

**THE EFFECT OF “POWER” TECHNIQUE ON STUDENTS’
WRITING SKILL AT MTs MUSLIMAT NADHLATUL
ULAMA PALANGKA RAYA**

THESIS



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FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2018 M / 1439 H**

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ULAMA PALANGKA RAYA**

THESIS

Presented to
State Islamic State Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of *sarjana* in English Language Education



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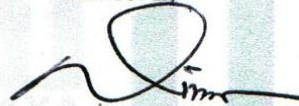
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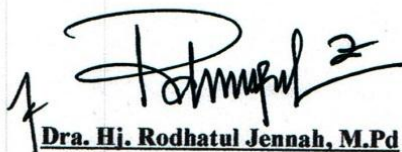
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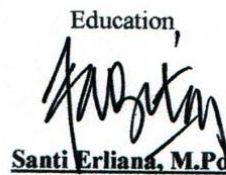
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Peace is unto you and God's mercy and blessing as well.

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Peace be with you and God's blessing.

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MOTTO AND DEDICATION

“... Allah will exalt in degree those of you who believe,
and those who have been granted knowledge ...”

(Q.S. Al-Mujadilah: 11)



This Thesis is dedicated to :
My beloved father Agus Frobels and Mother
Limurtiatian for giving me the endless
prayer, sacrifice. My husband Pariyanto who
has give affection and his love to support
my thesis. Thank's for all you are my apple.

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
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Palangka Raya, 28th Mei 2018



is Faithfully,

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ABSTRACT

Munawaroh, Dewi. 2018 .*The Effect of “POWER” Technique on Students’ Writing Skill at MTs Muslimat Nadhlatul Ulama Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya.
Advisors: (1) Sabarun, M. Pd., (2) Akhmad Ali Mirza, M. Pd.

Keywords: *Power Technique, Writing, Descriptive.*

This study was aimed concerned on Improving the Students’ Achievement in Writing Descriptive Texts through Prepare, Organize, Write, Edit, Rewrite (POWER) Strategy. In this research, the writer conducted quantitative approach with quasi – experimental design. The researcher designed the lesson plan, conducted the treatment, and observed the students’ scores by pre-test and post-test. Subject of this research were the eight grade students at MTs Muslimat Nadhlatul Ulama Palangka Raya, the researcher took all students of two classes as the sample of the study. They were class VIII A which consisted of 30 students (using POWER technique) and class VIII C which consisted of 30 students (without POWER technique).since its design was quasi experimental design, independent sample T test of SPSS calculation is measure the group scores. consisted of 30 students. Based on the calculation of independent sample T test using SPSS statistic program, the result showed that T test of significance two-tailed is lower than alpha 0,05 ($0,00 \leq 0,05$). it means the group who was given Power Technique has different effect with the group who was not given Power Technique on eight students” writing of Descriptive text at MTs Muslimat Nadhlatul Ulama Palangka Raya. To know whether experiment group who was given Power Strategy has better effect or no on students writing of descriptive text than control group who was not given Power technique, It can be seen from the mean score of both group. Based on the mean score of both group, it shows that the mean score of experiment group who was given Power Strategy is (69.76) higher than the mean score of control group who was not given Power Technique (60.63).

The conclusion is that the Prepare, Organize, Write, Edit, Rewrite (POWER) Strategy can improve the students’ achievement in writing descriptive text.

ABSTRAK

Munawaroh, Dewi. 2018. *Pengaruh Power Technique pada kemampuan siswa dalam menulis teks deskriptif di MTs Muslimat Nadhlatul Ulama Palangka Raya*. Skripsi. Jurusan pendidikan bahasa, fakultas Tarbiyah dan ilmu Keguruan, institute agama islam negeri palangka raya. Pembimbing : (1) Sabarun, M. Pd., (2) Akhmad Ali Mirza, M. Pd.

Keywords: *Power Technique, Writing, Descriptive*

Penelitian ini bertujuan untuk mengukur dampak Power Teknik terhadap kemampuan siswa kelas delapan dalam penulisan teks deskriptif di MTs Muslimat Nadhlatul Ulama Palangka Raya.

Penelitian ini menggunakan penelitian kuantitatif dengan desain kuasi eksperimental. Peneliti merancang rencana pelajaran, memberi perlakuan, dan mengamati nilai siswa dengan pre-test dan post-test. Populasi penelitian ini adalah seluruh siswa kelas VIII MTs Muslimat Nadhlatul Ulama Palangka Raya. mereka berjumlah 52 siswa. Peneliti mengambil semua siswa dari dua kelas sebagai sampel penelitian. Mereka kelas (VIII A) yang terdiri dari 30 siswa (diberi Power Teknik) dan kelas (VIII C) yang terdiri dari 30 siswa (tanpa diberi Power Teknik). Karena disainnya adalah desain eksperimen kuasi uji t hitung bebas perhitungan SPSS digunakan untuk mengukur skor kelompok dari penelitian ini. Berdasarkan perhitungan uji t sampel independen dengan menggunakan program statistic SPSS, hasil penelitian menunjukkan bahwa uji t signifikansi two tails lebih rendah dari alfa 0,05 ($0,00 \leq 0,05$). Artinya kelompok yang diberi Power Technique memiliki efek yang berbeda dengan kelompok yang tidak diberi Power Technique pada teks deskriptif di MTs Muslimat Nadhlatul Ulama Palangka Raya. Untuk mengetahui apakah kelompok eksperimen yang diberi Power Teknik memiliki efek yang baik atau tidak terhadap penulisan teks deskriptif siswa daripada kelompok kontrol yang tidak diberi Power Teknik, dapat dilihat dari skor rata-rata kedua kelompok berdasarkan rata-rata skor kedua kelompok, hal ini menunjukkan bahwa rata-rata skor kelompok eksperimen yang diberi Power Teknik koreksi kesalahan atau error correction adalah (69.76) lebih tinggi (\geq) dibandingkan dengan rata-rata skor kelompok kontrol yang tidak diberi Power teknik (60.63).

Kesimpulannya, siswa yang diberi Power Tehnik pada penulisan teks deskriptif memiliki hasil yang lebih baik daripada siswa yang tidak diberi Power teknik pada penulisan teks deskriptif.

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The Writer

Dewi Munawaroh
NIM.



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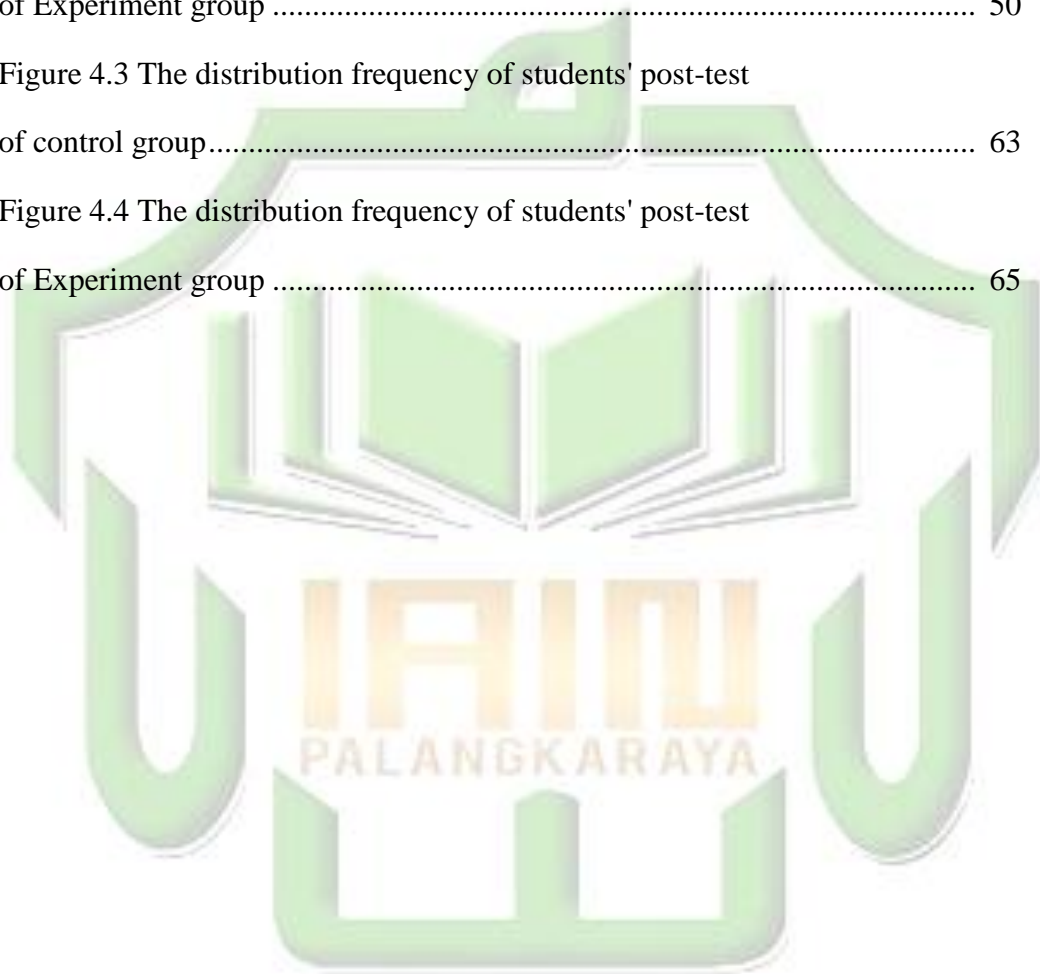
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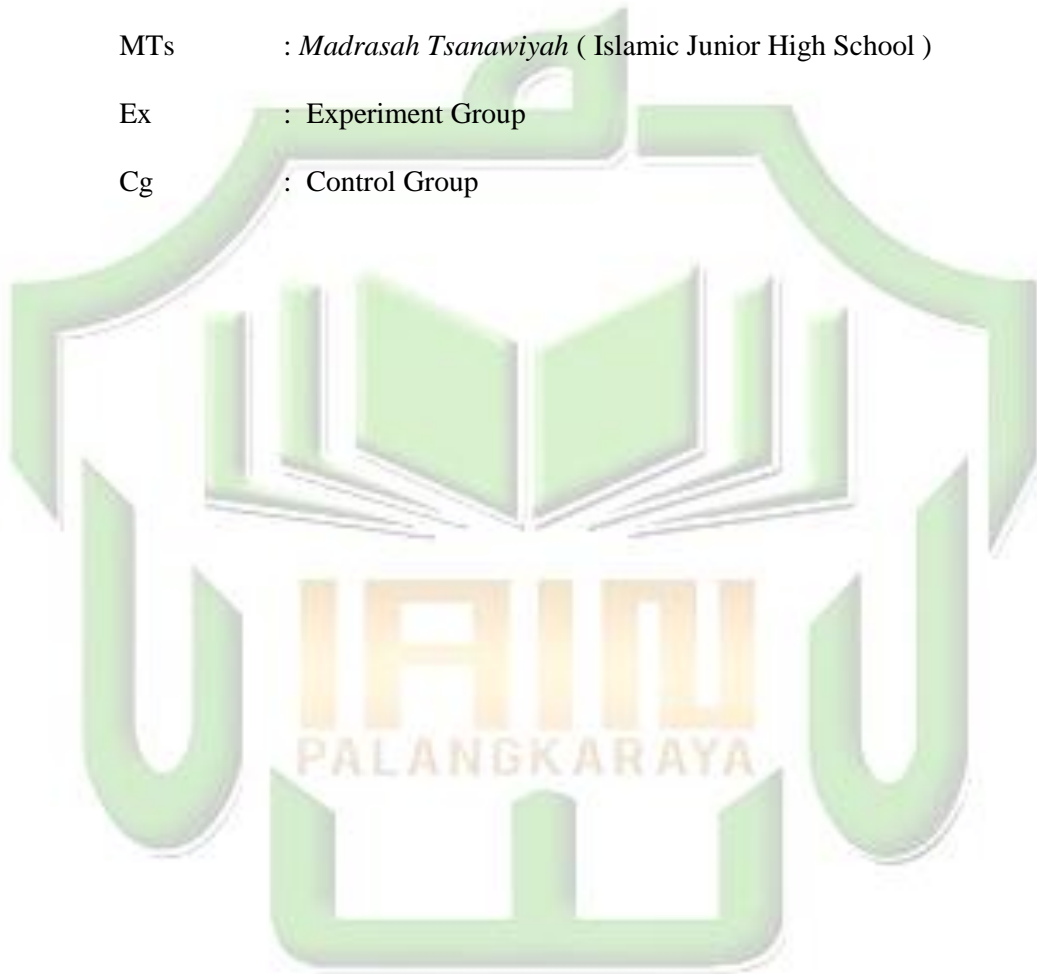
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LIST OF ABBREVIATION

Df	: Degree of freedom
Ha	: Alternative Hypothesis
Ho	: Null Hypothesis
SPPS	: Statistical Package for the Social Sciences
MTs	: <i>Madrasah Tsanawiyah</i> (Islamic Junior High School)
Ex	: Experiment Group
Cg	: Control Group



CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, the problems of the research, the objectives of the research, assumption, hypotheses, delimitation of the research, limitation of the research, significance of the research, and clarification of key terms.

