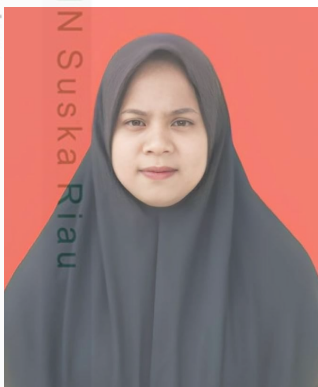


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**THE USE OF POWER STRATEGY TOWARD STUDENTS' WRITING
ABILITY AT THE SEVENTH GRADE OF STATE JUNIOR HIGH
SCHOOL 4 TAMBANG**



By:

JULITA FITRIA
SIN. 11810423435

A Thesis

Submitted as Partial Fulfillment of the Requirements
for Getting Undergraduate Degree in English Education
(S. Pd.)

ENGLISH EDUCATION DEPARTMENT
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STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU
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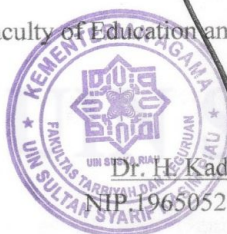
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ABSTRAK

Julita fitria(2022) : Penggunaan Power strategy terhadap kemampuan menulis siswa dikelas tujuh smp 4 Tambang..

Penelitian ini bertujuan untuk meningkatkan kemampuan menulis siswa melalui penggunaan Power strategy pada siswa kelas VII smpn 4 tambang. Penelitian ini merupakan penelitian experiment yaitu quasy experiment. Ada dua tahap dalam test instrument yaitu pretest dan posttes.subject penelitian ini ada dua kelas yaitu kelas experiment yang berjumlah 30 siswa subject dari kelas A dan kelas control ada 30 siswa. Penelitian ini menggunakan penilaian dari rater 1 dan rater 2. subject dari kelas A yaitu kelas experiment menunjukkan hasil penelitian ini bahwa penggunaan power strategy dapat meningkatkan kemampuan menulis pada siswa kelas VII SMP 4 Tambang. Peningkatan dapat dilihat dari nilai siswa yang meningkat didalam nilai posttest nilai rata rata hasil belajar siswa kelaompok A kelas experiment adalah sebesar 85,11, sementara untuk kelompok B adalah sebesar 51,719. Dengan demikian secara deskriptif statstic dapat disimpulkan ada perbedaan rata rata hasil belajar siswa antara kelompok A dengan kelompok B ketika sudah digunakan power strategy didalam kelas experiment yaitu kelas A didalam experiment dengan berarti ada perbedaan antara kelompok experiment dan kelompok control dalam peningkatan hasil belajar menggunakan power straetgy dalam kemampuan menulis dan tingkat keberhasilan dapat dilihat peebedaan nya dengan kelas yang menggukan dan tidak menggunakan POWERS strategy dan kategori very high yaitu kelas experiment dan kategori tinggi yaitu kelas control didalam hasil posttest.



ABSTRACT

Julita fitria (2022) : The use of Power strategy toward students' writing ability at the seventh grade junior high school 4 Tambang.

This study aims to improve writing ability through the use of the Power strategy in seventh grade students of SMPN 4 Tambang. This research is an experimental research that is quasi-experimental. There are two stages in the test instrument, namely pretest and posttest. The subjects of this research are two classes, namely the experimental class which collects 30 subject students from class A and the control class there are 30 students. This study uses the assessment of raters 1 and level 2. subjects from class A, namely the experimental class, show that the results of this study use the power of strategy to improve writing skills in students of class VII SMP 4 Tambang. The increase can be seen from the increase in student scores in the posttest score, the average value of student learning outcomes in the experimental class group A is 85.11, while for group B is 51.719. Thus, statistically descriptive, it can be said that the average difference in student learning outcomes between group A and group B when a strength strategy has been used in the experimental class, namely class A in the experiment, means that there is a difference between the experimental group and the control group in improving learning outcomes using a power strategy in ability. The difference in writing and success rates can be seen with the class that uses and does not use the POWERS strategy and the very high category is the experimental class and the high category is the control class in the posttest results.

