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# USING POWER STRATEGY ON STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY: IT'S EFFECTIVENESS

**Siti Rahma Rambe [1], Sholihatul Hamidah Daulay [2], Achmad Ramadhan [3]**

[1] *State Islamic University of North Sumatera , Indonesia*
[2] *State Islamic University of North Sumatera , Indonesia*
[3] *State Islamic University of North Sumatera , Indonesia*

Email: [1]sitirahma221100@gmail.com , [2]sholihatulhamidah@uinsu.ac.id , [3]achmadramadhan@uinsu.ac.id

**ABSTRAK**

This study examines how well ninth-grade students at SMP Negeri 1 Rantau Utara use the POWER approach to improve their writing skills in descriptive texts. Because they don't want to learn how to write in English and because the approaches aren't engaging enough, the students' writing skills are poor. This issue needs to be taken into account because students' motivation to write in English will be impacted if they are not interested in learning the language. The study utilized a quasi-experimental design featuring a pre-test/post-test control group structure, as well as quantitative technique. The experimental group received teaching utilizing the POWER technique (Plan, Organize, Write, Edit, Revise), whereas the control group received standard writing instruction. Students from SMP Negeri 1 Rantau Utara's ninth grade made up the research's population. The study included sixty students, divided equally into thirty in the experimental group and thirty in the control group. Data analysis was conducted using the t-test in SPSS version 23, revealing a difference in writing proficiency between the students in the experimental and control groups. Evidence for this is the significance, or Sig. (2-tailed), which was reached 0.000<0,05, indicating the acceptance of Ha and the rejection of H0. According to the results of the aforementioned study, ninth-grade students at SMP Negeri 1 Rantau Utara can enhance their writing skills by utilizing the POWER Strategy.

**Keywords:** Descriptive Text, POWER Strategy, Students' Ability, Writing

## INTRODUCTION

English is a global language essential for international travel. In Indonesia, students begin learning English from elementary school through university. English proficiency encompasses four skills: writing, reading, speaking, and listening. Writing, particularly for second language or foreign language learners, proves challenging to master. While many students are confident in speaking English fluently, they often struggle with expressing themselves in writing. Language functions as a rehearsal mechanism that enhances memory. It also acts as a tool for analysis, clarifying the complexities of subjects and aiding in organizing thoughts. Consequently, numerous scholars and educators agree on the profound connection between the mind and language.

Writing is often considered one of the most difficult components of language proficiency. Even native speakers often find it more difficult to master compared to other language skills. Writing requires specific abilities such as understanding punctuation, building vocabulary, constructing sentences effectively, and organizing paragraphs cohesively. It serves as a crucial mode of communication, enabling individuals to express opinions and convey messages through text. According to Harmer (1988), writing serves not only as a communication tool but also as a way for individuals to express themselves. According to Dalimunte et al. (2018), writing is a form of communication that utilizes signs and symbols to express language. It involves the process of transcribing one's thoughts onto paper. In essence, writing is a complex task that demands continuous contemplation of ideas and the search for the most effective words and phrases to convey them. It is also seen as a tool for teaching students to think logically while they write. Writing serves as a vehicle for communicating ideas, emotions, and intentions to others, making it an indispensable skill in daily life (Susanto Leo, 2007).

Students are required to comprehend and proficiently write in various text genres as outlined in the 2013 curriculum of Indonesia's education system. For second-grade junior high school students, writing instruction focuses on three primary monologue text genres: descriptive, recount, and procedure texts (Depdiknas, Indonesian Ministry of Education, 2013). Each genre serves distinct functions and exhibits unique features, which can pose challenges for students. Descriptive text, for instance, is a versatile genre that can be integrated into other types of texts. It primarily aims to vividly depict and characterize a location, person, or object. According to Husna (2013), descriptive text involves detailing the attributes and defining characteristics of a subject.

In this study, the researcher utilized the POWER (Plan, Organize, Write, Edit, and Revise) strategy, which offers various approaches to help students enhance and develop their writing abilities. The POWER strategy facilitates the writing process through a structured sequence of five steps: planning, organizing, writing, editing, and revising. It is divided into three primary stages: prewriting, which involves planning and organizing thoughts before writing; writing, which focuses on the actual writing process; and post-writing, which includes editing and revising the written content.