A. Background of the Study

Language, as the main tool of human communication, has been investigated in multi-dimensional ways. With language, individuals communicate basic needs as well as express deep thoughts and feelings. Language consists of four skills, they are listening, reading, speaking, and writing. It is clear that a high level of language ability needs a high level of mastery in all four skills. As to the input and output of language, these four skills can be divided into two groups like listening and reading belong to input, while speaking and writing belong to the output of language. The output of language, especially speaking, can quickly expose the users' level of language acquisition; perhaps this is why studies in speaking are increasing.

However, compare to the emphasis on speaking, writing always receives less attention at both the teaching and learning level. As problems faced by eighth EFL students at MTs Muslimat Nahdlatul Ulama from research's preliminary observation, when they write, for instance, they lack of ideas to start their writing, they lack of using correct vocabulary or choice of words which is frequently

inaccurate, they do not know what they have to write first, and they also do not know how to make their writing in good structure. The most difficult task to do in language learning is to produce a coherent, fluent, extended piece of writing, which is even more challenging for second language learners.”Written products are often the results of thinking, drafting and revising procedures that require specialized skills, skills that not every speaker develops naturally Brown, (2001, p.334).

Writing is a basic skill that needs to be mastered by all English Language major students. It is believed that writing demands a great deal of skills and conventions such as writing readiness and grammatical rules for the students to become proficient and effective writers. In approaching writing tasks, students are actually searching for solutions to a series of problems. The sentences level these include control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Afterward, students are difficult to generate ideas well. They do know what they have to write first like they do not know how to start their writing.

Writing is one of the language skills that will never be left in education. According to Oxford Advance Learner’s Dictionary that writing is the activity or occupation of writing e.g. books, stories or articles (Hornby, 1995, p.1383).

Descriptive text is a kind of text to describe the characteristic of a thing, animal or person, white (1986, p. 61) state the aim of descriptive text is to help your riders see the objects, person, and sensation you present.

Problems above can be caused by several reasons they are; the teacher's teaching instructions are still conventional and the teaching materials used are not interesting for students. Al-Khsawneh, (2010, p.1) indicated that the students identified that the teaching method and the environment are the main causes of their weaknesses in English. Their weak qualification in English is either related to the lack of student motivation, or the teacher's interest.

In the the eighth grade of junior high school, the basic competence that should be achieved in the writing English subject is that students have the ability to develop and produce many kinds of written form according to what they have learn. Many students especially the eighth grade students have difficulties in writing descriptive text. The difficulties faced by the students are mostly in organizing a story based on the generic structure of descriptive text and writing the text in the right grammar based on the language feature of descriptive text.

Based on discussion above, the present research would like to discuss about writing. As we know that writing plays an equally important role in human communication and social activities as speaking, especially when achieving a high level of mastery of language and communication is considered. Writing requires a complex combination of generating and selecting the ideas that are appropriate to the writing task, translating them into text and polishing the text to produce a presentable document.

In doing this the researcher has to pay attention not only to her own thoughts, but also to the content and style conventions of the community for whom the piece is being written. The present research main focus is to conduct an

experiment about **THE EFFECT OF “POWER” TECHNIQUE ON STUDENTS’ WRITING SKILL AT MTs MUSLIMAT NAHDLATUL ULAMA PALANGKA RAYA.**

There are two reasons the writer choose the topic of the study as follow:

1. To make students practice their descriptive text by using POWER Strategy because this strategy helps the students to make the writing process become easier to do and organize the descriptive writing.
2. by using POWER Strategy can suggested that English teachers can improve students’ achievement in writing descriptive text and teaching learning process more interesting because helps the students to organize and create a good descriptive.

POWER is a strategy in teaching that has a sequence. According to Brookes (2003,p.59) the POWER strategy has three stages. The first stage is a prewriting stage and includes the planning and organizing steps. The second stage is actually writing and includes the writing step. The third stage is the post writing stage and includes the editing and revising steps.

The POWER strategy provides explicit instruction to students on how to write, in this example, an effective factual paragraph, keeping in mind the characteristics of students with writing difficulties and the principles of affective instruction New South Wales Department of Education and Training Book (2007 , p.95). Panjaitan (2013) also found that POWER technique helps the students to make the writing process become easier to do and organize the descriptive writing. Based the findings writer would like to conduct an experiment research of

the effect of POWER technique on students' writing skill at MTs Muslimat Nahdlatul Ulama to help in improving students' writing skill.

B. Problem of the Study

Based on the background discussion, the problem of the present research is:

1. Does POWER technique affect the eighth students' writing score of descriptive text at MTs Muslimat Nahdlatul Ulama Palangka Raya?

C. The Objective of the Study

Based on the problems of the research above, the objective of this present research can be formulated as follow:

1. To find out whether or not POWER technique affect the eighth students' writing skill of descriptive text at MTs Muslimat Nahdlatul Ulama Palangka Raya.

D. Hypotheses of the Study

The hypotheses of the study are divided into categories; they are alternative hypothesis and null hypothesis.

1. Alternative Hypothesis

POWER technique affects the eighth students' writing skill of descriptive text at MTs Muslimat Nahdlatul Ulama Palangka Raya.

2. Null hypothesis

POWER technique does not affect the eighth students' writing skill of descriptive text at MTs Muslimat Nahdlatul Ulama Palangka Raya.

E. The Significances of the Study

The significances of this study are expected to be beneficial contribution to the students and the teachers.

1. Theoretically

Theoretically, as the support for the theory which state in teaching strategies, references for the other writer who are interested in investigating the teaching writing using POWER technique.

2. Practically

The researcher expects to give contribution to the English teacher about the important of POWER technique in supporting teaching process especially Writing goals. For the students by using POWER technique in writing will provide motivation and give progress report on the students writing scores.

F. Limitation of the Study

In avoiding the deviations from the topic, this research will observe the integrated skills in teaching learning process of teaching writing by using POWER technique in the classroom of English lessons at the eighth grade students' skill in writing descriptive text at MTs Muslimat Nahdlatul Ulama Palangka Raya. The study will focus on the teaching writing of descriptive text at the second semester 2017/2018 academic years. Descriptive text refers to describe something. In this case, the students must have ability to organize the idea to make their writing be systematically, and the reader interesting on their writing. The scope in this study will be done in investigating the effect of material, especially the effect of POWER technique on students' writing of descriptive text.

The study will limit the students' improvement ability in writing descriptive text.

G. Variable of the Study

The study includes the following variables:

1. The independent variable is POWER Technique.
2. The dependent variable is the eighth grade students' writing score.

H. Definition of Key Terms

1. Effect It means "*influence*". According to the Oxford dictionary, it is change caused by something; result. The effect in this research is whether using POWER technique on students' writing ability is success if the score of the experimental group that given treatment is higher than control group and it is failed if the score of control group is same or higher than experiment group (Oxford Dictionary, 2000, p.138).
2. POWER in the present study is the technique in teaching writing which stand for preparing stage, organizing stage, writing stage, editing stage, and rewriting stage. (Brookes, 2003, p.59).
3. Writing skill is Writing as a process is orientated towards work in progress and the development of new skills, rather than merely evaluative task, the classroom practice. (Fauziati, 2002, p.151)
4. Descriptive paragraph is a text that describes something. The aim of descriptive text is basically to give information. The social context of this text is to describe a specific thing, animal, or human being. It tells how something looks, feels, smell, tastes, and sounds (Oshima and Hogue, 2007, p.61). In this study, researcher defines that the descriptive text is in the form of short essay

and describing about place because when we start to write anything in a description, it should be clear, as with an object, the best way to describe a place is to show some one the actual place or to take a picture of it, when this is not possible or necessary, a description of the important characters of the place can be given, if the place is a home or room it is important to describe the size and arrangement of the space involved.

I. The Framework of the Discussion

The framework of the discussion of this study as follows:

Chapter I: Introduction (background of the study, problems of the study, objectives of the study, variables of the study, assumption, significances of the study, scope and limitation of the study, definition of key terms and the framework of the discussion).

Chapter II: Review of Related Literature (Previous study, writing, POWER, Descriptive Text, and experimental design).

Chapter III: Research method (Type of the study, design of the study, population and sample, data collecting procedure, validity and reliability of the test, and data analysis procedure).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about the related research, writing, POWER, and Descriptive Text.

A. Previous of the Study

There are some researches related to this present research as follow:

First, Panjaitan (2013) concerned on improving the Students' Achievement in Writing Descriptive Texts through Prepare, Organize, Write, Edit, and Rewrite (POWER) Strategy. He found that the Prepare, Organize, Write, Edit, Rewrite (POWER) Strategy can improve the students' achievement in writing descriptive text.

This research has the difference from the researcher's. The research uses CAR design and the subject of the research is the second year students of SMKN1 tanjung pura class X, while my study belongs to experimental design and the subject is the eighth grade students at MTs Muslimat Nahdlatul Ulama Palangka Raya. The similarity both studies focus on using power technique to improve the students in writing descriptive text.

Second, Munawarah (2013) investigated about the effect of POWER strategy toward students' writing ability. She found that after being taught by using POWER strategy was better than before using POWER strategy.

This research has the difference from the researcher's, the subject of the research is first year students at MTs AlIstiqomah Selat panjang Meranti Island

Regency, and the research uses pre-experimental research design. While this study uses experimental design and the subject is the eighth grade students at MTs Muslimat Nahdlatul Ulama Palangka Raya. The similarity with this study, both studies investigated about the effect of power technique on students writing skill, and to find out the effect being taught by using POWER strategy and to find out the students' ability in writing descriptive text

Third, Jeffrey and Craig (2003) conducted a research entitled "Giving Students with Learning Disabilities the POWER to Write: Improving the Quality and Quantity of Written Products". The research show that this strategy had a significant impact on students' writing performance with an increase in quality and the quantity (number of words and sentences) of written product and students are able to perform the strategy over a delayed period of two weeks. This research has the difference, this study only wants to know the effect of using POWER strategy toward students' ability in writing descriptive text, the subject of the research is students disabilities and this subject is eighth grade students of MTs Muslimat Nahdlatul Ulama Palangka Raya. Meanwhile, the research uses action research project and this research uses experimental design. The similarity is using power strategy to help student's written products.

Fourth, Kamilasari (2008) investigated about Teaching Writing By Combining RAFT (Role, Audience, Format, Topic) And POWER (Plan, Organize, Write, Edit, Revising) Strategy at Senior High School, she found that In teaching writing, the teacher usually uses one strategy that has strength and weaknesses. To cover up weaknesses, the writer combines two strategies to get

better result. The writer combines RAFT strategy with POWER strategy. It will make students creativity improved and give students motivation to write and also very helpful in composing student's ideas into paragraph because this strategy provide the think sheet and edit sheet that lead students become an independent writer.

Different from those previous studies, the research only deal with used one strategy to find out POWER technique affect the eighth students' writing skill of descriptive text, the subject of the research is students senior high school and my subject is eighth grade students of MTs Muslimat Nahdlatul Ulama Palangka Raya, the research used action research in nature, and my research uses experimental design. The similarity with this study, both studies examine the effect of POWER (Plan, Organize, Write, Edit, and Rewrite) as a strategy for helping to develop the writing skills.

The last, Arie Tria Angga Sari (2007) she conducted a research entitled "Using P-O-W-E-R Technique to Teach Writing Comprehension of Recount Text in Senior High School", the result of the research is the students get an easy way in writing which focus on using POWER technique to make student's skill in writing recount text more effective by planning, organizing, writing, editing, and revising. Also she found that to teaching writing comprehension, teacher should guide students in writing with the effective way. POWER technique is the one of method that can help students write effectively. By this technique students can develop their writing skill individually by guidance from teacher.

