USING PREPARE, ORGANIZE, WRITE, EDIT AND REWRITE (POWER) STRATEGY IN TEACHING DESCRIPTIVE WRITING TO THE TENTH GRADE STUDENTS OF SMA NURUL IMAN PALEMBANG

UNDERGRADUATE THESIS

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MOTTO AND DEDICATION

MOTTO:

Q.S Al-Insyirah (94:5)

"Verily, along with every hardship is relief"

Never underestimate yourself. If you are unhappy with your life, fix what's wrong and keep stepping.

First they ignore you, and then laugh at you, then they fight you, then you win. Everything needs challenge and process.

Learn from yesterday, live for today, and hope for tomorrow (Albert Einstein).

THIS THESIS DEDICATED TO:

- ❖ *The one and only God, Allah SWT, the Lord of the world.*
- ❖ *The prophet Muhammad SAW.*
- ❖ *My strongest father (Sutomo) and my dearest mother (Sri Utami). Thanks for giving me support, motivation, love, pray so that I can finish this thesis. It will never be able to be repaid.*
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  Without you all, I can do nothing. The knowledge you have given to me is very worthly. May Allah bless you all. Aamiin.
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- ❖ *My almamater of UIN Raden fatah Palembang.*
- ❖ *All of my beloved friends especially PBI 04 2012. I love you all.*

SURAT PERNYATAAN

Bersama ini saya menyatakan bahwa skripsi saya yang berjudul **"USING PREPARE, ORGANIZE, WRITE, EDIT AND REWRITE (POWER) STRATEGY IN TEACHING DESCRIPTIVE WRITING TO THE TENTH GRADE STUDENTS OF SMA NURUL IMAN PALEMBANG"**, adalah benar hasil kerja saya sendiri. Apabila ternyata skripsi tersebut dikemudian hari terbukti secara jelas dan nyata bukan merupakan hasil pekerjaan saya, saya bersedia diberi sanksi sesuai dengan pasal 70, Undang-undang No. 20 tahun 2003 tentang "Sistem Pendidikan Nasional" yang berbunyi "Lulusan yang karya ilmiah yang digunakan untuk mendapat gelar akademik, profesi, atau vokasi sabagaimana dimaksud dalam pasal 25 ayat (2) terbukti penjiplakan dipidana dengan penjara paling lama dua tahun atau pidana denda paling banyak Rp. 200.000.000,- (Dua Ratus Juta Rupiah)."

Demikianlah pernyataan ini saya buat dengan sebenarnya.

Palembang,   Februari 2017

Yang menyatakan,

SURANI FITRIANAH
12250136

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Palembang,   February 2017
The writer,

SF

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ABSTRACT

The objectives of this study were to find out whether or not there was a significant improvement on the tenth grade students' descriptive writing achievement who are taught by using POWER strategy at SMA Nurul Iman Palembang before and after the treatment, and to find out whether or not there was a significant difference on the tenth grade students' descriptive writing achievement between those who are taught by using POWER strategy and those who are not at SMA Nurul Iman Palembang. This study used quasi-experimental design using non equivalent pretest-posttest design. The population of this study was all the tenth grade students of SMA Nurul Iman Palembang which consisted of 96 students. The sample of this study was taken by using purposive sampling. The total number of the sample was 66 students. The sample were class X.1 (control group) which consisted of 33 students and X.2 (experimental group) which consisted of 33 students. In collecting the data, the writer used test. The test was written test. The test was given twice to experimental and control groups, as a pretest and posttest. To verify the hyphoteses, the data pretest and posttest of the experimental and control groups were analyzed by using paired sample t-test and independent sample t-test in SPSS. The findings showed that the p-output (sig.(2-tailed) was 0.000 lower than 0.05 and the t-value 11.054 was higher than t-table 2.0369 (with df= 32). Then, p-output from independent sample t-test was 0.000 lower than 0.05 and t-value 6.074 was higher than t-table 1.9977 (with df= 64). Therefore, it could be stated that descriptive writing by using Prepare, Organize, Write, Edit and Rewrite (POWER) strategy had a significant improvement on the students' descriptive writing achievement. Therefore, the result of this study is expected to contribute something for the development of the process of English teaching and learning especially for the teaching of writing descriptive text.

Keywords: *Writing, Descriptive Text, POWER Strategy.*

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CHAPTER I

INTRODUCTION

This chapter presents: (1) background; (2) problems of the study; (3) objectives of the study; and (4) significance of the study.

1.1 Background

Language and human being cannot not be separated in daily activities because language is used by people to express their ideas, emotion and desires in communicating and interacting with other people around them or in the world. It relates to Brown (2000, p. 5) who states that language is a system of arbitrary conventionalized, vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another. The language that is used by people to connect one another in the world is English.

As an international language, English is important to be learnt. It relates to Seyabi and Tuzlukova (2014, p. 39) who state that English is viewed as a way to to globalize, modernize, and internationalize economy, health, and educational system. Furthermore, Crystal (2003, p. 4) explains that:

> There are two main reasons which made English as global or universal language. First, English can be made as the official language of a country, to be used as a medium of communication in such domains as goverment, the law courts, the media, and the educational system. Second, English can be made as a priority of foreign language teaching in each country, eventhough it has no official status in the country.

Considering the importance of English, most countries in the world including Indonesia put serious concern on the importance of learning English. According to Sahirudin (2013, p. 568), English is positioned as the first foreign language in Indonesia which is obliged to be taught at junior high school and senior high school determined by central government policy since independent day in 1945. Futhermore, Hamra and Syatriana (2010, p. 27) state that:

> In Indonesia, English is the first foreign language. It is used in English classrooms but not in every communication. This condition makes English difficult for Indonesian students. They have limited time to practice the language. A foreign language, like a native language, students should use it everyday activities through a real practice.

From the above explanations, it can be inferred that English becomes the first foreign language in Indonesia for many years. Beside, the position of English in Indonesia is very crucial to be learnt since it plays important roles in many aspects such as health, economy, business, and education.

In learning English, there are four basic skills which are important to be learnt. They are listening, speaking, reading, and writing but writing is the most difficult skill to be mastered (Choudhury, 2013, p. 27; and Jurianto, Salimah & Kwary, 2015, p. 44). Moreover, Afrin (2016, p. 105) proposed that writing skills are an important part of communication for students throughout their academic life because it allows them to organize their feelings and ideas clearly as well as to convey meaning through well constructed text. It can be concluded that from the four skills of English, writing is regarded as difficult skill to be mastered by students, and the process of learning writing should be taught integratedly.

Meanwhile, students face some difficulties in learning writing. Abas and Aziz (2016, p. 21) state that most of foreign language learners get difficulties in writing because they have to use the correct English grammar and vocabulary, apply the writing skill they have learnt, and incorporate these knowledge with their previous experience on the topic given when writing. In addition, Ogano (2012, p. 13) claims that students may present difficulties in making sentences, using punctuation in sentences and using grammatically accepted vocabulary, and paragraph organization. It means that writing must be taught integratedly since students face some problems such as lack of grammar, vocabulary, and knowledge in organizing the paragraph.

In relation to the statements above, Syaifuddin and Utami (2011, p. 66) state that based on research conducted by Ismail, it is proved that students' writing ability in Indonesia is at the lowest in Asia. Furthermore, Alwasilah cited in Indrawati and Subadiyono (2008, p. 97) state that apparently as a whole, the senior high school students do not have strong basic to write academically, since the national education in Indonesia does not provide the students sufficient writing skill and critical thinking skill. It can be assumed that the position of writing in Indonesia is very urgent. It is needed in order the students have ability in writing in the future such as in university level.

Based on the curriculum and syllabus for Senior High School (SMA/MA), writing is one of skills that must be taught for the students. Besides, writing is crucial to be learnt by Senior High School (SMA) students in learning English in order they can communicate in written form. Yuliasandra

and Ardi (2013, p. 656) state that based on Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006 in Indonesia, teaching English in Senior High School is expected to raise informational level. The informational level means that the students are able to communicate in oral and written form. It can be implied that besides speaking, the students of senior high school are expected to be capable in English writing. In writing activity, many students do not enjoy writing because they feel that they cannot do it correctly at the first time and they lose to get it (Jarvis, 2002). In addition, Megaiab (2014, p. 187) states that in writing competence, students of senior high school encounter problems in many categories. The problems are mostly in grammar such as tenses, articles, singular verb etc, punctuation and capitalization. It means that writing is one of compulsory skills that must be mastered by senior high school students in learning English but they are still have problems in learning writing such as enjoyment, motivation, grammar, punctuation etc.