According to Kamilasari (2013), the POWER (Plan, Organize, Write, Edit, Revise) strategy aids students in promptly organizing and exploring their ideas. In practice, students begin by brainstorming ideas on the topic and structuring them into paragraphs. They then develop these ideas systematically during the writing phase. Finally, the strategy encourages students to review and revise their writing based on feedback. The POWER strategy aims to cultivate students' independence and success in writing by promoting organized and methodical writing practices. The POWER technique aims to enhance students' writing abilities in a structured manner across five stages: planning, organizing, writing, editing, and revising. It starts with planning, where students begin by brainstorming to kickstart their writing process. Moving into the organizing stage, they structure their main ideas cohesively. The focus is on producing accurate writing, followed by careful editing and revision before submitting the work to the teacher.. This approach provides numerous benefits that greatly enhance the learning experience. It assists students in efficiently organizing their writing schedules and reduces disruptions while they write.

The POWER strategy is structured into three phases. The initial phase is prewriting, which entails planning and organizing before starting to write. The second stage involves writing, encompassing the actual drafting process. The third stage is post-writing, which includes editing and revising (Stevens, D. D., 1991). During the first step of the POWER strategy, students gather and organize their ideas, much like brainstorming. Visual or graphic organizers are especially advantageous here as they aid in preparing for subsequent steps. These tools offer a concrete method beyond traditional outlining by enabling students to visually arrange information and understand relationships between ideas. Next, students fill out an organizing think sheet, which serves as a pattern guide to assist them in structuring their papers. This sheet reflects the textual organization being focused on. The teacher models and clarifies their thought process to illustrate to students how they can utilize the information collected during the planning and organizing phases to compose their first draft. This step instructs students to assess their own writing and pinpoint areas needing clarification or support, a crucial skill in self-evaluation. Utilize your outline to guide the writing process. Editing involves a two-part process: self-evaluation by the student and peer editing. Lastly, revise the paper.

This strategy seems to promote collaboration between teachers and students in educational activities designed to improve students' skills in scientific writing. By actively involving both parties in the learning process, students can gain a deeper understanding of writing concepts. This engagement not only boosts motivation but also enables students to apply writing skills more effectively in everyday tasks and assignments.

## RESEARCH METHOD

This research adopted a quantitative approach, which involved gathering data in numerical form for subsequent statistical analysis. It examined the effectiveness of the POWER technique in enhancing students' writing proficiency in descriptive texts through a quasi-experimental research design. Creswell (2014) explains that a quasi-experimental design seeks to determine causal relationships between variables. This study utilized a pre-test/post-test control group design, with one group receiving instruction through the POWER strategy (experimental group), while the other group received traditional writing instruction (control group). Before the intervention, all students completed a pre-test involving descriptive writing tasks. After the intervention, both groups underwent a post-test to assess any changes in their abilities to write descriptive texts. The study's participants are students from SMP Negeri 1 Rantau Utara's class IX, which comprises thirty students. The study technique consists of three steps: pre-test, therapy, and post-testing. The research instruments consist of tests, questionnaires, and observations. The researcher assesses the writing test results from both the pre-test and post-test for the experimental and control groups.

## RESULT AND DISCUSSION

The findings are based on information acquired from pre- and post-tests held at SMP Negeri 1 Rantauprapat to evaluate the effect of the POWER approach on students' descriptive text-writing abilities. Pre- and post-test study designs were used in the quantitative methodology the researcher used. While the control group in the study received no intervention, the experimental group received the treatment.
Data scores from both groups were collected, organized into tables, and analyzed as outlined

below:

## Description of the Data

**Table 1. Description of Data**

**Descriptive Statistics**

| | N | Range | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|---|
| Pre-test Experiment | 30 | 20 | 55 | 75 | 64.87 | 4.967 |
| Post-test Experiment | 30 | 20 | 65 | 85 | 73.67 | 5.006 |
| Pre-test Control | 30 | 32 | 45 | 77 | 62.47 | 7.691 |
| Post-test Control | 30 | 27 | 53 | 80 | 67.13 | 6.791 |
| Valid N (listwise) | 30 | | | | | |