The differs from this study. The research choose recount text while my

research chooses descriptive text, and the subject of the research is Senior high school and subject of my research is MTs Muslimat Nahdlatul Ulama of Palangka Raya. The similarity with this study is using power technique to teach writing comprehension and both of studies uses experimental design.

B. Writing

1. The Nature of Writing

Writing known as written language that has complexity to compose by every learner and one of the variant of language skill has to be developing in order to increase language skill of learner. We can define writing as the symbolic representation of language through the use of graphic signs. Unlike speech, it is a system that is not simply acquired, but has to be learned through sustained conscious effort. Not all languages established writing system; there are large numbers of individuals who cannot use the system (Yule, 2010, p.212).

The usual things associated with writing are word choice, use of appropriate grammar (such as subject verb agreement, tense, and article use), syntax (word order), mechanics (e.g. punctuation, spelling, and handwriting), and organization of ideas into a coherent and cohesive form. However, writing also includes a focus on audience and purpose, as well as a recursive process of discovering meaning (Gebhard, 2000, p.221.)

Writing as a process is orientated towards work in progress and the development of new skills, rather than merely evaluative tasks, the classroom practices, therefore, will vary from each other. In the other words, writing activity as commonly conceived, is a highly sophisticated skill combining a number of

diverse elements, only of which are strictly linguistic. (Fauziati, 2002, p.151).

Based on the explanation above it can be stated writing is an active productive skill and it will be used to communicate and to pour out ideas in our mind and more clearly. Writing is an act or process to produce some information from arranging and combining the words or sentences in order to expressing the idea in right grammatical, so the message can be received by the reader from our mind in the form of words or writing. Also Writing is used by the educated people to record something, to report, to explain, to inform, to ensure and to influence the readers.

2. The Process of Writing

The process of writing is the way actually goes about the task of writing. According to Kane, writing in its broad sense as distinct from simply putting words on paper has three steps. The first step, “thinking”, involves choosing a subject, exploring ways of developing it, and devising strategies of organizing and style. The second step, “doing”, is usually called “drafting”; and the third, “doing again”, is “revising”(Kane, 2000, p.17).

Oshima and Hogue, (2013, p.15) stated that the process of writing has roughly four steps. In the first step is prewriting or creating an idea. In the second step is organizing the idea. The next step is writing rough draft. And the final step is polishing, editing, and making revisions.

In this study, the writing process stages include prewriting (including choosing subject and ways to developing it), whilst writing (including drafting), and post writing (including polishing, revising, and editing). The three stages are presented

below.

1. Prewriting

Prewriting is a way to get ideas. In this step, you choose a topic and collect the ideas to explain the topic. There are a number of techniques to explore ideas about a topic and different ways to approach your writing.

a) Brainstorming

Brainstorming is one of techniques to generate ideas and to get information needed in writing. Smalley explained that brainstorming is a way to associate ideas and stimulate thinking Smalley, (Ruetten, and Kozyrev, 2001, p. 4). One way to brainstorm is to begin with a word or phrase and let the ideas flow for a set time. Galko, (2001, p.20) explains that the main principle behind brainstorming is to let the ideas flow without judging them. The goal is to take away the barriers that keep people from thinking creatively (Berne, 2009, p.45).

b) Free Writing

Free writing simply means getting ideas on paper as fast as you can. The trick is to let feelings and ideas pour forth (Kane, 2000, p.25). The goal of free writing is in the process, not the product. When free writing, writer let the sentences flow freely without thinking about whether the ideas are appropriate or the grammar is perfect (Galko, 2001, p.21). Take out several sheets of blank paper, give yourself at least ten to fifteen minutes, and begin writing whatever comes to mind on your subject. Don't worry about spelling, punctuation, or even complete sentences (Wyrick, 2000, p.6).

The purpose is to free up mind to let it make association and connection. So when free writing, do not interrupt the flow of the ideas.

c) Interviewing

Another way to find a direction for your paper is through interviewing. Ask a classmate or friend to discuss your subject with you. Let your thoughts range over your subject as your friend asks you questions that arise naturally in the conversation (Wyrick, 2000, p.6).

This idea is useful for longer pieces of writing (Brown and Hood, 1993, p. 9). Formulating the questions help writer to be clear about how the conceive of subject and what writer hope, it will get from the materials and other sources of information (Crème and Lea, 2003, p.22)

d) Mapping

Mapping is also called Clustering or webbing. According to Gebhard (2000, p.226) in Clustering, a key word placed in the center of a page, then, jot down all the free associations. Here, the writers' associations are clustered together and stem off the central word. When the ideas are mapped, writer makes a visual diagram about a topic. Often the topic is circled in the center of a page. Mapping helps to generate new ideas and relate them to one another (Galko, 2001, p.24)

e) Listing

Listing is a prewriting technique in which a writer list down on a paper as

many thoughts as he has and as quickly as he can(Oshima and Hogue, 2007, p.16).Try jotting down all the ideas pop into your head about the topic(Wyrick, 2000, p.7). The ideas or thoughts related to topic that comes out from the mind of the writer are listed and they become the basic source of information for the writing.

2. Whilst Writing

The second stage is whilst writing, which includes drafting and revising. After having generated idea, write the first draft needed. The drafting stage is where writer really begin writing. The most important thing here is to get words to paper. It is not time to worry about spelling, grammar, punctuation or the best wording (Brown and Hood, 1993, p.14).

There are many ways to begin drafting a paper into paragraphs, one way is to translate the main points of outline into topic sentences, and then to develop each topic sentence into paragraph or making draft paragraph by paragraph, beginning with a topic sentence and then supporting it(Galko, 2001, p.52).

The draft of a paragraph needs the following characteristics; 1) it has a topic sentence that makes a clear main point, 2) it has primary and secondary support that shows, explains, or proves the main point, 3) it has ideas arranged in a logical order, 4) it has a concluding sentence that make an observation about the main point, 5) it follow standard paragraph form(Anker, 2010, p.89).

The next step after drafting is revising. Revising is process of rethinking and changing what is written (Oshima and Hogue,2007, p.11). In revising, students rethink and rewrite the first draft forming the second draft. Sometimes

ideas are added and sometimes are omitted. There are two quite different things when revising. It's tempting to try to do them both at the same time, but it is quicker in the long run to do them one by one. The first thing is to find the problems. The second thing is to fix them (Grenville, 2001, p.137).

3. Post Writing

The third stage is the post writing (including editing, writing the final draft, and publishing). In this step, you polish what you have written. Polishing is most successful if you do in two steps. First, attack the big issues of content and organizing. Then work on the smaller issues of grammar, punctuation, and mechanics (editing) (Oshima and Hogue, 2007, p.11).

In my opinion the process of writing is a long process. It should face several steps, while process of writing is never a one step-action. When students first write something, students have already been thinking about what to say and how to say. Next, after the students have finished writing, the students read over what they have written and made changes and correction until they are satisfied that their writing expressed exactly on what they want to say.

3. The Element of Writing

There are a few of elements of writing. They are:

a. Paragraph

A paragraph is a group of sentences that develops one main idea (Oshima and Hogue, 2007, p.38). Paragraphs are the basic building blocks of texts. Well-organized paragraphs not only help readers understand the argument; they also

help writers to structure their ideas effectively (Bailey, 2003, p.41). There are three main elements of paragraph. They are:

1) The Topic Sentence

The topic sentence is the most important sentence in a paragraph. It has two parts: topic and controlling idea. The topic names the subject of the paragraph. The controlling idea tells what the paragraph will say about the topic (Oshima and Hogue, 2007, p.39).

According to Oshima and Hogue that quoted by Nirwanto, (2013, p.8) in understanding the topic sentence, there are three important points to be considered:

- a) A topic sentence is a topic sentence; it contains a subject, a verb, and (usually) a complement.
- b) A topic sentence contains both a topic and controlling idea. It names the topic and then limits the topic to a specific to be discussed in the space of single paragraph.
- c) A topic sentence gives only the main idea; therefore, it is the most general statement in the paragraph. It does not give any specific details.

2) The Supporting Sentence

Supporting sentences explain the topic by giving more information about it (Oshima and Hogue, 2007, p.44). More about supporting sentences, Boardman and Frydenberg said in Nirwanto, (2013, p.18) there are two types of supporting sentences: the major supporting sentence that the main details that they tell us about the topic sentence and the minor supporting sentences that tell us more

about the major supporting sentences.

3) The Concluding Sentence

A concluding sentence signals the end of the paragraph and reminds the reader of the main idea.(Oshima and Hogue,2007, p.47)

b. Essay

According to Oshima and Hogue(2007, p.147) essay is classify to three main parts. They are an introductory paragraph, a body paragraph and a concluding paragraph.

1) The Introductory Paragraph

The introductory paragraph, or introduction, is the first paragraph of an essay. It has two functions, the first is to attract the readers' interest and the second is to introduce the topic of an essay.

The introductory paragraph consists of two parts: several general statements and a thesis statement. The general statements give the reader background information about the topic of the essay. The thesis statement is the most important sentence and it is normally the last sentence in an introductory paragraph. It has three purposes, first, states the specific topic of the essay. Second, list the subtopics of the main topic. Third, may mention the method of organization(Oshima and Hogue,2007, p.150).

2) The Body of Paragraph

The body of an essay is made up of one or more paragraphs. Each body paragraph has a topic sentence and several supporting sentences. It may or may

not have a concluding sentence. Each body paragraph supports the thesis statement(Oshima and Hogue,2007,p.152).

3) The Concluding Paragraph

The concluding paragraph is the last paragraph of an essay. The concluding paragraph has three purposes, first, signals the end of the essay. Second, reminds the reader of the writer's points. Third, leaves the reader with the researcher's final thoughts on the topic(Oshima and Hogue,2007, p.153).

Frydenberg in Nirwanto (2013, p.73) said that there are three ways to conclude paragraphs into three parts; a summary of the points made in the body paragraph, a restatement of the thesis statement, or a final comment on the topic

c. Unity

According to Oshima and Hogue(2007 ,p.67) when a paragraph has unity, all the supporting sentences discuss only one idea. From beginning to the end, each sentence is directly related to the topic. In some languages, it is acceptable to wander way from the topic; to make little strips to ideas that are somewhat, but not directly, related to the main topic. In English, doing so is not acceptable because it breaks the unity of paragraph.

d. Coherence

Another important component of paragraph is coherency. According to Swenzyin said that coherency is the “glue” of writing(Nirwanto,2013, p.27). There are several ways to achieve coherency. The first two ways involve repeating key nouns and using pronouns that refer back to key nouns. The third way is to

use transitions signals to show how one idea is related to the next. The fourth way deals with repeating key words and phrases. The fifth way is to use parallel structure (Nirwanto, 2013, p.73)

In my opinion elements of writing involve of paragraphs, paragraphs are the basic building blocks of text also help writers to structure their ideas effectively, essay is classify to three main parts they are introductory paragraph, body paragraph, and concluding paragraph, when a paragraph has unity, all the supporting sentence discuss only one idea, from beginning to the end, each sentence is directly related to the topic, and the last is coherence paragraph contains sentences that are logically arranged and that flow smoothly.

4. Writing Assessment

Assessment is an integral part in the teaching of writing. It is a process of getting information about students' development and their achievement in the teaching and learning activity.

1. Process Assessment

Process approaches, in contrast to product approaches to writing, process approaches emphasize the act of writing itself, the means by which the text is created more than the text itself. A view of writing as a process that evolves through several stages as the writer discovers and molds meaning and adapts to the potential audience.

2. Product Assessment

Product approaches are defined by their emphasis on the end result of the writing process and essay, a letter, and so on. The underlying assumption of product approaches is that the actual writing is the last step in the process of writing. Product approaches reflect traditional, teacher-centered approaches to teaching in general. Specifically in the traditional composition class, the teacher assigns a writing task. Whether exercises or a composition, knowing what responses she or he expects: the students do the exercises or write the composition and the teacher evaluates the result.

C. Writing Descriptive Text

Descriptive text is a text which has social purpose to give an account of imagined or factual events (Hyland, 2004, p. 214). Hyland explains more about description that it tends to use present tense, and description makes use of “be” and “have”.

Alice Savage and Patricia Mayer (2005, p.33) states that descriptive text is one of genre in writing composition. The word descriptive can be defined as describing something. A writer in descriptive text uses details to tell how a subject looks, sound, smells, tastes, or feels. Moreover, the essay should make the reader respond to what he or she is reading. Meaning that she or he should consider as a writer and as a reader when want to write descriptive text.