Based on Competency Standar (SK) and Basic Competency (KD) the first year students of SMA/ MA are expected to be able to express meaningful ideas in term of functional text and simple short essay in the form of descriptive and narrative to interact in the form of text types, usually known as genres, which are closely related to the purpose of each type. Descriptive writing is one of the text types that are taught at the tenth grade. Descriptive text is a kind of text to describe the particular of person, animal or thing with the purpose to give information. It relates to Troia (2014, p. 7) who states that writing is critical to student success in education and in senior high school,

teachers ask students to compose kinds of texts to demonstrate, support, deepen their knowledge, understanding of themselves, their relationships, and their worlds. In addition, Ramadani (2013, p. 3) claims that there are some aspects related to the senior high school students' problems in writing descriptive; the first relates to grammatical error and capitalization. The second relates to mechanic aspect and the last is it is difficult for them to express their ideas into written form. From the above explanation, it could be assumed that descriptive text is one of functional texts that must be mastered by the students. Its position is crucial in learning English but in fact, many senior high school students still face difficulties in writing descriptive text.

Based on the writer's preliminary study at SMA Nurul Iman, many students still got confused how to write a good descriptive text. After interviewing a teacher of English, the result showed that many students got difficulties in writing. The students' reasons are; the first, they could not make a good writing that was caused by difficulty in generating their ideas, lack of grammar etc. The second, many students thought that writing was a boring lesson because they did not understand and did know how to write well. The last, they often felt confused how to write English word correctly. It is supported by 10 item questionnaire that was given to the 30 students. It can be concluded that what teacher stated in interviewing about students' difficulties in writing descriptive was true. It was found that the first problem was it has difficult for them too. Their ideas were not clearly stated so that the sentences were not well organized. The second problem was that there were many errors

in vocabulary, grammar and spelling. Other problems were that the students had low motivation and not interested in writing. As the impact, the result of their writing was not satisfactory for them.

Considering the problems faced by the students in learning descriptive writing, the teacher must apply appropriate strategy that is effective to solve the problems. By applying appropriate strategy, the students can have motivation in learning writing especially descriptive text in order the students can write good paragraph. Dean (2010, p. 4) states that the benefit of teaching writing by using strategy are the first, the students can participate in any purposeful and goal-directed activity especially writing. The second, the employment of strategies can help teacher accomplish teacher's goals more effectively.

One of the appropriate strategies to solve the problems above is by using Prepare, Organize, Write, Edit and Rewrite (POWER) Strategy. Peng (2011, p. 17) claims that the POWER strategy is strategy for teaching writing that includes five steps which concentrate on the writing process generally. This strategy needs the students to understand every instruction firstly and write down the list ideas based on the topic (prepare), organize the list of ideas (organize), write the list of ideas into complete sentences (write), check your own writing and then edit with your partner (edit), and rewrite good paragraph based on editing step (rewrrite). Graham and Harris (2013, p. 188) state that POWER strategy can be used with various text structures and to teach students in grade six until twelfth. From the above explanation, it can be concluded that

POWER strategy is appropriate for teaching writing where this strategy instructs the students to follow each step in order the result of writing has good quality.

This strategy can help the students in writing. It is proven by Fitria (2015) who found that the use of POWER strategy is effective in teaching writing descriptive text. Panjaitan (2013) showed that POWER strategy significantly improved the students' achievement in writing descriptive text at the second year students of SMK Negeri 1 Tanjung Pura. In conclusion, POWER strategy can be applied in teaching descriptive writing to improve students' writing ability. In accordance with the above descriptions, the writer is interested in implementing Prepare, Organize, Write, Edit and Rewrite (POWER) Strategy for the tenth grade students of SMA Nurul Iman Palembang in teaching descriptive writing.

1.2 Problems of the Study

Based on the background above, the problems of this study are formulated in the following question:

1. Is there any significant improvement on the tenth grade students' descriptive writing achievement who are taught by using POWER strategy at SMA Nurul Iman Palembang before and after treatment?

2. Is there any significant difference on the tenth grade students' descriptive writing achievement between those who are taught by using POWER strategy and those who are not at SMA Nurul Iman Palembang?

1.3 Objectives of the Study

In accordance with the problem, the objective of this study will find out:

1. whether or not there is a significant improvement on the tenth grade students' descriptive writing achievement who are taught by using POWER strategy at SMA Nurul Iman Palembang before and after treatment.

2. whether or not there is a significant difference on the tenth grade students' descriptive writing achievement between those who are taught by using POWER strategy and those who are not at SMA Nurul Iman Palembang.

1.4 Significance of the Study

The results of this study are expected to give beneficial contributions for some sides. The first is for the students. This POWER strategy can help the students to write descriptive text easily and improve their achievement in writing descriptive text through clear instructions. The second, this study is useful for teachers of English to apply POWER strategy as one of alternative strategies in teaching writing and could prefer suitable strategy in teaching English especially descriptive writing. The third, this study is expected to be a reference for next researchers especially research on descriptive writing. The last is for the writer. This study expected to add and enlarge writer's knowledge and understanding in teaching descriptive writing for the students by using POWER strategy.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) the concept of teaching; (2) the concept of writing; (3) the concept of teaching writing; (4) the concept of descriptive writing; (5) the concept of Prepare, Organize, Write, Edit and Rewrite (POWER) strategy; (6) teaching procedures by using Prepare, Organize, Write, Edit and Rewrite (POWER) strategy; (7) the advantages of Prepare, Organize, Write, Edit and Rewrite (POWER) strategy; (8) previous related studies; (9) hypotheses of the study; (10) criteria for testing hypotheses; and (11) research setting.

2.1 The Concept of Teaching

According to Ball and Forzani (2009, p. 499), teaching is as the work of helping people learn "worthwhile things," which, as they pointed out, adds an explicitly moral dimension. Teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning (Brown, 2000, p. 7). In addition, Department of Education and Training (2005, p. 2) states that teaching is complex and demanding work that requires highly specialized skills and knowledge to impact significantly on student learning. Furthermore, Coe, Aloisi, Higgins and Major (2014, p. 2) explain that great teaching leads to improve students' progress and achievement using outcomes that matter to their future success.

In relation to the statements above, Department for Education (2011, pp.10-13) states that the obligation of teacher in teaching the students are:

1. Set high expectations which inspire, motivate, and challenge pupils

2. Promote good progress and outcomes by pupils

3. Demonstrate good subject and curriculum knowledge

4. Plan and teach well structured lessons

5. Adapt teaching to respond to the strengths and needs of all pupils

6. Make accurate and productive use of assessment

7. Manage behavior effectively to ensure a good and safe learning and

8. Fulfill wider professional responsibilities.

From the above explanations, it can be assumed that teaching is helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge and causing to know or understand. Besides, it must be done by professional people who have knowledge and experience such as a teacher.

Allah has explained the importance of teaching in His surah Al-Jumu'ah (62:2) below:

هُوَ الَّذِي بَعَثَ فِي الْأُمِّيِّينَ رَسُولًا مِنْهُمْ يَتْلُو عَلَيْهِمْ آيَاتِهِ وَيُزَكِّيهِمْ وَيُعَلِّمُهُمُ الْكِتَابَ وَالْحِكْمَةَ وَإِنْ كَانُوا مِنْ قَبْلُ لَفِي ضَلَالٍ مُبِينٍ

"It is He who has sent among the unlettered a Messenger from themselves reciting to them His verses and purifying them and teaching them the Book and wisdom although they were before in clear error" (Q.S. Al-jumu'ah 62:2).

Based on (Q.S. Al-jumu'ah 62:2) above, teaching in Islam is the process to guide and give instruction human to change from nothing to know something from bad human to good human based on aqidah of Islam. Besides that, teaching is a way to convey knowledge to someone or people about something that they do not know before.

2.2 The Concept of Writing

Writing is the expression of language in the form of letters, symbols, or words. According to Mora-Flores (2009, p. 12), writing is a process by which transfer thinking, ideas, and experiences into written form. It provides a very good means of foxing the vocabulary, spelling, and sentence pattern (Patel & Jain, 2008, p. 125). In addition, Kopp (2012, p. 9) states that students can use writing to help clarify their ideas, record their thinking, internalize their learning, respond their learning, and gain thoughtful feedback to reflect on and adjust their ideas. Through writing, students are capable to share ideas, feelings, persuade and convince other people (Urrutia, Lorena, Gutierrez & Stella, 2011, p. 14., and Alfaki, 2015, p. 40). It means that writing is one of activities that are used to express students' ideas into written form.

The four basics English skills are divided into two categories. They are receptive skills and productive skills. Writing and speaking are considered as productive skills (Lesakova, 2008, p. 16., Aguilera & Filologia, 2012, p. 163., and

Javed, Juan & Nazli, 2013, p. 130). In addition, Aydogan and Akbarov (2014, p. 674) state that writing is productive skill in the written mode. It can be assumed that writing is one of productive skills that produce language than receive it.