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ملخص

جوليا فطريا، (2022): استخدام إستراتيجية ما قبل الكتابة، والتنظيم، والكتابة، والتحرير، والمراجعة، والمشاركة على مهارة الكتابة في الصف السابع بالمدرسة المتوسطة الحكومية الرابعة تامبانج

يهدف هذا البحث إلى تحسين مهارة الكتابة لدى التلاميذ من خلال استخدام إستراتيجية ما قبل الكتابة، والتنظيم، والكتابة، والتحرير، والمراجعة، والمشاركة لدى تلاميذ الصف السابع بالمدرسة المتوسطة الحكومية الرابعة تامبانج. هذا البحث هو بحث تجريبي أي شبه تجربة. يوجد في أداة الاختبار مرحلتان: الاختبار القبلي والبعدي، وقد اشتملت أفراد هذا البحث على صفتين: الصف التجريبي الذي يتكون من 30 تلميذاً، وهم من الصف أ، والصف الضابط الذي يتكون من 30 تلميذاً. يستخدم هذا البحث تقييماً للمقيم 1 و 2، الأفراد من الصف أ، وهم من الصف التجريبي، يوضح نتائج هذا البحث أن استخدام إستراتيجية ما قبل الكتابة، والتنظيم، والكتابة، والتحرير، والمراجعة، والمشاركة يمكن أن يحسن مهارة الكتابة لدى تلاميذ الصف السابع بالمدرسة المتوسطة الحكومية الرابعة تامبانج. يمكن ملاحظة الزيادة من نتائج التلاميذ التي زادت في نتائج الاختبار البعدي، فإن متوسط قيمة نتائج تعلم التلاميذ من المجموعة أ للصف التجريبي هو 85.11، بينما بالنسبة للمجموعة ب هو 51.719. وبالتالي، من الناحية الإحصائية الوصفية، يمكن الاستنتاج أن هناك فرقاً في متوسط نتائج تعلم التلاميذ بين المجموعة أ والمجموعة ب عندما تم استخدام إستراتيجية ما قبل الكتابة، والتنظيم، والكتابة، والتحرير، والمراجعة، والمشاركة في الصف التجريبي، أي الصف أ في التجربة، مما يعني أن هناك فرقاً بين المجموعة التجريبية والمجموعة الضابطة في تحسين نتائج التعلم باستخدام إستراتيجية ما قبل الكتابة، والتنظيم، والكتابة، والتحرير، والمراجعة، والمشاركة في مهارة الكتابة، ومستوى النجاح يمكن ملاحظة فرقه مع الصف الذي يستخدم إستراتيجية ما قبل الكتابة، والتنظيم، والكتابة، والتحرير، والمراجعة، والمشاركة والذي لا يستخدمها، والفئة العالية جداً هي الصف التجريبي، والفئة العالية هي الصف الضابط في نتائج الاختبار البعدي.



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CHAPTER I

INTRODUCTION

A. Background of The Problem

Writing is some activity to write that doing by the writer. According to Leo (2007: 01) says that writing as a process for expressing ideas or thoughts in word should be done at our leisure. Expressing ideas it means to develop the ideas to make longer sentence. Writing encourages thinking and learning for it reflection, when thought is written down, available be examined, considered to rearranged, and changed. Writing is some activities to write that doing by the write.

According to Tarigan (2008:3) writing are one of the productive and expressive language skills used for communicate indirectly and not face-to-face with the parties other. Meanwhile, according to Suparno (2009:13) the notion of writing is an activity to convey messages (communication) with using written language as a tool or medium. Based on the concept it can be said that writing is an indirect communication in the form of transferring thoughts or feelings by utilizing graphology, structure of language and words by using symbols so that they can be read what the symbols represent.

In the teaching English in the national curriculum (K13) is targeted to make students be active in learn writing. Based on Kemendikbud (2013, p.5) said that All aspect are shown in score and basic competences. Teacher should be aware of the curriculum used in order to achieve the goals of study. One of

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school where English with 2013 curriculum is taught is state junior high school 4 Tambang after studying English, student will be continue to study it in junior high school.

During the writer's observation, she found that most of student at grade VII A and VII B of SMPN 4 Tambang, had difficulty in writing ability. The usually were very hard to expressing ideas the writing. Their score of English didn't achieve the minimum criteria achievement (MCA). The MCA is 70 she found out that from 60 student only 4 students is good category (5%), 15 students is average category (20 %) and 41 students poor category (75%) their difficulties were very hard to expressing ideas in writing, they were they were not interested with teacher's strategy, and uninteresting materials.

There can be considered as between the significant difference student writing ability taught using and without using power strategy. The first is related to students' essay assignments in writing, Some students very hard to expressing ideas in writing and this were students ability in writing is not optimal. They still low motivation in writing, they do not meet the MCA score, and they still lacking in activeness writing.

Based on the writer's pre-observation at State Junior High School 4 Tambang, the phenomena of the seventh-grade students in their writing ability can be seen as follows:

1. Some of the students got difficulties in expressing their ideas in writing.
2. Some of the students' motivation in writing is still low.
3. Some of the students' ability in writing is not optimal..

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4. Some of the students' scores in writing do not meet the MCA.
5. Some of the students' activeness in writing is still lacking.

Based on the description above, the researcher wants to use the power strategy which can help student develop their writing ability and also can significant different students using the power strategy in the teaching writing ability at the seventh grade of state junior high school 4 Tambang in academic 2022.