Furthermore, the function of descriptive text is to describe a particular thing, place or person and kind of text uses the present tense and no conjunction. While, descriptive also describes ideas and examples focused on a particular subject. Both of them are similar that descriptive text focuses on subject to make clearly

reader understand of our writing. Generally, generic structures of descriptive text include:

- a. Identification is a statement containing a topic to describe. In addition it can identifies the phenomenon to be described.
- b. Description is the details of the description about the object mentioned in the identification. In addition, descriptive text describes the key features, such as:
 - 1) Parts/things look like physical appearance.
 - 2) Qualities, such degree, of beauty, excellence, or worth/value.
 - 3) Other characteristics such, prominent aspects that are unique (Mulyono and M.J.AriWidayanti, 2010, p.98)

D. Power

POWER is a strategy in teaching that has sequence. According to Brookes (2003, p.59) POWER strategy has three stages. The first stage is prewriting stage and includes the planning and organizing steps. The second stage is actually writing and includes the writing step. The third stage is the post writing stage and includes the editing and revising steps.

The POWER strategy provides explicit instruction to students on how to write, in this example, an effective factual paragraph, keeping in mind the characteristics of students with writing difficulties and the principles of effective instruction New South Wales Department of Education and Training Book, (2007, p.95).

POWER stands for Prepare, Organize, Write, Edit, and Rewrite.

1. Preparing Stage

During prepare, students answer two questions, "For whom am I writing?" and "Why am I writing this?" to establish the audience and the purpose for their writing. Then the students brainstorm their background knowledge.

2. Organizing Stage

In this stage, students decide which organizational pattern fits their assignment and then complete a pattern guide, a graphic designed to help them organize their ideas. There are a number of pattern guides to choose from including story, compare/contrast, explanation, and problem/solution. The story guide includes the key story elements of Who?, When?, Where?, What happened?, and How did it end? The compare/contrast guide includes information about the topics being compared, the characteristics on which the topics are compared, and how the topics are alike and different. The explanation guide includes the steps for completing a process. Finally, the problem/solution guide identifies the problem, explains the cause of the problem, and states the solution.

3. Writing Stage

Here students complete a first draft. Depending on the needs of the students, the teacher may demonstrate how to use the information from the planning and organizing stages to complete the draft. The "think aloud" technique, verbalizing your thought process in completing this stage, is helpful. To provide support for initial writing, students may work in groups or pairs until they are ready to write on their own.

4. Editing Stage

Students self-evaluate and peer edit in this stage. During self-evaluation,

students reread and evaluate their drafts, starring sections of the assignment that they like best and putting question marks in the margins by the unclear parts. The students then think of two questions to ask peer editors. During peer editing, the writer reads his draft to the peer editor, who listens and summarizes the assignment. Suggestions are then shared with the writer, and him or her with the peer editor brainstorm ways to improve the assignment. Editing guides and scoring rubrics are helpful to students at this stage.

5. Rewriting Stage

During the final stage, students incorporate changes and improvements as they rewrite their assignments.(Englert, 2006,p.1)

E. Steps in the POWER Writing Process

According to Brookes (2003, p.59) the steps in the POWER writing process are:

1. Prepare

- a. First start with a clear topic. Be sure you know exactly what you want to write about.
- b. At this stage, you need to gather all the information that you will need for your paper.
- c. Brainstorm and list all of the ideas you know about this topic.
- d. Make a list of topics for which you need to get more information.
- e. Gather the information from different sources, such as the Internet and the library.

- f. Take notes on all of the information that you want to include in your paper.

Write down as much information as possible so that you will not have to go back later and get more information. Do not write complete sentences; just write phrases representing the ideas.

- g. Be sure to write complete references for all the information that you gather so that they can be included in a bibliography.

2. Organize.

- a. Review notes of your ideas and your note cards.
- b. Organize these in an outline using the main ideas of your paper as the major headings.
- c. You can write each of these main ideas on large or different colored note cards.
- d. Arrange each of the note cards from the planning stage under each of the main idea cards.
- e. Arrange the note cards in order and number them.
- f. Go back and make an outline of major headings, subheadings, and details.

3. Write

- a. Use your outline and note cards as guides for writing your paper.
- b. Write complete sentences for the phrases on the note cards.
- c. Do not pay attention to mistakes at this stage. Just make sure that you include all the ideas and that you state these clearly and in order.

4. Edit

- a. Check all spelling, capitalization, punctuation, order of words, and grammar.
- b. Check whether your ideas are well-stated.
- c. It may be helpful to read your paper aloud as a way of checking for errors.

5. Rewrite.

- a. Based on your editing, rewrite your paper.
- b. Reread it one last time before turning it in.

F. The Concept of POWER Strategy

The POWER strategy is one of strategies to make students easier to write. The purpose of POWER strategy is to provide explicit instruction to students on how to write. The writing process will be taught by using the acronym POWER: prepare, organize, write, edit, and rewrite. This is based on resume in New South Wales Department of Education and Training book. While the specific steps of *POWER* strategy are:

Prepare = pick a topic, use the think sheet to write down your ideas. Think about whether you need more information. If so, find out more, write the main idea.

Organize = cross out ideas you will not use, group ideas that go together number ideas in the order you want to write them

Write = write the facts as sentences use paragraph form

Edit = use the edit sheet and think about how your paragraph will sound to your partner, edit with a partner

Rewrite = write your final draft. check your sentences, capitals, punctuation, and spelling.

POWER strategy is modified for teaching descriptive text. POWER strategy is an effective factual paragraph and keeping in mind the characteristics of students with writing difficulties and the principles of effective instruction. Moreover, descriptive is one of some factual genres that has purpose to give an account of imagined or factual text events and phenomena (Hyland, 2004, p. 20). This strategy encourages students to write descriptive text effectively by using several stages such; planning or preparing, organizing, writing, editing and revising. Based on the curriculum, the basic competence of writing English refers to the capability of students to express the meaning of monologue texts or essays that use various written language accurately, fluency, and contextually in the form of text such as report, narrative, descriptive, and analytical exposition. Descriptive text is a text uses to describe subjects by telling and showing some description of subject.

Moreover, descriptive text focuses on things that we see or hear and think about how words related to touch, smell, and taste create instant pictures, rub, sting, and whiff. While factual paragraph tells about the fact. Meaning that those have the same purpose is about describing something or subject to make readers understand.

G. The Benefits of POWER Strategy in Writing Activity

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 benefit 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 benefit of POWER strategy according to Luke is demonstrated that students can be taught to use strategies that they have developed themselves. D. Luke, Stephen said (2010,p.1-2) 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 strategies are deployed. Based on the explanation above, it is clear enough that POWER writing strategy is very useful for students writing. 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.

H. Experiment Research

1. Experimental Research

An experiment involves the comparison of the effects of a particular treatment with that of a different treatment or of no treatment. In a simple conventional experiment reference is usually made to an experimental group and to a control group. In other words, an experimental research tries to observe the cause and effect relation. Comparing one or more experimental groups who get a treatment with one or more control groups who do not get any treatment is the way to conduct experimental research. Best (1981, p.57) states that experimental research

provides a systematic and logical method for answering the question, if this done under carefully controlled conditions, what will happen?

Experiments are designed to collect data in such a way that threats to the reliability and validity of the research are minimized. Picciano argues that, experimental research is defined essentially as research in which the causal (independent) variable (s) can be manipulated in order to change the effect. Experimental research are particularly concerned with the issue of external validity and the formal experiment is specifically designed to enable the researcher to extrapolate the outcomes of the research from the sample to the broader population. (www.hunter.cuny.edu/apiccian/edstat09.html#retrun).

2. Types of Experiment Research

Experimental design is the blueprint of the procedures that enable the researcher to test hypotheses by reaching valid conclusions about relationship between independent and dependent variable. Selection of a particular design is based upon the purposes of the experiment, the type of variables to be manipulated, and the conditions or limiting factors under which it is conducted. According to best (1981, p.68-81), there are three categories of experimental design.

a. True Experimental Design

In a true experiment the equivalence of the experimental and control groups is provided by random assignment of subjects to experimental and control treatments. In discussing experimental designs, a few symbols are used :

R = random selection of subjects

X= experimental variable

C= control variable

O= observation or test

There are three models of true experimental designs :

a) The posttest only, equivalent groups design

R X O1

R C O2

This design is one of the most effective in minimizing the threats to experimental validity. Experimental and control group are equated by random assignment. At the conclusion of the experimental and control groups are subject to a test of statistical significance, a t test, or an analysis of variance. The assumption is that the means from the same population will differ as a result of sampling error. If the difference between the means is too great to attribute to sampling error, the difference may be attributed to the treatment variable effect.

b) The pretest – posttest equivalent groups design

R O1 X O2

R O3 CO4

X gain = O2 – O1

O1 O3 = pretest

C gain = O4 – O3

O2 O4 = posttest

This design is similar to the previously describe design, except that pretests are administered before the application of the experimental and control treatments and posttests at the end of the treatment period. Gain scores may be compared and subjected to a test of the significance of the difference between means. This is a strong design, but there may be a possibility of the influence of the effect of testing and the interaction with the experimental variable.

c) The Solomon four group design

R	O1	X	O2
R	O3	C	O4
R		X	O5
R		C	O6

The design is really a combination of the two group design previously described, the population is randomly divided into four samples. Two of the groups are experimental samples. Two groups receive a pretest and a posttest. Two groups receive only a posttest. It is possible to evaluate the main effects of testing, history, and maturation. A two way analysis of variance is used to compare the four posttest scores, analysis of covariance to compare gains in O2 and O4.

Since this design provides for two simultaneous experiments, the advantages of a replication are incorporated. A major difficulty is finding enough subjects to

randomly assign to four equivalent groups.

b. Quasi Experimental Design

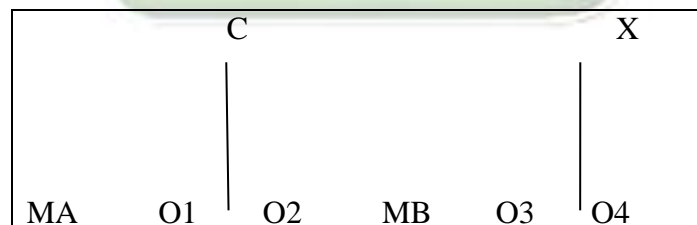
These designs provide control of when and to whom the measurement is applied but because random assignment to experimental and control treatment has not been applied, the equivalence of the groups is unlikely. There are two categories of quasi experimental design:

a) The pretest – posttest nonequivalent groups design

O1	X	O2
O3	C	O4

This design is often used in classroom experiments, when experimental and control groups are such naturally assembled groups as intact classes which may be similar. The difference between the mean of the O1 and O2 scores and the difference between the mean of the O3 and O4 scores (main gain scores) are tested for statistical significance. Since this design may be the only feasible one, the comparison is justifiable, but the results should be interpreted cautiously.

b) The equivalent materials, pretest, posttest design



MA = teaching method A

MB = teaching method B

O1 and O3 are pretests

O2 and O4 are posttest

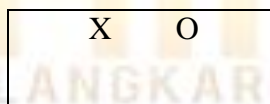
Another experimental design, using the same group or class for both experimental and control groups, involves two or more cycles. The class may be used as a control group in the first cycle and as an experimental group in the second. The order of exposure to experimental and control can be reserved experimental first and control following.

Essential to this design is the selection of learning materials that are different, but as nearly equated as possible in interest to the student and in difficulty of comprehension.

c. Pre - Experimental Design

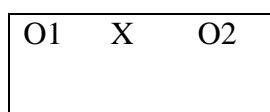
The least effective, for it either provides no control group, or no way of equating groups that are used. The models of pre-experimental designs are as follow :

a. The one- shot case study



This experiment is conducted without any control group and without any pretest. With this models, the researcher has a simple purpose. The purpose is to know the effect of other factors.

b. The one group, pretest-posttest design



O1 = pretest

O2= posttest

This design provides some improvement over the first, for the effects of the treatment are judged by the difference between the pretest and the posttest scores. No comparison with a control group is provided.

c. The static-group comparison design

X	O
C	O

This model is similar to the last two rows of the solomon's model. The use of this model is based on the assumption that both the experimental and control groups are absolutely equivalent.

3. Steps of Experiment Research

The steps in conducting experimental research the general, the steps are :

- a. Reading literature sources to get the problems of the research
- b. Identifying and stating the problems.
- c. Determining the limitation of terms and variable, hypotheses, and support theory.
- d. Designing the experiment.
- e. Conducting the experiment.
- f. Choosing the appropriate data that can represent the experimental group and the control group.