In addition, writing as integrative skill plays an inportant place in communication with others, and requires srudents' mental ability (Al-Sobh & Al-Haq, 2012, p. 288; Mettaningrum, Dantes & Suarnajaya, 2013, p. 1; and Al-Mashaqba & Al-Haq, 2015, p. 44). It relates to Nunan (2003, p. 88) who states that writing is the mental work of inventing ideas, thinking about how to express them and organizing statements and paragraphs in order to be clear to a reader. Moreover, Hedge (2000, p. 406) claims that writing is the result of employing strategies to manage the composing process, which involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. In addition, Al-Goumoul (2011, p. 25) states that:

> Writing is integrative skill, important, conctructive, and requires a complex process. It is an essential skill in foreign language learning in order to give the learners the opportunity to develop the proficiency they need to write personal letters, essays, research papers and journals. In addition, writing skills enhance cognitive and linguistic awareness.

In relation to the statemenst above, Graham, McArthur and Fitzgerald (2013, p. 5) state that writing is important to be learnt by the students with some reasons: 1) writing is extremely versatile tool that is used accomplish a variety goals, 2) writing provides powerful tool for influencing others and 3) writing is an indispensable tool for learning and communicating. In addition, Harmer (2007, p.

112) states that writing is used as an aidememoire or practice tool to help students practice and work with language they have been studying. Moreover, Wallace, Stariha and Walberg (2004, p. 15) state that writing is the final product of several separate acts that are hugely challenging to learn simultaneously.

Harmer (2004, pp. 4-5) mentions that the processes of writing are:

1. *Planning*

   Before starting to write or type, writers try and decide what it is they are going to say. For some writers, this may involve making detailed notes.

2. *Drafting*

   This first 'go' at a text is often done on the assumption that it will be amended later, as the writing process proceeds into editing, a number of draft may be produced on the way to the final version.

3. *Editing (Reflecting/ revising)*

   Once, the writers have produced a draft they then, usually, read through what they have written to see where it works and where it does not. Perhaps the order of the information is not clear. Perhaps something written is ambiguous or confusing.

4. *Final Revision*

   Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

Brown (2007, pp. 346-356) states that principles for designing writing techniques are follow:

1. *Incorporate practices of "good" writers*

   This is first guideline is sweeping. Complete devising a technique that has a writing goal in it, consider various things that efficient writers do, and see if the technique includes some of practices.

2. *Balance process and product*

   Because writing is composing process and usually requires multiple drafts before and effective product is created, make sure that students are carefully led through appropriate stages in the process of composing.

3. *Account for cultural/ literary background*

   If there are some apparent contrast between students' native traditions and those that teachers are trying to teach, try to help students to understand what it is, exactly, they are accustomed to and then, by degrees, bring them to use acceptable English rethoric.

4. *Connect reading and writing*

   Clearly, students learn to write in part by carefully observing what is already written. That is, they learn by observing, or reading, the written word. By reading and studying a variety of relevant types of text, students can gain important insight both about how they should write and about subject matter that may become the topic of their writing.

5. *Provide as much authentic writing as possible*

   Whether writing is real writing or for display, it can still be authentic in that the purpose for writing are clear to the students, the audience is specified overtly, and there is at least some intent to convey meaning.

6. *Frame the techniques in terms of prewriting, drafting, and revising stages*

   Processes of writing approaches tend to be framed in three stages of writing. They are prewriting, drafting, and revising.

7. *Strive to offer techniques that are as interactive as possible*

   Writing techniques that focus on purposes other than compositions (such as letters, forms, memos, directions, short reports) are also subject to the principles of interactive classrooms.

8. *Sensitively apply methods of responding to and correcting students' writing*

   As a student receives respond to written work, error-just one several possible things to respond to are rarely changed outright by the instructor; rather they are treated through self-correction, peer-correction, and instructor-initiated comments.

9. *Clearly instruct students on the rhetorical, formal conventions of writing*

   Each type of writing has its formal properties. Do not just assume that students will pick these up by absorption. Make them explicit. A reading approach to writing is very helpful here.

According to Brown (2000, pp. 356-357), the indicators of assessing writing are:

1. Content: Generate ideas and provide supporting details: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.

2. Organization: express fluent expression: ideas clearly stated/supported, succinct, well-organized, logical sequence and cohesive.

3. Grammar: effective complex construction, correct agreement tense, number, word order/function, articles, pronouns and prepositions.

4. Vocabulary: use effective word/idioms: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.

5. Mechanics: use correct English writing: demonstrating mastery of conventions, correct spelling, punctuation, capitalization, paragraphing.

From the above definitions, it can be concluded that writing is very important to be learnt by the students because through it, they can practice and express their ideas, emotions etc into written form. Besides, the students must follow the process of writing in order the result of theirs have good quality to publish.

2.3 The Concept of Teaching Writing

Teaching writing is not like the other skills but it requires conscious attention in order the result of writing has good quality. Perez, Bandera, Leon and Cervan (2003, p. 59) state that teaching writing must consider knowledge of the subject, knowledge of relevant language and finally knowledge personal aspect involved in writing.

In relation with the statement above, Harmer (1998, p. 79) mentions that teaching writing to the students is important for several reasons, they are:

1. *Reinforcement*

    Every student has different way to acquire language. Some are comfortable with oral way; others are pleased with written way. The students who enjoy studying a language through written way will find benefits from activities. For instance, it is useful for them to write sentences by using a new language shortly after they have studied it.

2. *Language development*

    It seems that the actual process of writing helps the students to learn as they go along. The mental activity that they have to go through in order to construct proper written texts is all part of the ongoing learning experience. In short, the knowledge and experience that the students get during their writing will help their language development.

3. *Learning style*

    It is known that every learner has different learning style. The difference will influence the type of language skills that they would like to study. Writing is appropriate for the learners that need time to think longer and produce language in a slower way. It can be suitable for the students who like a quite reflective activity instead of interpersonal face to face communication.

4. *Writing as a skill*

    The most prominent reason to teach writing is because writing is a basic language skill, it is just as important as listening, speaking, and reading.

Students need to know how to write letters, how to put written reports together, how to reply to advertisement, etc. It is teachers' responsibility to give them kinds of skills.

In addition, Graham (2008, p. 2) suggests seven principles that must be followed by teachers in teaching writing: 1) dedicating time to writing and involving students in various forms of writing over time, 2) increasing students' knowledge about writing, 3) fostering students' interest, enjoyment, and motivation to write, 4) helping students become strategic writers, 5) teaching basic writing skills to mastery, 6) taking advantages of technologies writing tools, and 7) using assessment to gauge students' progress and needs.

Based on the explanation above, it can be assumed that teaching writing have some aspects like, grammatical structures, idioms and vocabulary, relationship between writing and thinking, learning style, writing as skill, and opportunities for the students to think, analyze and give a chance to write their ideas.

2.4 The Concept of Descriptive Writing

Descriptive text is a text that used to describe particular person, places, or thing which describes the objects, people, places specially (Holandiyah, 2012, p. 47). In addition, Kamilasari (2013, p. 3) states that descriptive text is a kind of text to describe the characteristic of a thing, animal or person. Schmid (2010, p. 5) explains that descriptive text represent states: describes conditions, draw pictures or portraits, portray social milieus, or natural and social phenomena. Furthermore,

Haines (2007, p. 42) states that the ability to describe people, places, or objects accurately is a useful life skill.

Generic structure of descriptive text consists of the i*dentification* that introduces or identifies the character to be described which is called general description of the object usually contains object's name, kind of the object etc and *description* that describes parts, qualities, character of the person or something which is described (Doddy, Sugeng & Effendi, 2008, p. 117; Mulyono, 2008, p. 22; and Faisal & Suwandita, 2013, p. 242). In addition, Kistono, Ismukoco, Andayani and Tupan (2006, p. 9) declare that language features of descriptive text are: proper nouns (e.g. Hana, my dog), simple present tense, adjectives (e.g. small village, short legs), thinking verbs and feeling verbs (e.g. think, believe) and action verbs (e.g. dance, go). Furthermore, Siahaan (2013, p. 115) states that language features of descriptive text are: use specific participant, written in present tense, use linking verbs, use adjectives, use relational, and material process.

From the explanation above, it can be inferred that descriptive text is a text that is used to describe object such as person, places and things. Descriptive text has generic structure. They are identification and description. Descriptive text uses language features such as using proper noun, simple present tense, adjectives, thinking verbs and feeling verbs. In order to get good descriptive writing, the students have to understand the generic structure and language features of descriptive text.

2.5 The Concept of Prepare, Organize, Write, Edit and Rewrite (POWER) Strategy

POWER strategy as mnemonic strategy that helps students to write by several stages; Prepare, Organize, Write, Edit and Rewrite (McGrew, 2010, p. 106; and Richards & Farrel, 2011, p. 51). According to NSW Department of Education and Training (2007, p. 95), POWER strategy provides explicit instruction to students on how to write, keeping in mind the characteristics of students with writing difficulties and the principles of affective instruction. POWER is mnemonic strategy which is developed to assist students who have problems in organizing their writings into correct paragraph form (Fischer & Rettig, 2004, p. 2). POWER is a strategy to develop and improve student's ability in writing skill through systematic processes: Prepare, Organize, Write, Edit, and Rewrite (Kamilasari, 2013, p. 7; and Panjaitan, 2013, p. 2).