B. Problem of the research

1. The Identification of The Problem

Based on the phenomena above, the problems can be identification as follows:

- a. What make students got difficulties in expressing their ideas in writing?
- b. What make students motivation in writing is still low?
- c. What make students ability is not optimal?
- d. What make students activeness in writing is still lacking?

2. The Limitation of The Problem

3. The researcher focus on the use of power strategy toward students' writing ability at the seventh - grade of state junior high school 4 Tambang.

4. Formulation of the problem

5. The problem of this research can be formulated in the following research questions:

- a. How were the students writing ability taught without using power strategy at the seventh – grade of state junior high school 4 Tambang?

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- b. How were students writing ability taught by using power strategy at the seventh – grade of state junior high school 4 Tambang?
- c. Were there significant difference of students writing ability by using and without using power strategy at the seventh – grade of state junior high school 4 Tambang?

C. Objective Significant

1. Objective of The Research

Referring to the problem above, the objective of this research are:

- a. To describe the students' writing ability taught by without using power strategy at the seventh – grade of state junior high school 4 Tambang.
- b. To describe the student writing ability taught by using power strategy at the seventh – grade of state junior high school 4 Tambang.
- c. To find out significant difference of students writing ability by using and without using power strategy.

2. Significant of The Research

The research hopes that this research can provide benefits, both theoretically and practically, for student, teacher, and researchers.

a. Theoretically

Strategy power can be used with various text structures and combined with pattern guides for writing.

b. Practically

- 1) For Student

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The results of the study allow students to practice power strategy in writing ability by applying power strategy, it is hoped that students can improve their writing ability.

2) For Teachers

The results of this study are expected that teachers can provide a new perspective that the application of power strategy to train writing ability must pay attention to the cognitive, affective and self-engagement sides.

3) For Researchers

The results of this study are expected to be a reference for other studies in strengthening and improving stude

D. Reason For Choosing The Tittle

There are several reasons why researchers are interested in doing this research. This research was conducted for the following area

1. The title is relevant to the researcher's status as a prospective English teacher
2. The title of this study has not been studied by previous researchers.

E. Definition Of the key terms

1. Writing ability

Writing ability are defined as the ability to use language to express ideas, thoughts or feelings to others using written language. Writing is an activity of expressing ideas, ideas, thoughts or feelings into linguistic symbols.

2. POWER Strategy

POWER (Plan, Organize, Write, Edit, and Revise) is an organizational strategy to produce good writing by exploring and reinforcing students' ideas through the stages of the writing process.

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CHAPTER II

THEORETICAL FRAMEWORK

A. THEORETICAL FRAMEWORK

1. Writing

Writing is classified as one of the productive skills which enable students to be creative in producing the ideas. According to Sanders, et.al (1992) writing is considered as the most complex human activities since it involves the development of a design idea, the capture of mental representations of knowledge, and experience with subject. Besides writing is also a form of communication to deliver through the written form (Harmer, J. 2001, p. 79). Furthermore, according to Sapkota (2012, p. 70) writing is the act of putting down the graphic symbols that present a language in order to convey some meaning so that the reader can grasp the information which the writer has tried to convey.

According to Pincas (1998) writing is a way of communicating a message to the reader for purpose; expressing one's self, providing some information, creating a literary work or even persuading the readers. Moreover, writing is an essential skill to be acquired by students. In fact, even though writing is an essential skill to be acquired, the students skill have difficulties in mastering it. This happens because writing is not only about how write something a piece of paper but also how to use correct vocabulary, spelling, function, language use, and mechanics. In this case, it

is quite difficult to master writing, especially for Indonesian students, since there are difference between language and English such as structural and grammatical terms and styles (Ariyanti, 2016)

Based on description above, Writing defined as a system of signs or conventional signs that represent the speech of a language. Writing makes language visible. Writing is concrete and by comparison, permanent. Both speaking and writing depend on the underlying language structure.

a. Writing ability

Writing activity is a form of manifestation of ability last language mastered by language learners after listening, speaking, and read. Compared to three other language skills writing ability are more difficult to master even by native speakers of the same language concerned though. That matter writing ability can mastery of various elements language and not outside that language which will be the contents of the essay. Both the language element and the content element must be intertwined in such a way so as to produce an essay that coherent and coherent (Nurgiyantoro, 2001 : 294)

Writing ability is one type of language skill which must be mastered. Many experts have put forward the notion of write. According to Saleh Abbas (2006: 125) writing ability is the ability to express ideas, opinion , and feelings to others through written language. Accuracy of ideas must be supported by the accuracy of the language used, vocabulary, grammar and spelling use. According to Ahmad Rofi'uddin



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(1999: 159) writing ability is a ability thoughts, ideas, opinions about something, responses to an expression of desire, or feeling with use written language. Meanwhile, according to Henry Guntur (2008: 3) writing ability is one of the productive and expressive language skills that use to communicate indirectly and indirectly face to face with the other people. Writing ability is pouring thoughts into written language thorough sentences that assembled in a complete and clear manner so that it can be communicated it readers successfully.