- g. Finding out the significant relation to get the result of the experiment using the appropriate technique (Arikunto, 2003 : p.275-276)

In this research uses quantitative research using experimental research design. Quasi experimental research is a good design of the research because although it is not true experiments, it provides reasonable controlled over most sources in invalidity and it usually stronger than the pre experimental design (McMillan and Schumacher, 2006 : p.273)

There is two kinds of groups, the experimental and the control group, the different treatments is apply to the two groups, the experimental group is taught using concept power strategy in teaching descriptive writing, and the control group is taught using teachers' strategy in descriptive writing. Both of them were taught using the same materials based on curriculum and in the same month. At the end of treatment, the experimental group and the control group received a post-test and the results of the two tests compare to find the significant differences between the experimental group and the control group.

4. T Test

In order to find out whether there is a significant difference of students' ability in writing descriptive text before and after being taught by using POWER strategy, the data is statistically analyze. In this research, the researcher use SPSS to calculate the data. T-test of this case is dependent sample test or paired sample t-test. A dependent sample t-test is also use to compare to means on a single dependent variable. The result of t-test analyze could be see on the SPSS output. Moreover, assumptions and conditions for use of the paired sample t-test are as

follows:

1. The independent variable is dichotomous and its levels or groups are paired, or matched, in some way (e.g., husband-wife, pre-post, etc.).
2. The dependent variable is normally distributed in the two conditions.

The significant level choose in analyzing the score to was 5% or 0.05.

H_a is accepted if: $t_o > t_t$

or If probabilities < 0.05

It means there is a significant difference of students' ability in writing descriptive text before and after being taught by using POWER strategy.

H_o is accepted if: $t_o < t_t$

or If probabilities > 0.05

It means there is no a significant difference ability in writing descriptive text before being taught by using POWER strategy and after being taught by using POWER strategy are category in the classification as follows:

Table 2.2 The Classification of Students Score in writing Descriptive Text

Score Level Category

Score level	Category
80-100	Excellent
66-79	Very Good
56-65	Good
46-55	Fair
0-45	Poor

Based on the table above, it is clearly that if the score level 80-100 are

categorized into excellent. If the score level is 66-79, its categorized into very good. If the score level is 56-65, its categorized into good. If the score level is 46-55, its categorized into fair. Last, if the score level is 0-45, its categorized into poor.

5. Steps of T – Test

Based on the Orin the steps of T-test are :

1. Determine a null and alternative hypothesis.
2. Determine a confidence interval.
3. Assign each population to one of two sample sets.
4. Determine the n_1 and n_2 values.
5. Determine the degree of freedom.
6. Determine the means of the two sample sets.
7. Determine the variances of each data set.
8. Compute the t-statistic using the following formula.
9. On the t- distribution table, use the alpha and k values to find the critical t-value.
10. Compare the critical t-value and the calculated t-statistic.
11. Compare the critical t-value and the calculated t- statistic.

CHAPTER III

RESEARCH METHOD

This chapter discusses about the Research Approach, Research Design, Experimental Design, Population and Sample, Research Instrument, Data Collection Procedure, and Data Analysis Procedure.

A. Research Type

A quantitative approach is used in this study. It is because the researcher investigated the effect of “power” technique on students writing skill, the type of this study is quasi experiment design.

Ary et all (2010, P.648) stated that quantitative research is inquiry employing operational definitions to generate numeric data to answer predetermined hypotheses or questions

B. Research Design

The design of the study is experimental design used quasi-experimental design. Experimental design is a plan for an experiment that specifies what independent variables will be applied, the number of levels of each, how subject are assigned to groups, and the dependent variable. The researcher used quasi-experimental design since it is not possible to randomly assign subjects to treatment group (Ary, 2010, p. 316), and the class is already existed.

The design of the study is experimental design used quasi-experimental design. The groups was given pre-test to measure the early ability of the students’ writing scores. The treatment was given to the experiment group only, meanwhile,

the control is taught using teacher centered learning. After that, Post-tests was given after a lesson or a period of instruction to determine what the students have learned. The design of pretest and posttest is in the table below:

Table 3.1 Design of pre-test and post-test

Nonrandomized	Pre-test	Treatment	Post-test
E	Y1	X1	Y2
C	Y1	-	Y2

E = Experimental

X1 = treatment

Y2 = Post test

C= Control

Y1 = pre tets

C. Population and Sample

1. Population

The larger group about which the generalization is made is called a *population*. A population is defined as all members of any well-defined class of people, events, or objects (Ary, 2010, p.148).

Population is the group to which a researcher would like the results of a study to be able to generalize. In the present study, the population of the study is all of the eighth grade students at MTs Muslimat Nahdlatul Ulama Palangka Raya. They are 90 students.

Table 3.2. Population of the Study

No.	Class	Number
1	VIIIA	30

2	VIII B	30
3	VIII C	30
4	Total	90

2. Sample

The small group that is observed is called a *sample*. A sample is a portion of a population (Ary, 2010, p.148). To determine the students as experiment group the writer used purposive sampling technique. After choosing class, the writer found a class for sampling research. The class was already established, the subject could not be randomized, it is called quasi experiment research.

Since it is less than 100 students, the researcher will take all students of *two* classes as the sample of the study. They are class (VIII- A) which consists of 30 students and class (VIII- C) which consists of 30 students. Therefore, it is called research population.

Table 3.3. Sample of the Study

No.	Class	Number
1	VIII A	30
2	VIIIC	30
3	Total	60

The researcher chooses the class as the sample for some reasons. First, the syllabus shows that the material is given in class VIII. Second, the students are difficult to write descriptive text in English well, even though students are already taught how to write it.

D. Research Instrument

This part explains the test, as a research instrument, used to collect the data.

It covers the types, test construction and test validity and reliability.

The data very important in the study, the data needed to prove and support this study. By collecting data, the researcher can measure the effect of POWER technique on the eighth grade students' skill in writing descriptive text at MTs Muslimat Nahdlatul Ulama Palangka Raya.

1. Test

A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned, Tests can be useful devices among other procedures and tasks designed to assess students (Brown, 2001, p.402)

This score based on a representative sample of the individual's behavior, is an indicator of the extent to which the subject has the characteristic being measured (Ary, 2010, p.201). The data needed to prove and support this study. By this collecting data, the researcher can measure the effect of POWER technique on the eighth grade students' skill in writing descriptive text at MTs Muslimat Nahdlatul Ulama Palangka Raya. The types of the test are in the form of writing test, especially writing descriptive text on descriptive something. Since the research design of this study is counterbalanced design, the researcher was given pretest and posttest to the students.

1. Pre-test was preliminary test that purpose is to measure the students' score in writing before having treatment. The Test Was be given to experiment group

and control group with same pre test instrument.

2. Post-test was given after a lesson or a period of instruction to determine what the students have learned. The purposed of post-test is to measure the students' score in writing after the manipulation by the teacher. Post-test was given to experiment group and control group with different post-test instrument.

Test may be constructed primarily as devices to reinforce learning and to motivate student, or primarily as a means of as seeing the student's performance the language.

The researcher was collect the main data from pretest and posttest. From the two tests, the researcher can find out the POWER technique on the eighth grade students' skill in writing descriptive text at MTs Muslimat Nahdlatul Ulama Palangka Raya. A pre-test was given before treatment. By providing the pretest, the researcher will compare the scores to the post-test scores which will be given after the treatment. A post-test as the last test was given to get the quantitative data about their writing ability after the researcher was teach descriptive text.

2. Documentation

The researcher collected some documents from the place of study. The documentation is used to collect the data. Using the document would help the writer to describe the situation of school. The data that would be collect in this research are:

- a. Photo of teaching learning process in the class.
- b. The students' writing scores.

c. Lesson Plan, and

d. Syllabus

Table 3.4 The source of data, instruments, and data needed.

No	Source of Data	Instruments	Data Needed
1	Students of experiments and control group	Pre-test	To measure early ability of students writing skill.
2	Students of experiments and control group	Post-test	To know the students score in writing skill and the effect of power strategy.

E. Scoring Method

Scoring the students' work is a step to obtain quantitative information from each student. One of the ways to score or to evaluate the students' achievement in writing is rating scale. In using the rating scale, the score could make a rank order of the results of the students had the highest scores and which had the lowest scores. Scheme of rating scale is uses to measure the student's achievement in their written product. The scoring rubric for the measurement (Djiwandono, 2008, p.62) as follow:

Table 3.5 The Scoring Rubric for the Measurement of Writing Test

Components	Score	Level	Criteria
Content	27-30	Very Good to Excellent	Very good in mastering the problem; the content is very solid; complete and comprehensive; very appropriate with the problem and title.

	22-26	Fair to Good	Mastering the problem; the content is adequate; almost complete and comprehensive; appropriate with the problem and title, but it is less detail.
	17-21	Poor to Average	The problem mastery is limited; the content is not adequate enough; less complete.
	13-16	Very Poor	Does not master the problem; the content is not sufficient; not relevant with the title and problem; there is not enough material to evaluate.
Organization	18-20	Very Good to Excellent	Very harmonious; the main ideas are expressed and developed clearly, organized well, logical order; close relationship among parts (cohesive).
	14-17	Fair to Good	Less harmonious; the main ideas are not organized well; less developed; logical order but less comprehensive.
	10-13	Poor to Average	Not harmonious; the main ideas are not irregular; the sequence is less logically; the main ideas are less developed.
	7-9	Very Poor	Does not communicative; no organized; there is not enough material to evaluate.
Grammar	22-25	Very Good to Excellent	Very effective in using simple and complex sentences; less errors in using grammar, sequence sentences, phrase and word form, preposition, etc.
	18-21	Fair to Good	Effective in using simple sentences; some difficulties in using complex sentences; some errors in using grammar, sequence sentences, phrase and word form, preposition, etc.
	11-17	Poor to Average	Error and difficult in using simple and complex sentences; most errors in using grammar, sequence sentences, phrase and word form, preposition, etc.
	5-10	Very Poor	Almost not mastering the grammar; full errors in grammar; cannot be understood; not enough material to evaluate.
Vocabulary	18-20	Very Good to Excellent	Repertory of words is wide; the chosen and use of exact and effective words; mastery in word form and formation.

	14-17	Fair to Good	Repertory of words is enough; the chosen and use of words occasional not exactly, but the meaning not obscured.
	10-13	Poor to Average	Repertory of words are limited; most errors in choosing words; the meaning is hazy and obscured.
	7-9	Very Poor	Repertory of words are very limited until can not communicate the meaning; less informative to evaluate.
Punctuation	5	Very Good to Excellent	Comprehended to the punctuation; less error in spelling, punctuation, the use of capital letter, arrange of paragraph.
	4	Fair to Good	Occasional error in applying the rule, but not hazy the main content and meaning.
	3	Poor to Average	Most error in applying the rule of the spelling and writing; difficult to read the writing; main content and meaning are hazy.
	2	Very Poor	Does not master the rule of the spelling and writing; full error in spelling, punctuation, the use of capital letter, arrange of paragraph, difficult to read the writing; not enough information to evaluate.

F. Research Instrument Validity

Validity is a measurement which shows the grades of number of an Instrument. A valid Instrument must have high validity, it means that an Instrument which lacks validity is said to be Invalid instrument.

An instrument is called a valid one when it can measure something which is wanted by covering the variable studied exactly. The method uses in measuring the validation of the instrument is called content validity.

A test or a measurement can be called a content test when it measures the special purpose which is equal with the material or content given.

1. Face Validity

The types of face validity, if the test items look right to other testers, lecture, indicators and test. The types of test items which will be used in this research, can be suitable to the others at the same level of eighth grade students at MTs Muslimat Nahdlatul Ulama Palangka Raya.

For face validity of the test items as follow:

1. The test used writing test.
2. The evaluation by essay test based on scoring system.
3. Kind of the essay test is descriptive text.
4. The language of items used English for writing test.
5. The written test is suitable with syllabus of English writing for students at MTs Muslimat Nahdlatul Ulama Palangka Raya.

2. Construct Validity

It is capable of measuring certain specific characteristics in accordance with a theory of language behavior and learning. This type of validity assumes the existence of certain learning theories or constructs underlying the acquisition of abilities and skill (Djiwandono, 2008, p.92).