Meanwhile, Graham and Harris (2013, p. 148) state that POWER is writing strategy that consist of five steps. The first step is preparing. Students are encouraged to focus on three areas: the audience for the paper, the purpose of the paper, and the background knowledge that is necessary to write the paper. The second step is organizing: students complete a pattern guide to help them organize their papers. The third step is writing: this step involves preparing guide and generating a first draft. The next step is editing: the step teaches the students to critique their own writing and to identify areas in which they need clarification or assistance. The last step is rewriting: the students rewrite their writing into good paragraph based on the editing step.

2.6 Teaching Procedures by Using Prepare, Organize, Write, Edit and Rewrite (POWER) Strategy

There are the steps in applying POWER strategy proposed by NSW Department of Education and Training (2007, p. 99) as described below:

a. *Prepare*

1. Pick a topic (Ensure the students have the field knowledge).

2. Use the think sheet to write down the ideas. (Provide the students a piece of paper to brainstorm their ideas).

3. Think about whether the ideas need more information or not.

4. If so, find out more.

5. Write the main idea.

b. *Organize*

1. Cross out the ideas that will not use.

2. Group ideas that go together.

3. Number ideas in the order that are wanted to write.

c. *Write*

1. Write complete sentences.

2. Write the paragraph form.

d. *Edit*

1. Use the edit sheet and think about how your paragraph will sound to your partner.

2. Edit with a partner.

e. Rewrite

   1. Write the final draft.

   2. Check the sentences, capitals, punctuation and spelling.

2.7 The Advantages of Prepare, Organize, Write, Edit and Rewrite (POWER) Strategy

Johnson (2008, p. 185) states that the advantages of POWER strategy are; POWER strategy requires the students to write as many words as they can do on topic in given time, expects students to begin writing immediately, and builds the energy and confidence in writing. In addition, Richards (2004) states that POWER strategy gives power for the students to be succeeded when writing by encouraging them to use an organized and systematic process. Furthermore, Kamilasari (2013, p. 5) states that the advantages of POWER strategy as below:

1. POWER strategy can manage student's ideas by following sequential process.

2. This strategy can stimulate student's ideas without ignoring the important points.

3. POWER strategy can help the students to correct their work and lead them become independent writer.

4. This strategy helps the students to write quickly. Students will be able to concentrate in their work through the instruction.

5. This strategy can help students in writing activities, and provoke their interest in learning writing.

2.8 Previous Related Studies

There are two previous studies which are related to the writer's present study. The first study entitled *"Improving the Students' Achievement in Writing Descriptive Text through Prepare, Organize, Write, Edit, Rewrite (POWER) Strategy"* written by Panjaitan (2013). The purpose of this study is to find out whether or not Prepare, Organize, Write, Edit, Rewrite (POWER) strategy effective in teaching descriptive writing. The result of the research showed that this strategy can improve the students' achievement in writing descriptive text. The similarities between Panjaitan's research and the writer's present study are in independent and dependent variables namely use POWER strategy in teaching descriptive writing. However, the difference is in the population of the study. In the writer's present study, the population is the tenth grade students of SMA Nurul Iman Palembang while in the Panjaitan's study was the second year students of SMK Negeri 1 Tanjung Pura.

The second study entitled "*The Writing Ability of Descriptive Text of the Tenth Grade Students of SMA NU Al Ma'ruf Kudus in Academic Year 2014/2015 Taught by Using POWER (Prepare, Organize, Write, Edit, Rewrite) Strategy"* written by Fitria (2015). The purpose of this study is to find out whether or not there is significant difference between the writing ability of descriptive text of the tenth grade students of SMA NU Al-Ma'ruf Kudus before and after being taught by using POWER (Prepare, Organize, Write, Edit, and Rewrite) Strategy. The result of this research showed that using POWER (Prepare, Organize, Write, Edit, and Rewrite) is effective strategy in teaching writing descriptive text. The

similarities between Fitria's study with the writer's present study are in independent and dependent variables use POWER strategy in teaching descriptive writing The differences are in the population of the study. The population of Fitria's research was the tenth grade students of SMA Nu Al Ma'ruf Kudus and the writer's present study is the tenth grade students of SMA Nurul Iman Palembang.

2.9 Hypotheses of the Study

The writer formulates the hypotheses in the following:

1. (Ha): There is a significant improvement on the tenth grade students' descriptive writing achievement who are taught by using POWER strategy at SMA Nurul Iman Palembang before and after treatment.

   (H$_o$): There is no significant improvement on the tenth grade students' descriptive writing achievement who are taught by using POWER strategy at SMA Nurul Iman Palembang before and after treatment.

2. (H$_a$): There is a significant difference on the tenth grade students' descriptive writing achievement between those who are taught by POWER strategy and those who are not at SMA Nurul Iman Palembang.

   (H$_o$): There is no significant difference on the tenth grade students' writing achievement between those who are taught by POWER strategy and those who are not at SMA Nurul Iman Palembang.

2.10 Criteria for Testing Hypothesis

To prove the research problems, the testing of research hypotheses is suggested from Creswell (2012, p. 189) as follows:

1. If the p-output (sig. 2-tailed) is lower than 0.05 and t-obtained is higher than t-table 2.0369 (with df= 32), the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.

   If the p-output (sig. 2-tailed) is higher than 0.05 and t-obtained is lower than t-table 2.0369 (with df= 32), the null hypothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected.

2. If the p-output (sig. 2-tailed) is lower than 0.05 and t-obtained is higher than t-table 1.9977 (with df= 64), the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.

   If the p-output (sig. 2-tailed) is higher than 0.05 and t-obtained is lower than t-table 1.9977 (with df= 64), the null hypothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected.

2.11 Research Setting

This study was conducted in SMA Nurul Iman Palembang. It is located at Jl. Mayor Salim Batu Bara No. 358 Kebon Semai, Sekip Jaya. The accreditation of SMA Nurul Iman Palembang is A (Very Good) on December, 31th 2005. The name of headmaster at SMA Nurul Iman Palembang is Supardi, S. Ag. SMA Nurul Iman Palembang has learning and good facilities they are 1 Headmaster Room, 16 Class Rooms, 1 Library, 1 Teacher Room, 1 Administration Staff, 1

Computer Room, 1 Language Lab, 1 Physics Lab, 1 Biology Lab, 1 Mosque, 1 Counseling Room, and 1 Health Clinic. SMA Nurul Iman has many students. There are 280 students from X until XII grade. There are 96 students at tenth grade, 113 students at eleventh grade, and 101 students at twelfth grade. The totals of teachers who teach at SMA Nurul Iman are 42 teachers and 5 staffs. In this study, there were 66 students that used as the sample. They were X.1 and X.2.

CHAPTER III

METHODS AND PROCEDURES

This chapter presents: (1) research design; (2) variables of the study; (3) operational definitions; (4) population and sample; (5) data collection; (6) data instruments analysis; and (7) data analysis.

3.1 Research Design

This study used a quasi experimental design. According to Fraenkel, Wallen and Hyun (2012, p. 275), quasi-experimental designs do not include the use of random assignment. This study used pretest-posttest non-equivalent group design. There were two groups. They were experimental and control group which both groups gave pretest and posttest. The experimental group was given treatment by using Prepare, Organize, Write, Edit and Rewrite (POWER) Strategy but the control group was not.

The figure of pretest-posttest non-equivalent groups design is suggested by Cohen, Manion and Morisson (2007, p. 283) as follows:

O1	X	O2
- - - - - - - - - - - -		
O3		O4
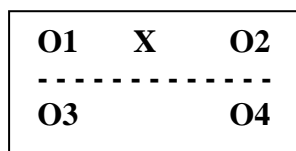
Where:

O_1 : Pretest in experimental group

O_3 : Pretest in control group

X : treatment in experimental group using POWER strategy

O_2 : posttest in experimental group

O_4: posttest in control group

... : dashed line (Non random)

3.2 Variables of the study

According to Fraenkel et al. (2012, p. 77), variable is a concept or a noun that stands for variation within a class of objects, such as chair, weight, gender, color, size, shape, achievement, motivation. In addition, Cohen et al. (2007, p. 504) state that a variable can be considered as a construct, operational construct or particular property in which the researcher is interested.

There are two kinds of variable. They are dependent variable and independent variable. Creswell (2012, pp. 115-116) states that dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. In this study, the independent variable is POWER strategy, and the dependent variable is writing descriptive achievement.

