USING POWER STRATEGY TO TEACH WRITING SKILL

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Abstract: Writing is an important language skill that must be learned by students. However, it is a complex process that makes many students have difficulty to generate ideas or struggle with brainstorming. As the result, their composition is not coherent and unity. POWER strategy can be used to help students' in doing the process of writing. The objective of this study was to find out whether or not there was a significant difference in writing achievement between students who were taught through POWER strategy and that of those who were not. The quasi-experimental method was used. Purposive sampling technique was used to select the sample. The written test was used as an instrument. The t-test was used to analyze the data. Based on the data, it was found that $t_{obtained}$ (3.511) was higher than t_{table} (1.966), and p_{value} (0.000) was lower than α_{value} (0.05) It meant that null hypothesis (Ho) was rejected and consequently the alternative hypothesis(Ha)was accepted. Hence, there was a significant difference in writing achievement between students who were taught through POWER strategy and that of those who were not.

Keywords: POWER strategy, writing skill.

INTRODUCTION

Writing is one of the important skill. This skill is used as a medium for delivering the ideas and perception of the writer to the reader in written form. Based on Myhill, et. al. (2008, p.15), writing is a cognitively expensive task involving the physical act of writing, the phonemic construction of words, the manipulation of words into grammatically correct sentences and the production of a coherent text that conforms to the demands of the task. In addition, according to Kamilasari (2013, p.2), writing is a productive skill where the students should produce a product in written form.

Thus, through writing, they are able to express their ideas, information, experiences, thoughts, and feeling with others when they cannot speak directly. It can help people to communicate each other.

Moreover, writing is an important skill. According to Peha (2003, p.1), writing is the important skill that has to be mastered by the English learners. It is required in the academic field. According to Chalk, Burke, and Burke (2005, p.85), writing is required to pass state and district exams, advance from grade to grade, and to graduate from high school. In addition, writing is a skill that is required in many contexts throughout life. Graham and Perin (2007,p.3) say that writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy.

The ability to write is becoming widely recognized as an important skill for education, business, and personal reasons. It means that writing is an important skill that can help us to have a good socialization.

Although writing is important, it is not as easy as people think. Writing is a very complex process. Walk (2007, p.55) says that writing is not a simple matter of expressing ideas in grammatically correct sentences. According to Ghaith (2002, p.2), writing is a complex process that allows writers to explore thoughts and ideas, make them visible and concrete. It is because before people want to write, they should know the component of writing that consists of grammar, vocabulary, punctuation, spelling as well as word selection, topic, and occasion. It means to be a good

writer, it is not easy because a writer must pay attention to the aspects of writing in his writing.

In addition, the students are lack of knowledge of writing and have ineffective approaches to the writing process. They often do not plan in advance and have difficulty to generate content ideas or struggle with brainstorming. They have difficulty to formulate ideas about which to write. In addition, Santangelo, Harris, and Graham (2008,p.34) recognize that students often do not revise and edit their work, struggle with handwriting, and have difficulty to put time and effort into their writing piece. The students will often be the first ones done with their writing and will not go back to edit when there is time permitted for editing and revising.

Furthermore, many students say that writing is boring activities because it takes a long time for them to think about expressing an idea, they do not like to think hard. Besides, English writing skill makes the learning process is passive and is not interesting to the students anymore. Writing also takes so long time. According to Tangpermpoon (2008, p.5), learners have to spend quite a long time to complete one particular piece of writing in the classroom. In addition, Graham (2008, p.3) states that good rule of thumb is that students should spend at least one hour or more each day in the process of writing—planning, revising, authoring, or publishing the text. As the result, the students cannot make a coherent writing and many students never finish their writing in class.