Table 3.5 Syllabus of Writing Descriptive Text

Basic Competence	Material	Indicator	Evaluation	
			type	Form
To express the meaning of a short functional written text and a simple essay in the forms of narrative, descriptive, and news item texts in the context of daily.	Written text in they form of descriptive text	Students are able to write a text in form of descriptive text	written	subjective test

3. Content Validity

Content validity demands the appropriateness between the ability to be measured and the test being used to measure it. (Djiwandono, 2008, p.92). The researcher used writing test for students. The students in this study were to write descriptive text from paragraph test instruction, so the test was really measure the writing ability. The instrument which used test, the testing of content validity was done by asking the opinion of the judgment experts about the instrument is able to try out or not.

Table 3.6 Signification of Content Validity

Indicator of the study	Type of test	Total question
Students are able to write a text in form of descriptive text	Performance test	One question

G. Research Instrument Reliability

Reliability is a necessary characteristic of any good test for it to be valid at all. A test must first be reliable as a measuring instrument. It is the degree of consistency with which it measures whatever it is measuring (Ary, 2010, p.236). Reliability is the extent of consistency and stability of the measuring instrument. In this case, to score composition as fairly and consistently as possible, the researcher uses inter rater method (test of reliability). Inter-rater reliability is the consistency of the judgment of several raters on how they see a phenomenon or interpret the responses of the subjects.

In this study, the researcher was used inter-rater to correct the student's

answers. The researcher Dewi Munawaroh as the first rater and Hamdan S.Pd I the second rater because in the application of this method, each participant's will be scored by more than one rater, at least two raters.

To obtained inter-rater reliability, the score of two raters will be correlated using SPSS program. Then the writer got the interpretation of coefficient correlation, whether they belong to high, moderate, or positive weak negative inter rater reliability category. The obtained coefficient should indicate that the students writing products both using error correction technique and without using error correction have achieved the acceptable level reliability. Calculation result of r is compared with r_{table} by 5% degree of significance with $df=N-2$. If r is higher than r_{table} so it meant reliable and if r is lower than r_{table} so it meant unreliable. In this case, the writer apply the coefficient correlation and interpretation of inter-rater reliability proposed by Winkle et al as shown in table 3.3 (Winkle and Cuen).

Table 3.7 Inter-Rater Coefficient Correlation and Interpretation

Correlation Coefficient	Interpretation
.90 to 1.00 or -.90 to -1.00	Very high positive or negative correlation
.70 to .89 or -.70- to -.89	High positive or negative correlation
.50 to .69 or -.50 to -.69	Moderate positive or negative correlation
.30 to .49 or -.30 to -.49	Low positive or negative correlation
.00 to .29 or -.DO to -.29	Little if any correlation

H. Data Collection

For collecting the data, the researcher used some steps in the procedure as follows:

1. The researcher observed the class

2. The researcher determined the class into experimental group and control group.
3. The researcher gave Pre-Test to experimental group and control group. In the pretest, the writer gave test for both group; writing test (to measure students writing ability). This test was given for both groups to measure and find out their mean before giving treatment.
4. The researcher analyzed the result of pre test so that the data gained from the test was valid and reliable.
5. The researcher gave treatment to experimental group using POWER technique, and teach control group without POWER technique.
6. The researcher gave a posttest to the experiment group and control group. This posttest was given for two groups (Experimental and Control Group). By using post test, the study will get the score from both groups.
7. The researcher was given score to the data from experiment and control group. After post test was done by experimental and control group, the writer was given scores combine with the pre test scores of both group.

I. Data Analysis

The data of this study was students' writing ability. Therefore, the data is in quantitative data. The data analyzed by means of inferential statistics. This statistical analysis is suitable to answer the research problem.

In this case, the researcher apply t test to examine the effect of POWER technique on the eighth grade students' skill in writing descriptive text at MTs Muslimat Nahdlatul Ulama Palangka Raya.

1. Techniques of Data Analysis

Before analyzing data using T Test, the writer fulfills the requirements of T Test. They are Normality test and homogeneity test.

a. Normality Test

It is used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. In this study to test the normality the researcher will apply SPSS 17 program level of significance =5%

b. Homogeneity Test

Homogeneity is used to know whether experimental group and control group, that are decided, come from population that have relatively same variant or not. To calculate homogeneity testing, the researcher will apply SPSS 17 program using Levene's testing with level of significance a (5%).

If calculation result was higher than 5% degree of significance so H_a was accept, it meant both groups had homogeneous.

c. Testing Hypothesis

The researcher applied the t test statistical to test hypothesis with level of significance 5% t test which can be applied to test a difference mean or more. The steps are as follows:

$$\sum X_t^2 = \sum X^2 - \left(\frac{\sum X^2}{N} \right)$$

1) Finding out the grand mean (X) each group:

2) Finding out the sum of square among group:

$$SS_t = \sum X^2 - \left(\frac{\sum X_t}{N} \right)^2$$

Where

SS_t = sum of square total

$\sum X^2$ = each score squared, then summed

$(\sum X_t)^2$ = all the scores summed first, then this sum squared

N= number of score

The sum of squares between groups

$$SS_p = \left(\frac{(\sum X_1)^2}{n_1} + \frac{(\sum X_2)^2}{n_2} - \frac{(\sum X_t)^2}{N} \right)$$

3) The sum of squares within groups

$$SS_w = SS_t - SS_b$$

1.3.1.1.1.1. Finding out degree of freedom between group:

$$Df_b = G - 1$$

1.3.1.1.1.2. Calculating the between-groups mean square (MSb):

$$MS_b = \frac{SS_b}{df_b}$$

1.3.1.1.1.3. Finding out the degree of freedom within group :

$$Df_w = N - 1$$

1.3.1.1.1.4. Calculating within group mean score (MSw):

$$MS_w = \frac{SS_w}{df_w}$$

4) Determining the level of significant of To observed by comparing the To observed with the

T_{table} .

J. Data Analysis Procedures

To analyze the researcher are as follows:

1. Collecting the students' written scores of Pre-test and post- test.
2. Arranging the obtained score into the distribution of frequency of score table.
3. Calculating mean, median, modus, standard deviation and standard error of students' score.
4. Measuring the normality and homogeneity.
5. Analyzing the data by using t test to answer the problem of the study. In addition, the SPSS 17 program is applied.
6. Interpreting the result of analyzing data.
7. Making discussion to clarify the research finding.
8. Giving conclusion.

To sum up, the steps in collecting, analyzing, and hypothesis testing can be describe below. In the first step, the students are given Pre- Test that they select the topic for descriptive text on how to describe something. The subjects are divided into two groups; experimental group and control group. Experiment group is assigned to write a descriptive text. Second step, both groups who are taught by POWER technique and traditional method will be scored by two raters. To analyze the data of writing score, independent t test will be employed. T test is a statistical computation use to test significant difference between within group and between groups. Before testing the hypothesis, normality and homogeneity will be done to fulfill the assumptions. Third step, the researcher hypothesis would be test

to answer the research problem. Lastly, discussion on the results will be made to clarify the finding, as described in figure below.



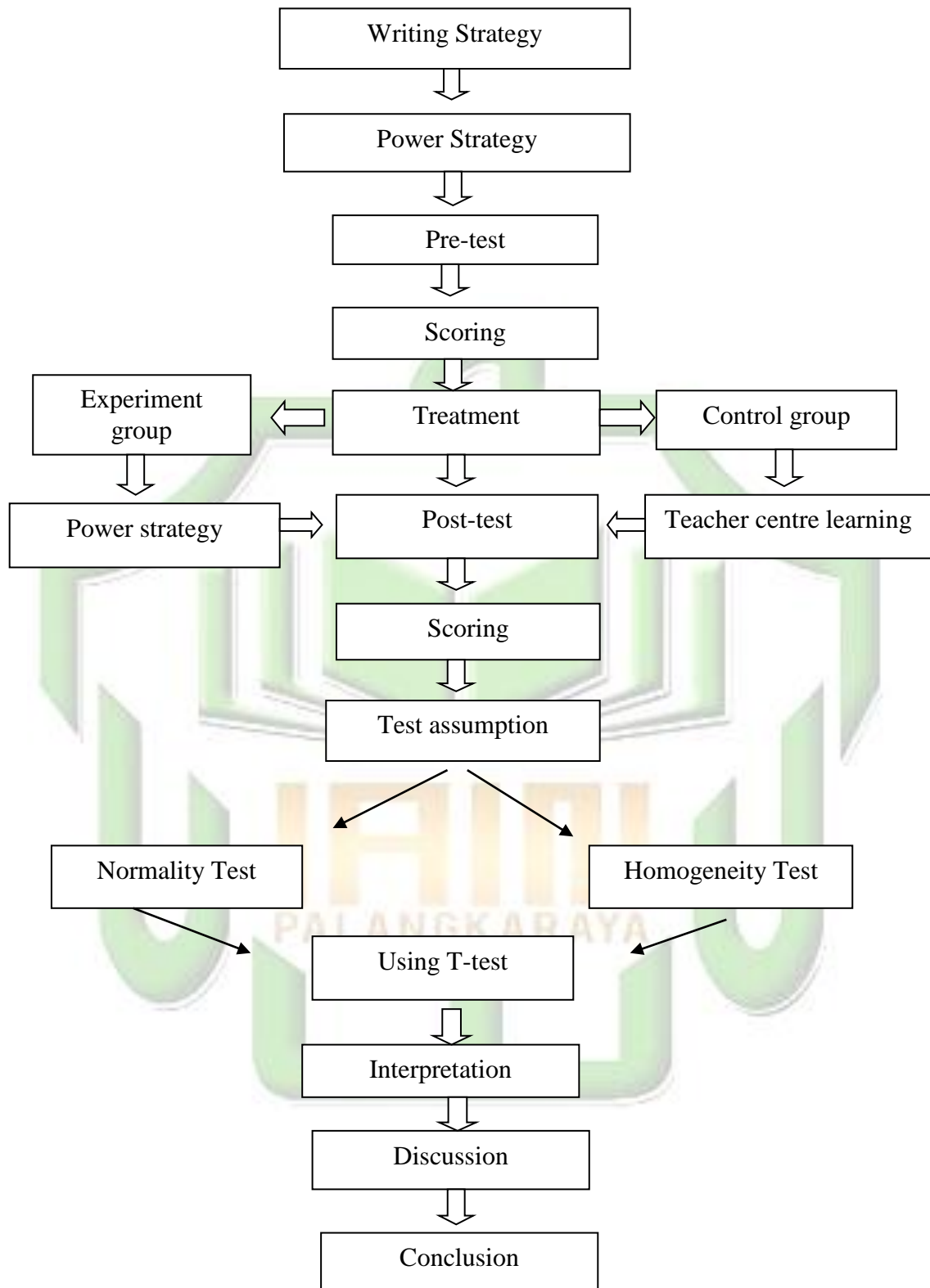


Figure 3.1 Design of the Research

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presented the data which had been collected from the research in the field of study. The data presentation, data analysis, interpretation,

A. Data Presentation

The pre-test at the experiment class was conducted in VIII A with the number of Student was 30 students on 11th, January 2018 (at time 12.40-13.40). Then the post test at the experiment class was conducted in VIII A with the number 30 students on 12th February 2018 (at time 12.40-13.40).

The pre-test at the control class was given in VIII C with the number 30 students on 10th January 2018 (at time 07.15-08.40). Then the post test at the control class was given in VIII C with the number of students was 30 students on 9th February 2018 (at time 07.15-08.40).

In this chapter the researcher presents the obtained data of the students writing score, experiment class who was taught with POWER technique and control class who was taught without POWER technique.