3.3 Operational Definitions

The title of this study is "Using Prepare, Organize, Write, Edit and Rewrite (POWER) Strategy in Teaching Descriptive Writing to the Tenth Grade Students

of SMA Nurul Iman Palembang". To avoid misunderstanding about some terms that are used in this study, the writer defines them. They are:

3.3.1. Prepare, Organize, Write, Edit and Rewrite (POWER) Strategy

Prepare, Organize, Write, Edit and Rewrite POWER is a strategy that can help the students in writing through several steps. The first is allowing the students to write their ideas based on what they want to write about without ignoring the important points. The second is organizing their ideas. The third is writing the ideas into complete sentences. The next is checking mistakes in their own writing and then edit with partner and the last is rewriting into good paragraph based on the editing step. This strategy can guide the students in writing especially descriptive text.

3.3.2. Writing Achievement

Achievement is something which becomes the students' target and goal that can be reached at a good level at the end of learning. Writing achievement is the students' ability in writing measured by a writing test. The students' written works were checked and scored by theree raters based on the descriptive writing rubric from Brown (2007) that focuses on these indicators: content (30%), organization (20%), grammar (20%), vocabulary (15%), and mechanics (15%). Each of them is scaled from 1 to 4. After getting each scale, it is calculated by using formula. The students' writing achievement refers to the score that the students got from the writing test. The test required the students to write a descriptive text.

3.3.3. Descriptive Writing

Descriptive text is a text that is used to describe particular person, place or thing with the purpose to give information. Descriptive text is also one of texts that must be taught for tenth grade students.

3.4 Population and Sample

3.4.1. Population

Creswell (2012, p. 142) states that population is a group of individuals who have the same characteristic. The population of this study is all the tenth grade students of SMA Nurul Iman in academic year 2015/2016. The total of population in this study is shown in the table below:

Table 1
Population of the Study

No	Group class	Male	Female	Total students
1	X. Plus	18	12	30
2	X.1	13	20	33
3	X.2	22	11	33
Total				**96**

(Source: *SMA Nurul Iman Palembang in Academic Year 2015/2016*)

3.4.2. Sample

Creswell (2012, p. 146) states that sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. This study uses purposive sampling in selecting the sample. Fraenkel, et al. (2012, p. 100) state that purposive sampling is different from convenience sampling in that researchers do not simply study whoever is available but rather use their judgment to select a sample that

they believe, based on prior information. After obtaining information from the teacher, class X.1 and X.2 were chosen as the sample, because both classes have the same characteristics. They have same numbers of the students, the same teacher and beside, the teacher of English recommended the writer to select both classes who have the same ability in English. Then, the sample was divided into two groups; they were X.1 as control group and X.2 as the experimental group. Basically, the groups were chosen based on the average mean score of the students in pretest. The lowest score was to be the experimental group and the highest score was to be the control group. The sample of this study presented below.

Table 2
Sample of the Study

No	Group class	Male	Female	Total students
1	X.1 (Control Group)	13	20	33
2	X.2 (Experimental Group)	22	11	33
Total				**66**

3.5 Data Collection

3.5.1. Test

According to Brown (2004, p. 3), test is a method of measuring a person's ability, knowledge, or performance in a given domain. This study used a test. The purpose of the test was to measure students' writing achievement before and after treatment in experimental group. This study used writing instrument test in form of composition (*see Appendix A*). The same test used twice, as pretest and post test. The test items in the pretest

were the same as the posttest. The first time, it was given before teaching learning activities (pre-test) and the second time, it was given after (post-test) in order to find out whether or not the implementing of POWER strategy significantly improves students achievement in writing descriptive text.

Before implementing pretest and posttest for both groups in experimental and control group, the writer conducted tryout at X.C students of SMA Muhammadiyah 6 Palembang. It was held on October, 25th 2016 at 01.00 P.m- 02.30 P.m. Based on the tryout analysis, from six topics which were prepared by the writer such as my favorite artist, my mother, my pet, my favorite place, my laptop, and my house, many students chose four topics, there were eight students chose my favorite artist, five students chose my mother, seven students chose my pet, and four students chose my house. The time that spent by most of students was around 45 minutes.

3.5.1.1. Pre-test

In this study, pre-test was given before giving treatment in both groups, experimental and control group. Creswell (2012, p. 297) states that a pretest provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment. The pre-test was given for both groups in experimental and control group. It measured the students' writing achievement before treatment. The purpose of giving pretest to the students was to know the students' ability in learning

writing before implementing Prepare, Organize, Write, Edit and Rewrite (POWER) Strategy.

In pretest for experimental and control groups, the students were tested by asking them to make a short descriptive paragraph by choosing one of four topics that was prepared by the writer, and did it in around 45 minutes. The topics were: my favorite artist, my mother, my pet, and my house. The topics and allocation time were conducted based on the tryout analysis. Then, the result of students' work checked and scored by three raters based on the descriptive writing rubric from Brown (2007) that focusses on these indicators: content (30%) which consists of topic and details, organization (20%) which consists of identification and description, grammar (20%) which consists of the use of present tense and agreement, vocabulary (15%) and mechanics (15%) which consists of spelling, punctuation and capitalization. In each of them is scaled from 1 to 4. After getting the each scale, it is calculated by using formula, the highest score was 10 and the lowest score was 2.5. The formula was presented as below:

$$\text{Score: } \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

3.5.1.2. Post-test

In this study, both of groups, experimental and the control group is given posttest after conducting treatments. Creswell (2012, p. 297) states that a post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment. The treatment that was given to the experimental group is POWER strategy. The type of

posttest was the same as the pretest. The aim of giving posttest to the students was to measure students' ability in writing after implementing POWER strategy. The same as pretest, the students were asked to make a descriptive paragraph by choosing one of four topics that was prepared in writing test and did in around 45 minutes. Then, three raters checked and scored the students' work. The result of this test compared with the result of pretest in order to know the effect of teaching writing by using POWER strategy to students' writing achievement. From the posttest, the writer got the data that was used to measure the students' progress taught by using POWER strategy.

3.5.2. Criteria of Descriptive Writing

To give score to the students' writing, the scoring rubric can be seen in (*Appendix B*). Descriptive Writing Rubric: adapted from Brown (2007). The rubric provided five aspects of writing. They were content (30%), organization (20%), grammar (20%), vocabulary (15%), and mechanics (15%) in which each of them is scaled from 1 to 4.

3.6 Research Treatment

Treatment was only given to the experimental group but the control group was not. The control group got pre-test and post-test in writing process. The table of teaching schedule was figured out in the table below:

Table 3
Research Teaching Schedule

No	Topic	Meeting	Type of Text	Time Allocation	Date
	PRE-TEST				Nov, 15th 2016
1.	My Best Friend	1st		2 X 45 Minutes	Nov, 16th 2016
2.	B.J Habibie	2nd		2 X 45 Minutes	Nov, 17th 2016
3.	My Favorite Teacher	3rd	Descriptive Text	2 X 45 Minutes	Nov, 18th 2016
4.	Giraffe	4th		2 X 45 Minutes	Nov, 21st 2016
5.	My Cat	5th		2 X 45 Minutes	Nov, 22nd 2016
6.	Paris	6th		2 X 45 Minutes	Nov, 23rd 2016
7.	Kuta Beach	7th		2 X 45 Minutes	Nov, 24th 2016
8.	Mount Bromo	8th		2 X 45 Minutes	Nov, 25th 2016
9.	Monument National	9th		2 X 45 Minutes	Nov, 28th 2016
10.	Borobudur Temple	10th		2 X 45 Minutes	Nov, 29th 2016
11.	Ampera Bridge	11th		2 X 45 Minutes	Nov, 30th 2016
12.	My Favorite Bag	12th		2 X 45 Minutes	Dec, 1st 2016
	POST-TEST				Dec, 2nd 2016

3.7 Data Instrument Analysis

3.7.1. Test Validity

According to Hollandyah (2014, p. 187), validity test is carried out to measure whether the instruments for pretest and posttest activities are valid or not. In additon, Kimberlin & Winterstein (2008, p. 2278) state that

validity is often defined as the extent to which an instrument measures what it purports to measure. To check the validity of the test, the writer divided the test in accordance with the purpose of the test, which was used to measure students' score difference in writing descriptive paragraph by using POWER strategy.

In relation with the statements above, Fraenkel et al. (2012, p. 162) state that the term "validity" refers to appropriateness, meaningfulness, and usefulness of any inferences of the researchers draws based on the data obtained through the use of an instrument. Validity is done to know which are going to be used for pretest and posttests are valid or not. In this research, the writer did the test validity of construct validity and content validity.

3.7.1.1. Construct Validity

According to Cohen, et.al (2007, p. 138), a construct is an abstract; this separates it from the previous types of validity which dealt in actualities-defined content. In addition, Brown (2004, p. 25) states that construct validity is a major issue in validating large-scale standardized tests of proficiency. After constructing the instruments related to some aspects measured, it was to consulted to achieve some expert judgments from at least three validators to evaluate whether the component of instruments are valid or not to be applied in research activities. In this part, the construct validity of the research instruments involved two types. They are question

items for pretest and posttest activities, and lesson plan for experimental group.