There are many strategies that can be used to help students generate detail ideas, organize the ideas, and check the errors for their narrative text writing. Prepare, Organize, Write, Edit, Rewrite (POWER) Strategy can be used to solve students' problem in writing. POWER strategy is a writing strategy that will guide the student to be an independent writer through the several stages that include writing process stages. Richards (2004, p.3) confirms that this strategy will give power to the students to be a success when writing by encouraging them to use an organized and systematic step. It is supported by Fielding (2006) that POWER Strategy is a strategy that can give students power in writing by following the sequential stages; Prepare, Organize, Write,

Edit, and Rewrite in writing paragraph, text, and essay.

Moreover, according to Fielding (2006), POWER Strategy is the explicit strategy for writing. That has three stages. The first is prewriting which includes the preparing and organizing step. The second is while writing which includes the writing stage. The third is post writing which includes the editing and rewriting. The steps of POWER make the students easy to write text because they write step by step and systematically. It also can make the students write independently.

According to Kamilasari (2013, p.7), POWER strategy is a strategy to develop and improve student's ability in writing skill that works through the systematic process: Prepare, Organize, Writing,

Edit, and Rewrite. This strategy has many advantages especially for students to improve student's writing skill. Through this strategy, students will be easy to memorize all steps in writing activities. It is also very helpful in composing student's ideas into paragraph because this strategy provides the think sheet and edit sheet that lead students to become an independent writer.

In addition, the purpose of this study was to find out whether or not there was a significant difference in writing achievement between students who were taught through POWER strategy and that of those who were not.

METHODOLOGY

Quasi-experimental was used in this study. The participants were all the tenth-grade students of SMAN 1 Kayuagung. Purposive sampling technique was used to select the sample. From all the classes, two classes were taken as samples that closely similar in terms of science class, the same total number of the students and taught by the same teacher of English. Moreover, the two classes were chosen as an experimental and control group by flipping the coin. Therefore, XMIA2 was the experimental group and XMIA 3 was the control group. In addition, the total number of the samples were 68 students. Moreover, a written test which consisted of five topics was used to collect the data. Content validity was used in this study. Then, inter-rater reliability was used to check the reliability of this study. Finally, the t-test was used to analyze the data.

The stages teaching writing skill by using POWER Strategy (Brookes, 2003, p.59):

a) The first stage is a prewriting stage. This stage is done before we start writing and this includes the preparing or planning and organizing steps.

b) The second stage is writing. This stage is done while writing. It includes the writing step. The students write the first draft.

c) The third stage is the post-writing stage. In this stage includes the editing and revising steps. The students do a self-evaluation and peer evaluation to edit their first draft. After that, they rewrite or revise their final draft based on the editing.

RESULT AND DISCUSSION

Based on the result of independent sample t-test, the value of $t_{obtained}$ was 3.511 at the significant level $p<0.05$ in two-tailed testing with df = 66, the critical value of t_{table} = 1.996. Since the value of $t_{obtained}$ was higher than the critical value of t_{table}, Ho was rejected and Ha was accepted. In other words, there was a significant difference in writing achievement of the students who were taught trough POWER strategy and that of those who were not. It meant that students who were taught using Prepare, Organize, Write, edit, and Rewrite (POWER) strategy could improve their writing achievement. POWER strategy could develop and improve student's ability in writing skill that works through systematic processes: Prepare, Organize, Writing, Edit, and

Rewrite. Through this strategy, students would be easy to memory all steps in writing activities. It was also very helpful in composing student's ideas into paragraph because this strategy provided the think sheet and edit sheet that leaded students become an independent writer. In addition, students also could interact each other by negotiating what was to be written and how was to be written. POWER Strategy gave an experience for students to construct a text collaboratively.

CONCLUSION

Based on the result, there was a significant difference in writing achievement between students who were taught through POWER Strategy and that of those who were not. By using POWER strategy,

students had a chance to involve in the writing process and directly practiced to write. They got information how to organize a text and write the vocabularies when they revised their writing. Finally, students could write in the systematic process such as prepare, organize, writing, edit and rewrite through POWER strategy. Hence, POWER strategy could improve students' writing skill.

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