1. The result of Pretest and post test of Control Group

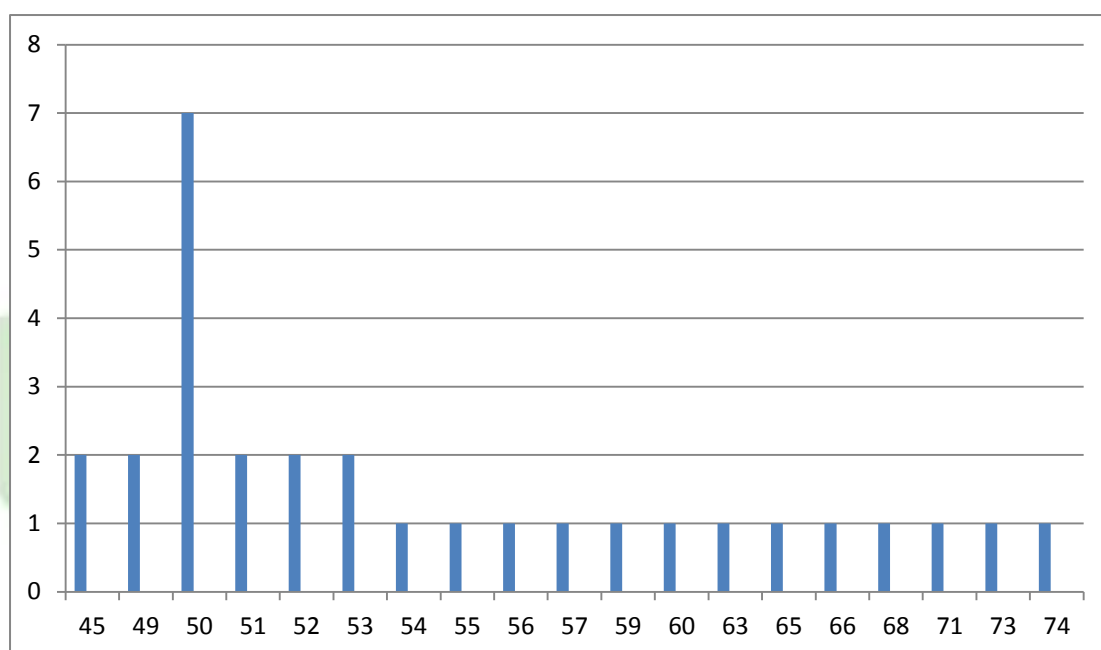
Table 4.1 Pre-Test and post test Score of Control Group

No	Pre test of Control Group		Post test of Control Group	
	Code	Score	Code	Score
1	C01	50	E01	54
2	C02	51	E02	63
3	C03	50	E03	58
4	C04	51	E04	50
5	C05	50	E05	52
6	C06	74	E06	73
7	C07	50	E07	69
8	C08	53	E08	51
9	C09	52	E09	50
10	C10	50	E10	49
11	C11	52	E11	63
12	C12	49	E12	62
13	C13	68	E13	60
14	C14	55	E14	62
15	C15	49	E15	73
16	C16	56	E16	56
17	C17	50	E17	63
18	C18	71	E18	63
19	C19	50	E19	55
20	C20	53	E20	69
21	C21	57	E21	63
22	C22	60	E22	68
23	C23	54	E23	70
24	C24	45	E24	60
25	C25	73	E25	67
26	C26	63	E26	65
27	C27	59	E27	65
28	C28	45	E28	62
29	C29	66	E29	67
30	C30	65	E30	64
	Total	1671	Total	1819
	Highest	74	Highest	73
	Lowest	45	Lowest	49
	Mean	55.700	Mean	60.633
	Std. Deviation	8.162	Std. Deviation	9.080
	Std. Error of Mean	1.490	Std. Error of Mean	1.657

a. The Result of Pretest of Control Group

The distribution of students' score in pretest of control group can be seen in the following figure :

Figure 4.1 The Distribution Frequency of students' Pretest of Control Group



Based on the figure above, it can be seen that the students pretest score of control group. There were two students who got score 45, two students who got score 49, there were 7 students who got score 50, there were two students who got score 51, there were two students who got score 52, there were two students who got score 53 and one student who got score 54, 55, 56, 57, 59, 60, 63, 65, 66, 68, 71, 73, 74.

The next step, the writer calculated the scores of mean, standard deviation, and standard error of using SPSS Program as follows :

Table 4.2 The Calculation of Mean, Standard Deviation and Standard Error of Mean

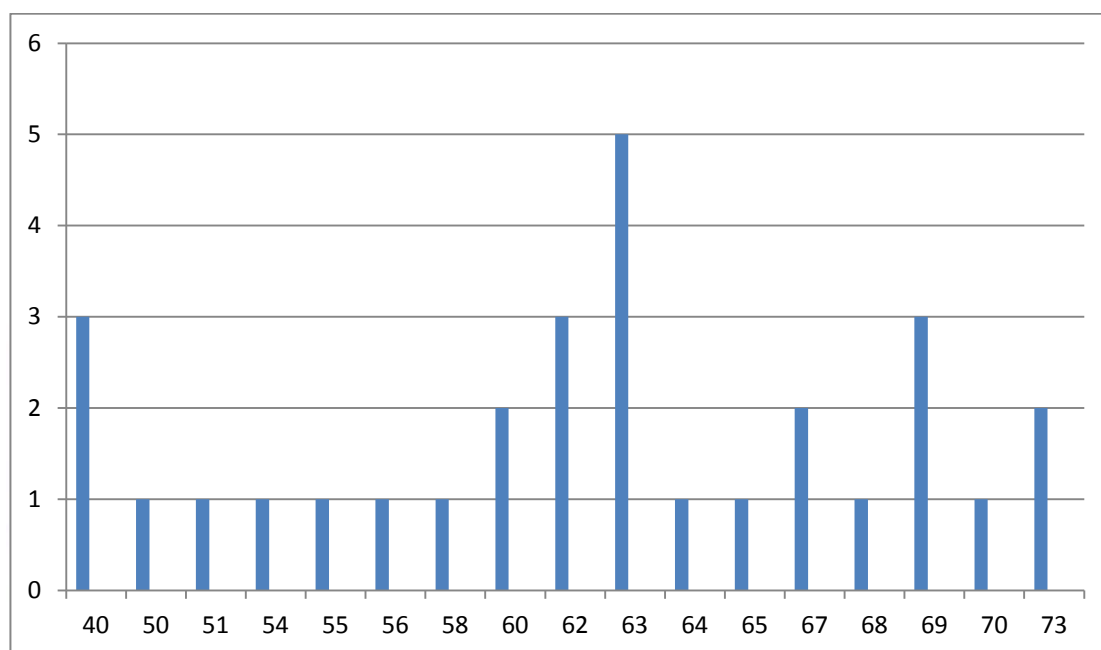
Statistics		
Control		
N	Valid	30
	Missing	0
Mean		55.7000
Std. Error of Mean		1.49031
Median		52.5000
Mode		50.00
Std. Deviation		8.16278
Variance		66.631
Range		29.00
Minimum		45.00
Maximum		74.00
Sum		1671.00

Based on the calculation above, the highest score pretest of control group was 74 and the lowest score was 45. The result of mean was 55.70, standard error of mean was 1.490 and standard deviation was 8.162.

b. The result of Post test of Control Group

The distribution of students' score in post test score of control group can be seen in the following figure.

Figure 4.3 The Distribution Frequency of Post Test of Experimental Group



Based on the figure above, it can be seen that the students posttest control group. There were three students who got score 40, there was one student who got score 50, there was one student who got score 51, there was one student who got score 54, there was one student who got score 55, there was one student who got score 56, there was one student who got score 58, there were two students who got score 60, there were three students who got score 62, there were five students who got score 63, there was one student who got score 64, there was one student who got score 65, there were two students who got score 67, there was one student who got score 68, there were three students who got score 69, there was one student who got score 70 and there were two students who got score 73.

The next step, the writer calculated the scores of mean, standard error of mean and standard deviation using SPSS Program as follows.

Table 4.5 The Calculation of Mean, Standard Error of Mean and Standard Deviation

Statistics		
Control		
N	Valid	30
	Missing	0
Mean		60.6333
Std. Error of Mean		1.65778
Median		63.0000
Mode		63.00
Std. Deviation		9.08004
Minimum		40.00
Maximum		73.00
Sum		1819.00

Based on the calculation above, the highest score was 73, the lowest score was 40. The result of mean was 60.63, the result of standard error of mean was 1.657 and the result of standard deviation was 9.080.

2. The Result of Pre test and Post Test of Experimental

Table 4.4 Pre test and Post Test Score of Experimental

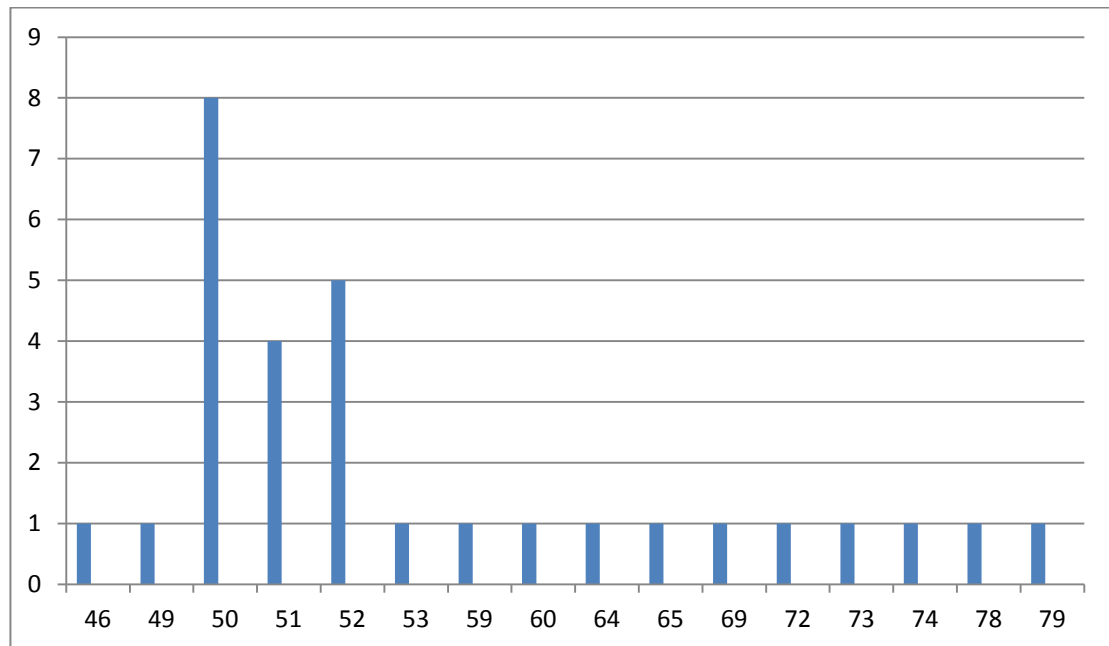
No	Pre test of Experimental Group		Post test of Experimental Group	
	Code	Score	Code	Score
1	C01	74	E01	73
2	C02	46	E02	65
3	C03	59	E03	59
4	C04	73	E04	69
5	C05	69	E05	71

6	C06	78	E06	80
7	C07	72	E07	75
8	C08	50	E08	70
9	C09	64	E09	74
10	C10	50	E10	61
11	C11	50	E11	59
12	C12	50	E12	78
13	C13	50	E13	77
14	C14	65	E14	65
15	C15	51	E15	75
16	C16	79	E16	65
17	C17	50	E17	79
18	C18	60	E18	70
19	C19	50	E19	57
20	C20	52	E20	70
21	C21	52	E21	79
22	C22	50	E22	70
23	C23	52	E23	75
24	C24	51	E24	64
25	C25	49	E25	70
26	C26	53	E26	73
27	C27	52	E27	68
28	C28	51	E28	64
29	C29	51	E29	70
30	C30	52	E30	60
	Total	1705	Total	2093
	Highest	79	Highest	80
	Lowest	46	Lowest	57
	Mean	56.833	Mean	69.766
	Std. Deviation	9.871	Std. Deviation	6.246
	Std. Error of Mean	1.802	Std. Error of Mean	1.140

a. The result of Pre test of Experimental Group

The distribution of students' score in pretest of experiment group can be seen in the following figure.

Figure 4.2 The Distribution Frequency of Students' Pretest of Experimental Group



Based on figure above, it can be seen that the students pretest score of experiment group. There was one student who got score 46, there was one student who got score 49, there were eight students who got score 50, there were four students who got score 51, there were five students who got score 52 and one student who got score 53, 59, 60, 64, 65, 69, 72, 73, 74, 78, 79.