In relation with the statements above, there were three validators to validate the research instruments. There are some characteristics of validators and raters, such as 1) teaching educational background, 2) lecturer of English and, 3) minimum 500 TOEFL score. In this study, the first validator was Deta Desvita Sari, M. Pd. The results of analysis instrument test and lesson plan were they can be used with little revision. The second validator was Janita Norena, M. Pd. The result of analysis instrument test can be used with many revisions and lesson plan can be used with little revision. The third validator was Aisyah Syahab, M. Pd. The result of analysis test and lesson plan can be used without revision. From the three validators, it could be assumed that the instrument and lesson plan were appropriate to apply to the research. The result of three validators of this research instruments test, lessons plans, and materials can be seen in (*Appendix C*).

3.7.1.2. Content Validity

A content validity is very important since it is accurate measure of what it is supposed to measure. To know whether or not a test has content validity, a specification of the skills should be made based on the curriculum and syllabus. Then, the result of analysis in constructing the content validity is presented in the test of specification table including: objectives of the test, text titles, test indicator, type of test, and number of item test. According to

Fraenkel et al. (2012, p. 148), content validity refers to the content and format of the instrument. In this research, there were six topics which were used to measure the validity. The specification of the test was presented in table below.

Table 4
Test of Specification Table

Objective	Material	Indicator	Types of Test	Number of Item
The students are able to write descriptive text by using POWER strategy.	Descriptive Text. 1. My Favorite Artist 2. My Mother 3. My Pet 4. My Favorite Place 5. My Laptop 6. My House	The students are able to write descriptive text	Written test	1

3.7.2. Reliability Test

According to Fraenkel et al. (2012, p.154), reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. It means that reliability test measures whether research instruments used for pretest and posttest activity is reliable or not. The scores of reliability were gotten from a tryout analysis which was done for 25 students at X.C of SMA Muhammdiyah 6 Palembang (*See Appendix D*). Based on the tryout analysis, the allocation time that was spent by almost

students in doing their writing were in around 45 minutes. Meanwhile, from six topics that was prepared by the writer, such as my favorite artist, my mother, my pet, my favorite place, my laptop, and my house (*See Appendix E*), many students chose four topics, they were eight students chose my favorite artist, five students chose my mother, seven students chose my pet, and four students chose my house, one student chose my favorite place, and no one student chose my laptop topic. The tryout analysis can be seen in the table below.

Table 5
Tryout Analysis at X.C Students of SMA Muhammadiyah 6
Palembang

No	Students	Topics chosen by students	Time needed for writing
1	Student 1	My Favorite Artist	40 minutes
2	Student 2	My House	40 minutes
3	Student 3	My Favorite Artist	42 minutes
4	Student 4	My Favorite Artist	43 minutes
5	Student 5	My Mother	41 minutes
6	Student 6	My Pet	42 minutes
7	Student 7	My House	44 minutes
8	Student 8	My Favorite Artist	45 minutes
9	Student 9	My Favorite Artist	43 minutes
10	Student 10	My Favorite Artist	42 minutes
11	Student 11	My Favorite Artist	44 minutes
12	Student 12	My Favorite Place	43 minutes
13	Student 13	My House	44 minutes
14	Student 14	My House	42 minutes
15	Student 15	My Pet	43 minutes
16	Student 16	My Mother	43 minutes
17	Student 17	My Favorite Artist	44 minutes
18	Student 18	My Pet	43 minutes
19	Student 19	My Mother	44 minutes
20	Student 20	My pet	45 minutes
21	Student 21	My Pet	45 minutes
22	Student 22	My Mother	44 minutes
23	Student 23	My Mother	45 minutes

24	Student 24	My Pet	45 minutes
25	Student 25	My Pet	43 minutes
Total			1079 minutes 1079: 25= 43,16 minutes
Average time in taking test			45 minutes

In this study, the writer used inter-rater reliability to know whether the test is reliable or not. To test a reliability of writing test and to avoid the bias test, the writer used inter-rater reliability. According to Brown (2004, p. 20), inter-rater reliability occurs when two or more scores yields inconsistent scores of the same test, possibly for lack of attention to scoring criteria, experience, inattention, or even preconceived biases. Inter-rater reliability is degree of agreement among raters. The writer asked lecturers of UIN Raden Fatah Palembang to be raters in giving score to the students' writing test. The first rater is Deta Desvita Sari, M. Pd, the second rater is Janita Norena, M. Pd, and the last is Aisyah Syahab, M. Pd. The score of students' writing test were calculated by three raters to know reliability of the test.

In this study, the writer calculated the students' score by using Spearman rank order correlation. In scoring students' descriptive writing, the writer used scoring rubric which is adapted from Brown (2007). Before, the raters gave students' score, the instrument of assessing written content was given earlier to the raters. Then, three set of scores were calculated by using *Spearman Rank- Order Correlation* (Rho) which is suggested by Hatch and Lazaraton (1991, p. 453).

$$\rho = 1 - \frac{6\left(\sum d^2\right)}{N\left(N^2 - 1\right)}$$

Where:

ρ : Spearman Rank Order Correlation

$\sum d^2$: The sum of the quared differences

N   : Number of Sample

The test would be reliable if the result of the data measurement was higher than 0. 70. According to Fraenkel and Wallen (2012, p. 156) state that the reliability should be at least 0, 70 and preferably higher. The result of rank order correlation was 0, 89 (*see appendix F*), the score was higher than 0.70. It means that the assessment result was reliable.

3.8 Data Analysis

In this study, the students in both groups experimental and control group were given pretest and posttest. The test was in the form of writing composition. The same instruments test was used in pretest and posttest for experimental and control group. Then, the students' writing in pretest and posttest were checked and scored by three raters. After obtaining data from the raters, the writer analyzed them by using t-test. It runs in IBM SPSS (Statistical Package for the Social Science) statistics version 16. There are two kinds of how to do t-test; they are paired sample and independent sample. The paired sample t-test measured

whether or not there is any significant improvement on the tenth grade students' writing achievement before and after the treatment. Meanwhile, the independent sample t-test measured whether or not there are any significant difference on the tenth grade students' writing achievement who are taught by using POWER strategy and those who are not. In analyzing the data, the writer described some techniques as follows:

3.8.1. Data Descriptions

Analyzing the data description, there are two analyses, they are distribution of frequency and descriptive statistic. They are described below:

3.8.1.1. Distributions of Frequency Data

In distributions of frequency data, the students' score, frequency, percentage is achieved. The distributions of frequency data are obtained from students' pretest-posttest scores in experimental and control group. Then, the distribution of frequency data displayed in a table analysis.

3.8.1.2. Descriptive Statistics

In descriptive statistics, number of sample, the score of minimal, maximal, mean, and standard deviation are analyzed. Descriptive statistics are obtained from students' pretest and posttest scores in experimental and control groups.

3.8.2. Prerequisite Analysis

Pre-requisite analysis is done to see whether the data obtains are normal and homogenous before analyzing the data. According to Flynn (2003, p. 15), the use of parametric statistics requires that the sample data, be normally distributed,

have homogeneity of variants and be continuous. The first choice for a researcher is using parametric statistics. It means that if the researchers wanted to know the statistics that used in analyzing the data, the researchers firstly have to test the normality and homogeneity. The following is the procedures in pre-requisite analysis.

3.8.2.1. Normality Test

Normality conducted to know whether the data obtain is normal or not. The data that have normal distribution is the score of significancy higher than 0.05 (Flynn, 2003, p.17). In order to test the normality, the writer used *1 Sample- Kolmogorov-Smirnov* in SPSS program. The normality test used to measure students' pretest posttest scores in both groups (control and experimental).

3.8.2.2. Homogeneity Test

Homogeneity test used to measure whether the data obtained were homogenous or not. According to Flynn, (2003, p.18), the data can be categorized homogen whenever it is higher than 0.05. The homogeneity test used to measure students' pretest and posttest scores in both groups (experimental and control). In measuring homogeneity test, the writer used *Levene Statistics* in SPSS program software.

3.9 Hypotheses Testing

In measuring significant improvement and significant difference on students' writing descriptive text achievement by using POWER strategy as follows:

1) To measure a significant improvement, paired sample t-test is used for testing the students' pre-test to post-test in writing descriptive text by using POWER strategy in experimental group. A significant improvement found whenever the p-output is lower than 0.05 and t-obtained is higher than t-table 2.0369 (with df= 32).

2) To measure a significant difference, independent sample t-test is used for testing the students' post-test scores in writing descriptive text in control and experimental groups. A significant difference is found whenever the p-output is lower than 0.05 and t-obtained is higher than t-table 1.9977 (with df= 64).

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents: (1) findings; and (2) interpretation of the study.