Similarity Harmer, J (2007) explains that writing ability has four aspects in each namely spelling, sentence, correct diction, and paragraph. The first Spelling is greatly influenced by the correct use of spelling in writing. This is because the spelling set the accuracy of the words in a sentence by using punctuation for form a good paragraph and unified on one issue. Next, sentence is a sentence that in accordance with the rules of good spelling as well as punctuation marks so that it is easily understood by the reader or the listener. Then, correct diction or word choice can represent thoughts and feelings what a sentence wants to convey. Diction or word choice describes accuracy of meaning and appropriateness of the situation and taste value. The last is paragraph, paragraph should be include several requirements such as, completeness, unity, coherence.

Based on description above, writing ability in this process/cognitive – oriented approach is defined as the ability to initiate

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and evolve ideas and then use certain revising and editing practices to develop them to maturity in a given context. It involves four aspect in writing ability such as; spelling, sentence, correct diction, and paragraph. The researcher takes it as indicators of this research.

2. POWERS Strategy

a. The Nature of POWERS strategy

Fazio and Gallagher (2009) POWERS is memory mnemonic that is used as strategy to strengthen the steps of the writing process, and is suitable for writing process, and is suitable for writing activities.

Robert (2000) States that POWERS strategy is as learning strategy that can help students in learning process and solving problems. This strategy helps the students to keep details in sequential order when they write something and also helps the students to develop what they want to write in their draft. The students also has more time to examine or recheck his/her piece of writing in terms of the use of correct grammar, choice of word, punctuation, mechanic, etc.

POWERS strategy was a strategy which helped students to organize and explore their ideas quickly as soon as it came to their mind. Richard (2004) defines POWERS strategy as mnemonic strategy that helps students to write by several stages; Prepare, Organize, Write, Edit, and Revise. It is supported by Silliman (2004) adds that POWERS stands for Plan, Organize, Write, Edit, and Revise as the major stages of writing process. Fielding (2006) also says that POWERS strategy is a

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strategy that can give students power in writing by following the sequential stages; Prepare, Organize, Write, Edit, and Rewrite in writing paragraph.

Similarity Graham and Harris (2005:3) explain that aspect of POWERS strategy can help writer to clarity, intention, and interest in writing. The first clarity is making easy for the reader. The author's writing can be read and understood by the reader. Next intention is general statements of what you want to achieve. The last interest is connection to a thing or activity without anyone telling.

Based on the description above power strategy on of the effective strategy used by teacher to teach writing to new students for beginners is very easy to apply in writing.

b. Teaching writing ability by using POWERS strategy

Haris (2013) suggest POWERS strategy because this strategy provides explicit instruction on how to write more effectively by five steps namely, planning, organizing, writing, editing, and revising. It is an effective way to help the students take all the steps students from skipping the planning and revising stages of writing, make sure the students included enough information on their writing, and make their writing stronger and more effective as well. In line with this idea, Johnson (2008, p. 185) states that this strategy can build students energy and confidence in writing.

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Kamilasari (2013) argues that the POWERS strategy that help students to organize and explore their ideas quickly as they come mind. Inside it implementation, students are asked to collect ideas about topic and organize ideas for each paragraph. At the writing stage, students must develop ideas into paragraph systematically. In the last stage, this strategy provides an opportunity for students to examine and revise their writing based on the result of the correction. POWERS strategy, students are expected to be independent and successful in writing with encourage them to use an organized and systematic way.

Aloiau (2019) in the pre writing step (P), the writer thinks about the topic, researchers, and gathers necessary information on the topic, and brainstorms to organize ideas to present them coherently. In the pre-writing step (P), the writer thinks about the topic, researches, and gathers necessary information on the topic, and brainstorms to organize ideas to present them coherently. The pre-writing stage, which is commonly known as mind mapping or brainstorming, can be performed in three ways: listing (listing points that can be developed in the writing draft), mind-mapping (putting the central thesis or theme in the middle and drawing points that are related to the theme), or doing a quick write (writing any related words and sentences about the topic without worrying about grammar, spelling, punctuation or vocabulary, for the desired size of the text, in a stipulated time period). Once learners are aware of the writing process and its norms, they must practice writing



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intensively. This writing practice can function as positive support for the writer for producing convincing writing. Discussing the necessity of writing practice, Paudel (2020: 128) writing practice most students cannot produce good writing. Giving them ample practice makes them experience writing through the given road and see the difficulties they have to travel through.