The next step, the writer calculated the scores of mean, standard error of mean and standard deviation using SPSS program as follows :

Table 4.3 The Calculation of Mean, Standard Deviation and Standard Error of Mean

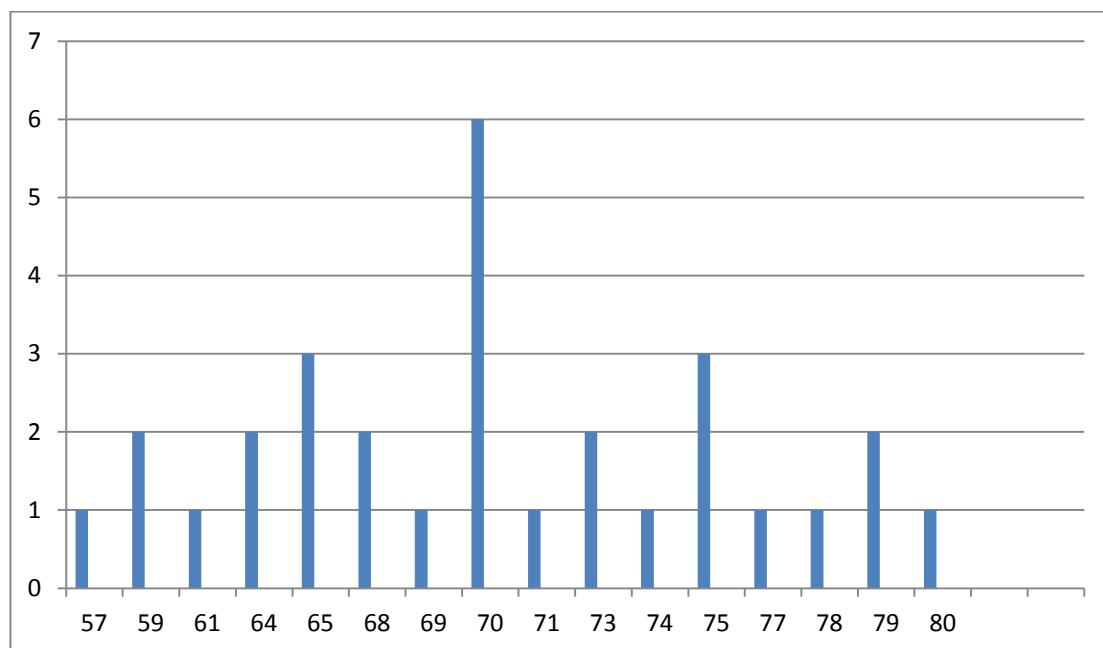
Statistics		
Experimental		
N	Valid	30
	Missing	0
Mean		56.8333
Std. Error of Mean		1.80235
Median		52.0000
Mode		50.00
Std. Deviation		9.87188
Variance		97.454
Range		33.00
Minimum		46.00
Maximum		79.00
Sum		1705.00

Based on the calculation above, the highest score was 79 and the lowest score was 46. The result of mean was 56.83, the standard error of mean was 1.802 and standard deviation was 9.871.

b. The Result of Post test of Experimental Group

The distribution of students score in post test of experimental group could be seen in the following figure .

Figure 4.4 The Distribution Frequency of students' Post test of Experimental group



Based on the figure above, it can be seen that the students' post test experimental group. There was one student who got score 57, there were two students who got score 59, there was one student who got score 61, there were two student who got score 64, There were three students who got score 65, there were two students who got score 68, There was one student who got score 69, there were six students who got score 70, there was one student who got score 71, There were two students who got score 73, There was one student who got score 74, There were three students who got score 75, there was one student who got score 77, there was one student who got score 78, there were two students who got score 79 and there was one student who got score 80.

The next step, the writer calculated the scores of mean, standard error of mean and standard deviation using SPSS program as follows :

Table 4.6 The Calculation of Mean, Standard Error of Mean and Standard Deviation

Statistics		
N	Valid	30
	Missing	0
Mean		69.7667
Std. Error of Mean		1.14036
Median		70.0000
Mode		70.00
Std. Deviation		6.24601
Variance		39.013
Range		23.00
Minimum		57.00
Maximum		80.00
Sum		2093.00

Based on the calculation above, the highest score was 80 and the lowest score was 57. The result of mean was 69.76, the result of standard error of mean was 1.140 and standard deviation was 6.246.

3. The Comparison Result of Control and Experimental Group

Table 4.7 The Comparison Result of Pre test and Post-test of Control

NO	Control group		Control group		Improvement
	Code	Pre Test	Code	Post Test	
1	C01	50	E01	54	+4
2	C02	51	E02	63	+12
3	C03	50	E03	58	+8
4	C04	51	E04	50	-1
5	C05	50	E05	52	+2
6	C06	74	E06	73	-1
7	C07	50	E07	69	+19
8	C08	53	E08	51	-2
9	C09	52	E09	50	-2
10	C10	50	E10	49	-1
11	C11	52	E11	63	+ 11
12	C12	49	E12	62	+11
13	C13	68	E13	60	-8
14	C14	55	E14	62	+7
15	C15	49	E15	73	+24
16	C16	56	E16	56	-
17	C17	50	E17	63	+13
18	C18	71	E18	63	-8
19	C19	50	E19	55	+5
20	C20	53	E20	69	+16
21	C21	57	E21	63	+6
22	C22	60	E22	68	+8
23	C23	54	E23	70	+16
24	C24	45	E24	60	+15

25	C25	73	E25	67	+6
26	C26	63	E26	65	+2
27	C27	59	E27	65	+6
28	C28	45	E28	62	+17
29	C29	66	E29	67	+1
30	C30	65	E30	64	-1
	Total	1671	Total	1819	

Table 4.8 The Comparison Result of Pre test and Post-test of Experiment

NO	Experiment group		Experiment group		Improvement
	Code	Pre Test	Code	Post Test	
1	C01	74	E01	73	+1
2	C02	46	E02	65	+19
3	C03	59	E03	59	-
4	C04	73	E04	69	-4
5	C05	69	E05	71	+2
6	C06	78	E06	80	+2
7	C07	72	E07	75	+3
8	C08	50	E08	70	+20
9	C09	64	E09	74	+10
10	C10	50	E10	61	+11
11	C11	50	E11	59	+ 9
12	C12	50	E12	78	+28
13	C13	50	E13	77	-27
14	C14	65	E14	65	–
15	C15	51	E15	75	+24
16	C16	79	E16	65	-14
17	C17	50	E17	79	+29

18	C18	60	E18	70	+10
19	C19	50	E19	57	+7
20	C20	52	E20	70	+18
21	C21	52	E21	79	+29
22	C22	50	E22	70	+20
23	C23	52	E23	75	+23
24	C24	51	E24	64	+13
25	C25	49	E25	70	+21
26	C26	53	E26	73	+20
27	C27	52	E27	68	+16
28	C28	51	E28	64	+13
29	C29	51	E29	70	+19
30	C30	52	E30	60	+8
	Total	1705	Total	2093	

B. Data Analysis

1. Testing the Normality and Homogeneity

a. Normality Test

The Writer used SPSS program to measure the normality of the data.

Table 4.8 Testing Normality of Post test of Experimental and Control Group.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
PostTestControl	.193	30	.006	.890	30	.005
PostTestExperimental	.201	30	.003	.909	30	.014

a. Lilliefors Significance Correction

The criteria of normality test of post test if the value of probability value / critical value was higher than or equal to the level of significance alpha defined, it meant that data had normal distribution. Based on the calculation used SPSS program, asymptotic significance normality of control group was .005 and experiment group was 0.014. Then the normality both of class was consulted with table Shapiro-Wilk with the level of significance 5% ($\alpha=0.05$). Because the asymptotic significance of control $0.005 \geq 0.05$ and asymptotic significance of experiment $0.014 > 0.05$. It could be concluded that the data was normal distribution.

c. Homogeneity Test

Testing Homogeneity of post test of experimental and control group

Table 4.9 Testing Homogeneity of post test of experimental and control group

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
2.457	1	58	.122

The criteria of the homogeneity test post test was if the value of probability value /critical value) was higher than or equal to the level of significance alpha defined ($r = \alpha$), it meant that the distribution was homogeneity. Based on the calculation using SPSS program above, the value significance was 0.122. The data in this study fulfilled homogeneity since the p value was higher ($0.122 > 0.05$)

2. Testing Hypothesis

a. Testing Hypothesis Using SPSS Program

The writer applied SPSS Program to calculate t-test in testing hypothesis of the study. The result of t test using SPSS Program could be seen as follows :

Table 4.10
Mean, Standard Deviation and Standard Error of Experiment and Control Group using SPSS Program

Group Statistics					
Group		N	Mean	Std. Deviation	Std. Error Mean
Score	Control	30	60.6333	9.08004	1.65778
	Experiment	30	69.7667	6.24601	1.14036

The table showed the result of mean calculation of control group was 60.63, standard deviation was 9.080 and standard error of mean was 1.657. The result of mean calculation of experimental group was 69.76, standard deviation was 6.246 and standard error of mean was 1.140.

Table 4.11 The Calculation of T-Test Using SPSS Program

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score Equal variances assumed	2.457	.122	4.539	58	.000	9.13333	2.01213	13.16105	5.10562
Equal variances not assumed			4.539	51.424	.000	9.13333	2.01213	13.17204	5.09463

The table showed that the result of t-test calculation using SPSS Program. To know the variances score of data, the formula can be seen as followed :

If $\alpha = 0.05 < \text{Sig}$, H_0 accepted and H_a rejected

If $\alpha = 0.05 > \text{Sig}$, H_a accepted and H_0 rejected

Since the result of post test between experimental and control group had difference score of variance, it found that $\alpha = 0.05$ was higher than Sig. (2-tailed) or ($0.05 > 0.000$) so that H_a was accepted and H_0 was rejected.

C. Discussion

The present research aimed at measuring the effect of power technique on eight grade students' ability in writing descriptive text at MTs Nadhlatul Ulama of Palangka Raya . based on the calculation of independent sample t test using SPSS

statisting program the result show that t test of significance two tailed is lower than alpa 0,05, to know whether experiment group who was given power technique, has better effect on students writing, than control group who was not given power technique, it can be seen from the mean score of both group, mean score of experiment group who was given power technique is (69,766) higher than the mean score of control group who was not given power technique (60.633).

It could be interpreted based on the result of calculation that H was stating POWER technique was effective for teaching writing descriptive text of the eighth grade students at MTs Muslimat Nadhlatul Ulama Palangka Raya was accepted and Ho stating that Power Technique was not effective for teaching writing descriptive text of the eighth grade students at MTs Muslimat Nadhlatul Ulama Palangka Raya was rejected. It mean that Power Technique was effective for teaching writing descriptive ext of the eighth grade students at MTs Muslimat Nadhlatul Ulama Palangka Raya gave significant effect at 5% and 1% significant level.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The result of analysis showed that there was significant effect of POWER technique in writing descriptive text at eight grade students at MTs Muslimat NU Palangka Raya. It can be seen from the means score between pre test and post test. The mean score of post test reached higher score than the mean score of pre test. It indicated that the students score increased after conducting treatment. In other words, the students descriptive text writing taught by POWER technique were better than those taught by non POWER technique at eight grade students at MTs Muslimat NU Palangka Raya.

This finding indicated that POWER technique was effective and supported the previous research done by Daniel Panjaitan , Siti Munawarah, Jeffrey and Craig, Nur Kamila Sari, Arie Tria Angga Sari that also stated teaching writing by using POWER technique was effective.

In teaching learning process at writing descriptive text, POWER technique was tool used by the researcher to teach the students. It could be seen from the score of students how the used of POWER technique gave positive effects for students writing descriptive text. It meant that it has important role in teaching learning process. It was answered the problem of the study which “Does POWER technique affect the eighth students’ writing score of descriptive text at MTs Muslimat Nahdlatul Ulama Palangka Raya?”

POWER technique for teaching effectively enhanced the writing

descriptive text at eighth students' writing score of descriptive text at MTs Muslimat Nahdlatul Ulama Palangka Raya. The students writing of descriptive text were improved after they were given opportunities to use POWER technique in the learning process. They wrote better descriptive text using more meaningful contents within a well-organized text in the post test.

B. Suggestion

Based on the research finding, the researcher would like to give some suggestions, especially to the teacher, students and the school. From the conclusion of the research above, it is found that using POWER strategy can give significant difference toward students' ability in writing descriptive text. The suggestions are below:

1. It is hoped that the teacher at MTs Muslimat NU Palangka Raya can implement this strategy in teaching writing because this strategy can make improvement on students' ability in writing. The teacher should support the strategy by using interesting topic that suitable to the students' level and presents the lesson objective clearly in order to make the students motivated in learning activity. The teachers should support their teaching activity with the interesting media.
2. For the students, they have to hard effort to improve their writing ability and take a part actively in learning process in order to support their writing mastery.
3. For the school, it is an improvement in learning process especially in English subject that useful to increase quality of school itself.

4. In this thesis, the researcher realized that there were still many weaknesses that could be seen. The other researchers can improve this study with better design and different object in order to support the result findings. The other researcher also can use this research as the reference for conducting their research. Non contextualized contextualized POWER was used in experiment group, it is worth for the next researchers to use contextualized POWER strategy.



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