4.1 Findings

The findings of this study were to find out: (1) data descriptions (2) prerequisite analysis, and (3) the results of hypotheses testing.

4.1.1. Data Descriptions

In the data descriptions, distribution of data frequency and descriptive statistics were analyzed.

4.1.1.1. Distribution of Data Frequency

In distribution of data frequency, score, frequency, and percentage, were described. The scores were got from: (a) pretest scores in control group, (b) posttest scores in control group, (c) pretest scores in experimental group, and (d) posttest scores in experimental group.

1. Students' Pretest Scores in Control Group

In distribution of data frequency, the researcher got the interval score, frequency, and percentage. Based on the result analysis of students' pretest scores in control group, it showed one student got 3.0 (3.0%), one student got 3.33 (3.0%), one student got 3.58 (3.0%), one student got 4.0 (3.0%), one student got 4.12 (3.0%), one student got 4.16 (3.0%), one student got 4.3 (3.0%), one student got 4.5 (3.0%), three students got 5.0 (9.1%), one student got 5.08 (3.0%), one student got 5.2 (3.0%), one student got 5.37 (3.0%), one student got 5.41 (3.0%),

one student got 5.45 (3.0%), one student got 5.5 (3.0%), one student got 5.54 (3.0%), one student got 5.58 (3.0%), one student got 5.74 (3.0%), one student got 5.8 (3.0%), one student got 5.83 (3.0%), one student got 5.87 (3.0%), one student got 6.0 (3.0%), one student got 6.04 (3.0%), one student got 6.12 (3.0%), one student got 6.16 (3.0%), two students got 6.33 (6.1%), one student got 6.45 (3.0%), one student got 6.5 (3.0%), 6.66 (3.0%), one student got 8.0 (3.0%). The result of the pretest score in control group was described in Table 6 below.

Table 6
Distribution of Data Frequency on Students' Pretest Scores in
Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	3.0	3.0	3.0
	3.33	1	3.0	3.0	6.1
	3.58	1	3.0	3.0	9.1
	4	1	3.0	3.0	12.1
	4.12	1	3.0	3.0	15.2
	4.16	1	3.0	3.0	18.2
	4.3	1	3.0	3.0	21.2
	4.5	1	3.0	3.0	24.2
	5	3	9.1	9.1	33.3
	5.08	1	3.0	3.0	36.4
	5.2	1	3.0	3.0	39.4
	5.37	1	3.0	3.0	42.4
	5.41	1	3.0	3.0	45.5
	5.45	1	3.0	3.0	48.5
	5.5	1	3.0	3.0	51.5

5.54	1	3.0	3.0	54.5
5.58	1	3.0	3.0	57.6
5.74	1	3.0	3.0	60.6
5.8	1	3.0	3.0	63.6
5.83	1	3.0	3.0	66.7
5.87	1	3.0	3.0	69.7
6	1	3.0	3.0	72.7
6.04	1	3.0	3.0	75.8
6.12	1	3.0	3.0	78.8
6.16	1	3.0	3.0	81.8
6.33	2	6.1	6.1	87.9
6.45	1	3.0	3.0	90.9
6.5	1	3.0	3.0	93.9
6.66	1	3.0	3.0	97.0
8	1	3.0	3.0	100.0
Total	33	100.0	100.0	

2. Students' Posttest Scores in Control Group

In distribution of data frequency, it was found that one student got 4.91 (3.0%), one student got 4.95 (3.0%), one student got 5.2 (3.0%), one student got 5.24 (3.0%), one student got 5.37 (3.0%), one student got 5.5 (3.0%), one student got 5.62 (3.0%), one student got 5.7 (3.0%), one student got 6.33 (3.0%), one student got 6.41 (3.0%), one student got 6.45 (3.0%), one student got 6.58 (3.0%), one student got 6.87 (3.0%), one student got 7.0 (3.0%), one student got 7.08 (3.0%), two students got 7.12 (6.1%), one student got 7.16 (3.0%), one student got 7.24 (3.0%), one student got 7.3 (3.0%), two students got 7.33 (6.1%), one student got 7.45 (3.0%), one student got 7.5 (3.0%), two students got 7.54 (3.0%), one

student got 7.58 (3.0%), one student got 7.62 (3.0%), one student got 7.66 (3.0%), one student got 7.87 (3.0%), one student got 8.04 (3.0%), one student got 8.12 (3.0%), one student got 8.7 (3.0%). The result of the posttest scores in control group was described in Table 7 below.

Table 7
Distribution of Data Frequency on Students' Posttest Scores in Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.91	1	3.0	3.0	3.0
	4.95	1	3.0	3.0	6.1
	5.2	1	3.0	3.0	9.1
	5.24	1	3.0	3.0	12.1
	5.37	1	3.0	3.0	15.2
	5.5	1	3.0	3.0	18.2
	5.62	1	3.0	3.0	21.2
	5.7	1	3.0	3.0	24.2
	6.33	1	3.0	3.0	27.3
	6.41	1	3.0	3.0	30.3
	6.45	1	3.0	3.0	33.3
	6.58	1	3.0	3.0	36.4
	6.87	1	3.0	3.0	39.4
	7	1	3.0	3.0	42.4
	7.08	1	3.0	3.0	45.5
	7.12	2	6.1	6.1	51.5
	7.16	1	3.0	3.0	54.5
	7.24	1	3.0	3.0	57.6
	7.3	1	3.0	3.0	60.6
	7.33	2	6.1	6.1	66.7
	7.45	1	3.0	3.0	69.7

7.5	1	3.0	3.0	72.7
7.54	2	6.1	6.1	78.8
7.58	1	3.0	3.0	81.8
7.62	1	3.0	3.0	84.8
7.66	1	3.0	3.0	87.9
7.87	1	3.0	3.0	90.9
8.04	1	3.0	3.0	93.9
8.12	1	3.0	3.0	97.0
8.7	1	3.0	3.0	100.0
Total	33	100.0	100.0	

3. Students' Pretest Scores in Experimental Group

In distribution of data frequency, it was found that one student got 2.62 (3.0%), one student got 2.74 (3.0%), one student got 3.54 (3.0%), one student got 3.87 (3.0%), one student got 4.2 (3.0%), one student got 4.37 (3.0%), two students got 4.41 (6.1%), one student got 4.5 (3.0%), one student got 4.66 (3.0%), one student got 4.7 (3.0%), one student got 4.74 (3.0%), one student got 4.79 (3.0%), one student got 4.83 (3.0%), one student got 4.91 (3.0%), one student got 5.12 (3.0%), two students got 5.16 (6.1%), one student got 5.45 (3.0%), two students got 5.58 (6.1%), one student got 5.95 (3.0%), one student got 6.0 (3.0%), two students got 6.04 (6.1%), one student got 6.33 (3.0%), one student got (3.0%), one student got 6.37 (3.0%), one student got 6.45 (3.0%), one student got 6.7 (3.0%), one student got 6.74 (3.0%), one student got 6.75 (3.0%), one student got 7.33 (3.0%), one student got 7.75 (3.0%). The result of the pretest scores in experimental group was described in Table 8 below.

Table 8
Distribution of Data Frequency on Students' Pretest Scores in Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.62	1	3.0	3.0	3.0
	2.74	1	3.0	3.0	6.1
	3.54	1	3.0	3.0	9.1
	3.87	1	3.0	3.0	12.1
	4.2	1	3.0	3.0	15.2
	4.37	1	3.0	3.0	18.2
	4.41	2	6.1	6.1	24.2
	4.5	1	3.0	3.0	27.3
	4.66	1	3.0	3.0	30.3
	4.7	1	3.0	3.0	33.3
	4.74	1	3.0	3.0	36.4
	4.79	1	3.0	3.0	39.4
	4.83	1	3.0	3.0	42.4
	4.91	1	3.0	3.0	45.5
	5.12	1	3.0	3.0	48.5
	5.16	2	6.1	6.1	54.5
	5.45	1	3.0	3.0	57.6
	5.58	2	6.1	6.1	63.6
	5.95	1	3.0	3.0	66.7
	6	1	3.0	3.0	69.7
	6.04	2	6.1	6.1	75.8
	6.33	1	3.0	3.0	78.8
	6.37	1	3.0	3.0	81.8
	6.45	1	3.0	3.0	84.8
	6.7	1	3.0	3.0	87.9
	6.74	1	3.0	3.0	90.9

6.75	1	3.0	3.0	93.9
7.33	1	3.0	3.0	97.0
7.75	1	3.0	3.0	100.0
Total	33	100.0	100.0	

4. Students' Posttest Scores in Experimental Group

In distribution of data frequency, it was found that one student got 6.58 (3.0%), one student got 6.75 (3.0%), one student got 7.0 (3.0%), one student got 7.12 (3.0%), one student got 7.3 (3.0%), one student got 7.41 (3.0%), one student got 7.45 (3.0%), one student got 7.58 (3.0%), one student got 7.7 (3.0%), one student got 7.75 (3.0%), one student got 7.83 (3.0%), one student got 7.87 (3.0%), two students got 7.91 (6.1%), two students got 8.0 (6.1%), one student got 8.04 (3.0%), one student got 8.33 (3.0%), one student got 8.37 (3.0%), one student got 8.58 (3.0%), one student got 8.62 (3.0%), one student got 8.66 (3.0%), one student got 8.7 (3.0%), one student got 8.74 (3.0%), one student got 8.78 (3.0%), three students got 8.87 (9.1%), one student got 8.88 (3.0%), one student got 8.91 (3.0%), one student got 9.03 (3.0%), one student got 9.08 (3.0%), one student got 9.12 (3.0%). The result of the posttest score in Experimental group was described in Table 9 below.