In the main process of writing, ideas are grouped by reviewing and applying the expected organizational pattern (O) of a chosen genre. The text should satisfy expected conventions of the genre the appropriate rhetorical patterns used in that genre (e.g., narration, explanation, compare-and-contrast, etc.), logical organization (e.g., organizing ideas based on the chronological order, importance, procedural sequence, etc.), and outlining a paragraph (beginning a paragraph with a topic sentence followed by arguments, supporting ideas and examples). In a traditional essay, a student is most often expected to develop the ability to compose three different paragraphs: the introductory paragraph with a thesis statement, body paragraphs each with a topic sentence supported by details such as reasons, further explanations, experiences, observations, and examples, and a concluding paragraph restating main arguments in different terms and offering closing comments as appropriate.

The during-writing (W) composition process involves writing/drafting, evaluating (E), and revising (R). In this stage, the

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writer first prepares a draft, drawing ideas from brainstorming work. Then, the writer evaluates the draft in terms of content, organization, supporting details, coherence, word choice, vocabulary, and mechanics. Finally, the writer revises the draft for style, formatting, and fluency. Before revising the draft, the writer should ideally obtain comments and feedback on the draft from reviewers such as peers and instructors. Depending on the genre to be employed, at least two drafts (often many more) must be prepared in order to produce a proper final draft.

In the post-writing process, the final stage of the POWERS strategy approach to writing is sharing (S). This stage comprises submitting, posting, sending, presenting, and/or publishing the written text. In the post-writing process, four drafts are prepared. First, the writers revise their drafts themselves. Second, they share the prepared draft with a trial audience (peers) and get feedback from them. Third, the writers share the draft with their instructors and receive feedback for revision. Finally, based on the instructors' feedback, they produce a final draft of their writing. Additionally, the writers can submit and/or present the writing in class or can post it on a closed-access website or blog for peer feedback. Lastly, once some or all of these options are explored, the writing is sent for publication for the In-house publishing journal or outhouse journals(Englert, et, al, 1998).

Based on description above, the POWERS strategy approach can be employed in teaching writing in the school. This approach supports

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students to produce better writers by offering them specific stages such as prewriting, organizing, writing/drafting, evaluating, revising, and sharing. Following this approach, the students are also trained to plan and develop multiple writing drafts, seek feedback from different reviewers, work on revisions, and finally produce the final drafts. Therefore, compared to product, process, and genre-based approaches to teaching writing, the POWERS approach is more effective for teaching writing to school-level students.

c. Advantages and disadvantages of using POWERS strategy

1) Advantages of using POWERS strategy

D. Luke (2010) POWERS 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 advantage of POWERS strategy is that it teaches students four different organizational structures for writing. It means that POWERS strategy has some stages to help students easy in writing based on what students need to write.

Englert, at, al(1998) advantage of POWERS strategy 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. Effective writers, for example, use three recursive stages in preparing written work such as: planning, writing, and revising. Within those general areas, more

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strategies are deployed. Based on the explanation above, it is clear enough that POWERS strategy in writing is very useful for students. It helps students to focus on the writing by using some stages, those are prepare or planning ideas, organizing, writing, editing and revising of writing.

Based on description above, POWERS strategy helps students in the process of writing stage and is also very effective in developing student ideas in writing because the POWERS strategy easy stage to apply writing.

2) Disadvantages of using POWERS strategy

Jauch dan Glueck (2000) apply POWERS strategy , it takes a long time so that it is often difficult for teachers to adjust it to the allotted time. Requires a change in student learning habits who receive information from the teacher as it is. Teacher are required to change their teaching habits, which generally serve as information providers to become facilitators, motivators, and mentors for students in learning.

Englert, et, al (1998) apply power strategy Requires the help of teachers to supervise students in learning .and from that not all students can apply the power strategy steps in writing and additional time to explain to students applying power strategy.

Based on description above, disadvantage of POWERS strategy is that the teacher is not easy to apply the POWERS strategy because time is



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limited besides that not all students want to apply the steps in the POWERS strategy in writing and teacher must be extra in paying attention to students on by one in a short time.

3. The significant different of student's writing ability by using and without using POWERS strategy.

Istianah (2020) showed that POWERS strategy is more effective. In fact, this strategy is as effective as writing a guide for teaching writing for students who have low creativity.

Furaidah (2017) showed that POWERS strategy can be used to assist students in writing with has been planned and then they have to finish their writing with teacher's guidance.

Raphael (1988) showed that POWERS strategy can improve students writing ability to organize their ideas. This strategy gives them more opportunities and time to gather their ideas related to the topic and organize them into paragraph.

Based on description above, can show that POWERS strategy really helps students in writing so that there are significant in students writing ability when students using and without using POWERS strategy in writing.