According to table 1, the statistical analysis reveals that prior to implementing the POWER strategy, the writing score for the experimental group was 64.87. Following the implementation of the POWER Strategy, this score increased to 73.67. In contrast, the pre-test score for the control group was 62.47, and the post-test score was 67.13. These findings indicate that the POWER Strategy significantly enhances students' proficiency in writing descriptive texts.

## Analysis and Research Result

### Normality Test

It is essential that the data exhibit homogeneity and a normal distribution in order to support the study hypothesis. As a result, the Kolmogorov-Smirnov test was carried out to assess the normality of the pre-test data. A significance level of 0.05 was selected to evaluate the data distribution using SPSS-23. The normality test results for both the experimental and control groups are presented in:

**Table 2. Normality Test**

**Tests of Normality**

| | | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
| | Class | Statistic | df | Sig. | Statistic | df | Sig. |
| Writing result | pre-test Experiment class | .103 | 30 | .200* | .977 | 30 | .731 |
| | post-test experiment class | .128 | 30 | .200* | .974 | 30 | .657 |
| | pre-test control class | .108 | 30 | .200* | .974 | 30 | .667 |
| | post-test control class | .103 | 30 | .200* | .977 | 30 | .754 |

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

At the significance level of 0.05, the distribution is deemed to be normal. The experimental group's pre-test values were 0.103, whereas the control group's were 0.108, according to the Kolmogorov-Smirnov normality test. Similarly, the experimental group's post-test results were 0.128, while the control group's were 0.103. The data may be regarded as regularly distributed because the significance value (Sig.) was 0.200, which is greater than the asymptotic significance (asymp. Sig.) criterion of 0.05.

### Homogeneity Test

After conducting the normality test, the researcher carried out a homogeneity test to assess the consistency of variance between the sample data from the experimental and control groups. Homogeneity would be established if the computed result surpasses 0.05. The table provided below shows the outcomes of the homogeneity test conducted for both the pre-test and post-test across both classes.

**Table 3. Homogeneity Test**

**Test of Homogeneity of Variance**

| | | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| result | Based on Mean | 2.404 | 1 | 58 | .126 |
| | Based on Median | 2.391 | 1 | 58 | .127 |
| | Based on Median and with adjusted df | 2.391 | 1 | 53.242 | .128 |
| | Based on trimmed mean | 2.403 | 1 | 58 | .127 |

The data indicates that the significance level for the post-test in both the experimental and control groups is 0.126, This value exceeds 0.05, indicating that both classes demonstrate comparable variances and are thus homogeneous.

## Hypothesis Test

**Table 4. Hypothesis Test**

**Group Statistics**

| | Class | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Writing with POWER Strategy | Post-test Experimental Class | 30 | 73.67 | 5.006 | .914 |
| | Post-test Control Class | 30 | 67.13 | 6.791 | 1.240 |

The experimental and control groups' post-test results varied significantly, as the table demonstrates. The control group scored 67.13 on the post-test on average, whereas the experimental group scored an average of 73.67, indicating a statistically significant difference.

**Table.5 Independent Samples Test**

**Independent Samples Test**

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | |
|---|---|---|---|---|---|---|---|---|
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error | 95% Confidence Interval of the Difference |

| | | | | | | | | Difference | Lower | Upper |
|---|---|---|---|---|---|---|---|---|---|---|
| Result | Equal variances assumed | 2.404 | .126 | 4.242 | 58 | .000 | 6.533 | 1.540 | 3.450 | 9.617 |
| | Equal variances not assumed | | | 4.242 | 53.330 | .000 | 6.533 | 1.540 | 3.444 | 9.622 |

A significance value (Sig. 2-tailed) of 0.000 is displayed in the "Independent Samples Test" table in the "Equal Variances Assumed" section, which is less than the 0.05 limit. This demonstrates that the independent samples t-test supports the alternative hypothesis (Ha) and rejects the null hypothesis (H0). As a result, the average learning results of the students in the experimental and control groups differ statistically significantly.

