkinang.

Ha4 : There was a significant difference of students' writing ability mean score between pretest and posttest mean score of the experimental group 2 at SMP N 1 Bangkinang.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.