4. Relevant Research

There are many relevant researchers which deal with the research about using power strategy in writing descriptive paragraph. Relevant



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research is intended to plagiarism toward the design and finding of the researchers'' there is relevant research which has.

- 1) A research was conducted Nasution (2018) This research was intended to find out the empirical evidence of the students' achievement in writing ability by using please(pick-list-evaluate-activate-supply-end) strategy at the seventh grade of SMP N 1 Bilah hulu. This research was experimental research. The population of this research was taken from all seventh grades of SMP N 1 Bilah hulu. based on the results of this study, there are differences between the author's title and sharifah's research (2018), including the first is the difference in the strategies used in each study and the objects used are different in writing in each research. strategy.
- 2) A research was conducted by Jayanti (2018) This study aims to describe the improvement of writing descriptive text skills in bugis language through environmental media for students of class VII SMP 1 Wanosopeng. Based on the results of this study there is a difference between the author's title and this study and the object is different, this research improves students' writing skills by using language while the authors improve students' abilities by strategy.
- 3) A research was conducted by Khiorul Anwar (2019) Writing skill is a very complex language activity, because at the time of writing it must involve various cognitive activities and certain skills in a process of producing a written text of one's mind, so that other people can know

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or understand the content of the message conveyed in the form of writing, this will be able to there is good communication between the writer and the reader. Based on this research the author's title with this study there are several differences, namely increasing students' writing skills with different strategies and different objects.

5. Operational Concept

There are two variables of this research, the independent of variable is power strategy (X) and the dependent of variable is writing ability (y)

1. Indicator of POWERS strategy (X)

- a. Students clarity in writing
- b. Students intention in writing
- c. Students interest in writing

2. Indicator of writing ability (y)

- d. Students are able to use spelling word.
- e. Students are able to use sentences.
- f. Student are able word choice
- g. Students are able to write paragraph

6. Assumption and hypothesis

3. Assumption

In the research, the researcher assumes that the use of power strategy can affect the student writing ability at state junior high school 4 Tambang, Kampar regency.

4. Hypothesis

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Ho: There is no significant effect on student writing ability by using power strategy at state junior high school 4 Tambang, Kampar regency.

Ha: There is significant effect on student writing ability by using power strategy at state junior high school 4 Tambang, Kampar regency.



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CHAPTER III

RESEARCH METHOD

A. Design of Research

The type of the research is an experimental research. According Cresswell (2008) “An experiment is to test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable. The design of this research is quasi experimental design called a not the same control group design which uses pre- and posttest.

Stouffer (1950) quasi experimental design is a research method that does not use random assignment in its implementation, but use existing group.

Furthermore, researcher can use intact group as the experimental or control, give a pretest to both groups, hold experimental treatment activities with the experimental group only, after that gives a post - test to assess the difference of mean between the two groups.

Table III.1
Quasi experiment design

Group	Pre – test	Treatment	Post – test
A	T1	X	T2
B	T1	Y	T2

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B. Time and Location of The Research

The research was carried out to assess the seventh-grade students' writing ability at the State Junior High School 4 Tambang. From 26 March – 26 June 2022.

C. Subject and Object of The Research

The subject of the research was the seventh-grade students of State Junior High School 4 Tambang. The object of this research is the use of power strategy in order to assess students' writing ability in descriptive paragraphs.

D. Population and Sample of The Research

1. Population

Population is a group of individuals having the same criteria of this research was the seventh-grade students of State Junior High School 4 Tambang, Kampar Regency. There are 11 classes. The number of seventh-grade students of State Junior High School 4 Tambang is 323 students.

Table III.2
The total population of seventh – grade students
of state junior high school 4 Tambang

No	Class	Student
1	VII A	30
2	VII B	30
3	VII C	30
4	VII D	29
5	VII E	28
6	VII F	30
7	VII G	30
8	VII H	29
9	VII I	29
10	VII J	30
11	VII K	28
Total		323

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The population of 323 students was large enough to be taken as samples. Sample is a selected group of population that will be observed. The researcher took the sample by using cluster sampling.

2. Sample of the research

According to Gay (2000), Cluster Sampling randomly selects groups, not individuals. All members of selected groups have similar characteristics. Therefore, the researcher took two classes to represent the population having similar characteristics. The sample selection Class VII A as an experimental class and class VII B as a control class.

Table III.3
Sample of the research

No	Class	Sample	Student
1	VII A	Experiment class	30
2	VII B	Control class	30
Total			60

E. Techniques of collection data

1. Test

In this research, the writer used test to collect the data. The test was used to measure the ability of the seventh-grade students in writing being researched. The test was consisted of pretest was given before the treatment and posttest was given after doing the treatment. To measure the students, writing ability (Hughey, B, 1983, pp. 139-140).