The hypothesis is to be tested is as follows:

$H_0$ : The POWER strategy has no significant effect on students' ability to write descriptive texts.

$H_a$ : The POWER strategy has a significant effect on students' ability to write descriptive texts.

The basis for making the decision is as follows:

1) If the Sig. (2-tailed) is greater than 0.05, then Ha is rejected.
2) If the Sig. (2-tailed) is less than 0.05, then Ha is accepted.

The t-test results for post-test scores in the experimental and control groups showed a significance value (Sig. 2-tailed) of 0.000, which is below 0.05, and a t-value of 4.242, surpassing the critical t-value of 2.001. In summary, these results show that the significance level is below 0.05 and the t-value surpasses the critical t-value, which leads to the acceptance of the alternative hypothesis (Ha). This hypothesis suggests that the POWER Strategy improves students' writing skills in descriptive texts.

## DISCUSSION

The purpose of this study was to evaluate how well ninth-grade students at SMP Negeri 1 Rantau Utara could improve their descriptive writing abilities using the POWER Strategy. Pre- and post-tests were administered as part of the study to the experimental and control groups. Class IX-1 comprised 30 students selected as participants for the experimental group. The POWER Strategy was implemented to enhance their ability to write descriptive texts. Initially, students in the experimental group completed a pre-test by composing a descriptive text of at least five sentences, achieving an average score of 64.87. Following the intervention, the experimental group underwent a post-test, achieving a score of 73.67. These results indicate that the POWER Strategy effectively improves students' writing skills.

Additionally, the control class consisted of 30 students from IX-4. Similar to the experimental group, these students completed a pre-test by writing a descriptive text of five sentences or more, achieving a mean score of 62.47. In contrast to the experimental group, The control group was not given the POWER Strategy intervention. After taking the pre-test, the control group completed a post-test and achieving an average score of 67.13 points. This

indicates that there was no noticeable improvement in the control group's writing abilities when comparing the average scores of the pre-test and post-test. The following step involved gathering data from the pre- and post-tests of both the experimental and control groups, and after that doing an independent samples t-test to evaluate the study hypothesis. This exam was conducted at SMP 1 Rantau Utara to see if the writing skills of the experimental and control groups were statistically different from one another following the implementation of the POWER Strategy. The post-test results indicated a notable difference between the groups, with the experimental class achieving an average score of 73.67, compared to 67.13 for the control class.

The independent T-test produced a 0.000 Sig. (2-tailed) result. According to the criteria, Ha is approved if Sig. (2-tailed) < 0.05 and rejected if Sig. (2-tailed) > 0.05. Ha was approved while H0 was denied since the obtained Sig. (2-tailed) value was 0.000, which is less than 0.05. Thus, it was found that the POWER method improves students' capacity to write descriptive texts. According to these results, the POWER technique greatly enhances the writing skills of ninth-grade students at SMP 1 Rantau Utara. The researcher concludes that the application of the POWER Strategy had a significant impact on students' writing proficiency based on the thorough explanation given. The study suggests that students in the experimental class became more adept at employing the POWER strategy in their writing, allowing them to explore and enhance their writing skills more effectively. In contrast, students in the control class demonstrated lower motivation to improve their writing abilities. Drawing from these research findings and observations, it is affirmed that the POWER Strategy effectively enhances students' proficiency in writing descriptive texts.

## CONCLUSION

When it came to producing descriptive writings, students in the experimental class—who were taught the POWER technique—improved more than those in the control group, who did not get this training, according to the researcher's analysis of the pre- and post-test data. The fact that the experimental class's kids had higher average scores is proof of this. The disparity in writing skills between the experimental and control groups is significant. The T-test, which revealed a notable difference in post-test writing skills between the experimental group using the POWER method and the control group, reinforces this finding. The statistical analysis indicates that the POWER technique can effectively enhance the writing proficiency of students at SMP 1 Rantau Utara.

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