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F. The Blueprint of Writing Ability Adapted From Hughes, B (1983)

Indicator	Number
Students are able to use the correct spelling word.	1, 2, 3, 4, 5
Students are able to use correct sentences.	6, 7, 8, 9, 10
Student are able make complete paragraph.	11, 12, 13, 14, 15,
Students are able to choose the correct word choice	16, 17, 18, 19, 20

G. Data analysis

In this research, the writer used students' pre-test and post-test scores of the experimental and the control group as the data of the research. The writer analyzed the data by using statistical method. First, to analyze the category of writing ability were score by two raters by using rubric. The rubric of writing was adapted from Graind (2018). The table of rubric is presented below:

Score of writing adapted from Graind (2018)

Point Content	Description
30%	13 – 30
4	Topic, state good topic sentence, supporting sentence, concluding sentence and coherence relationship among ideas, understandable. It all criteria well.
3	Topic, state good topic sentence but one of the criteria is weak.
2	Topic, state topic sentence, conclusion of topic sentence but some criteria above are weak
1	Topic, state topic sentence) but most criteria above are weak
Organizing ideas 25%	7- 25
4	The coherences are correct. The text is using chronological order.

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3	The text using chronological order
2	The text is coherence and some criteria are appropriate enough
1	The text is coherence but the coherences among sentences are weak
Vocabulary	7 – 25
25%	
4	All or almost all of text words are effectively
3	Use many words effectively
2	Use some words
1	There are some mistakes in using words
Mechanics	1 – 20
15%	
4	The text uses correct punctuation, spelling and capitalization. It fulfill all criteria
3	The text uses correct punctuation, spelling but fairly capitalization but one of the criteria is weak
2	The text punctuation uses fairly punctuation but loosely correct spelling and capitalization. Some criteria are weak
1	The text uses fairly punctuation but inadequate correct spelling and capitalization. Most criteria are weak

$$\text{Score: } 3(a) + 2.5(b) + 2.5(c) + 2(d) = 100$$

40

Second, the researcher compare the results of mean score from the test to the scale of rating score from Jacob (1998) the category of student scores are as follow:

Table III.4
Classifying the score of the student by Jacob (1998)

Interval score	Categorization of students ability	Percent %
85,5 -100	Very high	0%
70 – 84,5	High	60.9%
60 – 69,5	Enough	39.1%
0,0 – 59,9	Low	0%
		100 %

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Third, the writer used t-test to know whether the result of the research was statistically significance. The data were analyzed by using SPSS version 16.0 to know whether the result of the research statistically significance. Manually, the formula of t-test is as follows (Hartono, 2008)

H. Validity and reliability

1. Validity

In quantitative research, to obtain valid, reliable and objective data, the research using valid and reliable instruments, carried on sample that is close to population and data collection and analysis carried out in the right way.

2. Reliability

According to Mehrens & Lehmann (1978) Test reliability refers to the extent to which measuring instrument steadily, reliably measures what it measures. According to Good test reliability or test reliability is wrong one condition of the correct test. Good tests too, must have high reliability obtained from questions that well made. In this research, the researcher used two raters in assessing and giving the score of students' writing. The score given by rater 1 were compared were compared with the score given by rater 2. Then, the researcher calculated the average score of the both score.

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CHAPTER V

CONCLUSION DAN SUGGETION

A. Conclusion

The result of this research showed that use of POWER strategy toward students writing ability at the seventh grade junior high school 4 Tambang academic years 2022 / 2023. The conclusion could be drawn from the result of the research as follows:

1. The use of POWERS strategy students' writing ability can be seen from the average value of the experimental class on the pretest questions of the experimental class which has an average value of 51,719 "low category" and the post test questions increase to 85.11 "very high" category. And because of that the use of POWERS strategy on the ability to write of students in class VII SMP 4 Tambang "successfully"
2. Observations and interviews conducted by the author in the study showed that students were motivated and interested in participating and being active in writing activities
3. The teacher's response to apply power strategy was positive and very helpful for students in expressing the ideas they have in writing.



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B. Suggestion

From the results of the discussion and conclusions that the authors have done, the authors suggest:

1. With this research, it is hoped that students will be able to optimize the use of the power strategy method in learning as a reference for improving ideas in writing ability.
2. It is hoped that teachers, especially English, will give more advice, and provide direction so that students better understand the strategies applied in learning.
3. It is hoped that the state junior high school 4 mining institution in Kampar district will be able to improve methods and strategies in learning to improve student learning in writing.
4. With this research, it is hoped that related parties, both faculty students, and students can take advantage of the results of this research. In addition, to be able to more deeply examine research related to learning methods and learning strategies as an increase in learning achievement.

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APPENDICES

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APPENDIX 1 Silabus

Satuan Pendidikan : SMP Negeri 4 TAMBANG
Mata Pelajaran : Bahasa Inggris
Kelas : 7
Tahun Pelajaran : 20.. / 20..
Kurikulum : 13
Semester : II

KOMPETENSI DASAR	Alokasi Waktu	Sub-Total
mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be, adjective</i>)	2 minggu	4 minggu
menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	2 minggu	
mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan kalimat <i>declarative, interrogative, simple present tense</i>)	2 minggu	4 minggu
menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	2 minggu	
membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	1 minggu	4 minggu
4.7 teks deskriptif menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda	1 minggu	
menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan	2 minggu	

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unsur kebahasaan, secara benar dan sesuai konteks		
menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs	2 minggu	4 minggu
menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	2 minggu	
Total	16 minggu	16 minggu



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APPENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 4 TAMBANG	Kelas/ Semester : VII / 2 (Genap)
Mata Pelajaran : Bahasa Inggris	Alokasi Waktu : 120 Menit
Materi Pokok : mendeskripsikan sesuatu atau seseorang	

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda
- Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
- Menulis teks tulis sederhana tentang deskripsi orang, binatang, dan benda, pendek dan sederhana sesuai konteks
- Menulis teks tulis sederhana tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Media Pembelajaran & Sumber Belajar

Media	: Worksheet atau lembar kerja (siswa), Lembar penilaian
Alat/Bahan	: Penggaris, spidol, papan tulis, Laptop & infocus
Sumber Belajar	: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2016

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Pertemuan Ke-5

Pendahuluan (15 menit)

1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi :
Ucapan, Tekanan Kata, Intonasi, Ejaan, Tanda Baca, Dan Tulisan Tangan.
4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,

Kegiatan	KEGIATAN LITERASI
Inti (90 Menit)	<p>Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Ucapan, Tekanan Kata, Intonasi, Ejaan, Tanda Baca, Dan Tulisan Tangan.</i></p>
	<p>CRITICAL THINKING (BERPIKIR KRITIK)</p> <p>Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Ucapan, Tekanan Kata, Intonasi, Ejaan, Tanda Baca, Dan Tulisan Tangan.</i></p>
	<p>COLLABORATION (KERJASAMA)</p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Ucapan, Tekanan Kata, Intonasi, Ejaan, Tanda Baca, Dan Tulisan Tangan.</i></p>
	<p>COMMUNICATION (BERKOMUNIKASI)</p>

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	<p>Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan</p>
	<p>CREATIVITY (KREATIVITAS)</p>
	<p>Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Ucapan, Tekanan Kata, Intonasi, Ejaan, Tanda Baca, Dan Tulisan Tangan</i>. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami</p>
<p>Penutup (15 menit)</p>	
<p>1.</p>	<p>Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.</p>
<p>2.</p>	<p>Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.</p>

B. KEGIATAN PEMBELAJARAN

C. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan;** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan;** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Mengetahui,
Kepala Sekolah

EMELFA, S.Pd
NIP. 19700102 199703 2 005
APPENDIX 3

Tambang, Januari 20..

Guru Mata Pelajaran

NELMIATI, S.Pd
NIP. -

Instrument pretest and posttest

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Instrument penilaian aspek kognitif (pengetahuan)

Nama:

Mata pelajaran :

Kompetensi keahlian :

Tahun pelajaran :

Petunjuk

Kerjakan soal berikut dengan sebaik baiknya.

Jawaban ditulis pada lembar jawab yang disediakan.

Gunakan grammar dengan benar

Waktu mengerjakan 45 menit

Soal

- Tulislah sebuah karangan writing dengan tema bebas.!
- Buatlah kerangka kerangan terlebih dahulu berdasarkan ide – ide yang telah terkumpul.!

A. Perhatikan penulisan ejaan (tanda baca, huruf capital, kata depan, dan kata penghubung) !

B. Perhatikan pilihan kata dan kelogisan karangan !

Menulis teks deskripsi

Nama :

Mata pelajaran :

Kompetensi keahlian :



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Tahun pelajaran :

Petunjuk

Kerjakan soal berikut dengan sebaik baik nya.

Jawaban ditulis pada lembar jawab yang disediakan.

Gunakan gramaar yang benar

Waktu mengerjakan 45 menit

Soal

1. Tulislah sebuah karangan dengan tema “lingkungan smp 4 tambang”
2. Buatlah paragraph writing sesuai dengan tema yang ditentukan !
 - A. Berilah judul yang sesuai !
 - B. Perhatikan penulisan ejaan (tanda baca, huruf capital, kata depan, dan kata penghubung) !
 - C. Perhatikan pilihan kata dan kelogisan karangan !

Source :yulita noor dwi astute yogyakarta university 2015

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APPENDIX 4

Documentation