Table 9
Distribution of Data Frequency on Students' Posttest Scores in Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6.58	1	3.0	3.0	3.0
	6.75	1	3.0	3.0	6.1
	7	1	3.0	3.0	9.1
	7.12	1	3.0	3.0	12.1
	7.3	1	3.0	3.0	15.2
	7.41	1	3.0	3.0	18.2
	7.45	1	3.0	3.0	21.2
	7.58	1	3.0	3.0	24.2
	7.7	1	3.0	3.0	27.3
	7.75	1	3.0	3.0	30.3
	7.83	1	3.0	3.0	33.3
	7.87	1	3.0	3.0	36.4
	7.91	2	6.1	6.1	42.4
	8	2	6.1	6.1	48.5
	8.04	1	3.0	3.0	51.5
	8.33	1	3.0	3.0	54.5
	8.37	1	3.0	3.0	57.6
	8.58	1	3.0	3.0	60.6
	8.62	1	3.0	3.0	63.6
	8.66	1	3.0	3.0	66.7
	8.7	1	3.0	3.0	69.7
	8.74	1	3.0	3.0	72.7
	8.78	1	3.0	3.0	75.8
	8.87	3	9.1	9.1	84.8
	8.88	1	3.0	3.0	87.9
	8.91	1	3.0	3.0	90.9

9.03	1	3.0	3.0	93.9
9.08	1	3.0	3.0	97.0
9.12	1	3.0	3.0	100.0
Total	33	100.0	100.0	

4.1.1.2. Descriptive Statistics

In the descriptive statistics, the total of sample (N), minimum and maximum scores, mean scores, standard deviation were analyzed. The scores were acquired from; (a) pretest scores in control group, (b) posttest scores in control group, (c) pretest scores in experimental group, and (d) posttest scores in experimental group.

1. Students' Pretest Scores in Control Group

In descriptive statistics, it showed that the total number of sample was 33 students. The minimum score was 3.00, the maximum score was 8.00, the mean score was 5.3621 and the standard deviation was 1.06200. The result analysis of descriptive statistics in control group was described in Table 10 below.

Table 10
Descriptive Statistics on Students' Pretest Scores in Control Group

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_ControlGroup	33	3.00	8.00	5.3621	1.06200
Valid N (listwise)	33				

2. Students' Posttest Scores in Control Group

In descriptive statistic, it showed that the total number of sample was 33 students. The minimum score was 4.91, the maximum score was 8.70, the mean

score was 6.8312, and the standard deviation was 1.00566. The result analysis of descriptive statistic in control group was described in Table 11 below.

Table 11
Descriptive Statistics on Students' Posttest Scores in Control Group

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_ControlGroup	33	4.91	8.70	6.8312	1.00566
Valid N (listwise)	33				

3. Students' Pretest Scores in Experimental Group

In descriptive statistics, it showed that the total number of sample was 33 students. The minimum score was 2.62, the maximum score was 7.75, the mean score was 5.2664 and the standard deviation score was 1.21067. The result analysis of descriptive statistics in experimental group was described in Table 12.

Table 12
Descriptive Statistics on Students' Pretest Scores in Experimental Group

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_ExperimetalGroup	33	2.62	7.75	5.2664	1.21067
Valid N (listwise)	33				

4. Students' Posttest Scores in Experimental Group

In descriptive statistics, it showed that the total number of sample was 33 students. The minimum score was 6.59, the maximum score was 9.12, the mean score was 8.1397, and the standard deviation score was .72123. The result analysis of descriptive statistics in experimental group was described in Table 13.

Table 13
Descriptive Statistics on Students' Posttest Scores in Experimental
Group

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_ExperimentalGroup	33	6.58	9.12	8.1397	.72123
Valid N (listwise)	33				

4.1.2. Prerequisite Analysis

In prerequisite analysis, there were two analyses that should be done. They were normality test and homogenity test.

4.1.2.1. Normality Test

In measuring normality test, *1 Sample Kolmogorov-Smirnov* was used. The normality test is used to measure students' pretest and posttest in control and experimental group.

1. Students' Pretest Scores in Control and Experimental Groups

The computations of normality used the computation in SPSS 16. The result of analysis is figured out in table 14 below.

Table 14
Normality Test of Students' Pretest Scores in Control and
Experimental Groups

No	Student's Pretest	N	Kolmogorov Smirnov	Sig.	Result
1	Control Group	33	.713	.689	Normal
2	Experimental Group	33	.462	.983	Normal

2. Students' Posttest Scores in Control and Experimental Groups

The computations of normality used the computation in SPSS 16. The result of analysis is figured out in table 15 below.

Table 15
Normality Test of Students' Posttest Scores in Control and
Experimental Groups

No	Student's Posttest	N	Kolmogorov Smirnov	Sig.	Result
1	Control Group	33	.996	.274	Normal
2	Experimental Group	33	.882	.419	Normal

4.1.2.2. Homogenity Test

In measuring homogeneity test, Levene statistics was used. Levene statistics is a formula that used to analyze the homogeneity data. The homogeneity test was used to measure students' pretest scores in experimental and control groups, and students' posttest scores in experimental and control groups.

1. Students' Pretest Scores in Control and Experimental Groups

Based on the homogeneity test, it was found that the significance level was 0.347. From the result of the output, it could be stated that the students' pretest in control and experimental group were homogenous since they were higher than 0.05. The result of homogeneity test was figured out in Table 16 below.

Table 16
Homogeneity Test on Students' Pretest Scores in Control and Experimental
Groups

Levene Statistic	df1	df2	Sig.
.897	1	64	.347

2. Students' Posttest Scores in Control and Experimental Groups

Based on the homogeneity test, it was found that the significance level was 0.064. From the result of the output, it could be stated that the students' posttest in control and experimental group were homogenous since they were higher than 0.05. The result of homogeneity test was figured out in Table 17.

Table 17

Homogeneity Test on Students' Posttest Scores in Control and Experimental Groups

Levene Statistic	df1	df2	Sig.
3.557	1	64	.064

4.1.3. Result of Hypothesis Testing

In this result hypothesis testing, measuring means significant improvement was presented.

4.1.3.1. Result Analysis of Paired Sample T-Test from Students' Pretest to Posttest Score in Experimental Groups

In this research, paired sample t-test was used to measure the significant improvement on students' descriptive writing by using POWER strategy at the tenth grade students of SMA Nurul Iman Palembang. The analysis result of paired sample t-test was figured out in Table 18 below.

Table 18
Result Analysis of Paired Sample T-Test from Students' Pretest to Posttest
Score in Experimental Groups

	Paired Sample t-test			Ha
Using *POWER Strategy* at SMA Nurul Iman Palembang	**T**	**Df**	**Sig. (2-tailed)**	
	11.054	**32**	**.000**	**Accepted**

Based on the table analysis, it was found that the p-output was 0.000 and the t-value was 11.054. It could be stated that there was a significant improvement on students descriptive writing taught by using POWER Strategy because the p-output was lower than 0.05 and the t-value was higher than t-table (df 32 = 2.0369). Therefore, it was concluded that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted.

4.1.3.2. Result Analysis of Independent Sample T-Test from Students' Posttest Scores in Control and Experimental Groups

In this research, independent t-test was used to measure the significant difference on students' descriptive writing scores taught by using POWER Strategy and those who were taught by using teacher's method at SMA Nurul Iman Palembang. The analysis result of independent sample t-test was figured out in Table 19 below.

Table 19

Result Analysis of independent Sample t-test from Students' Posttest Scores in Control and Experimental Groups

	Independent Sample t-test			Ha
Using *POWER Strategy* and those who were taught by using teacher's method.	T	Df	Sig. (2-tailed)	
	6.074	64	.000	Accepted

Based on the table analysis, it was found that the p-output was 0.000 and the t-value was 6.074. It could be stated that there was a significant difference on students' descriptive writing taught by using POWER Strategy because the p-output was lower than 0.05 and the t-value was higher than t-table (df 64= 1.9977). Therefore, it was concluded that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted.

4.2 Interpretation

To strengthen the value of this study, some interpretations are made based on the findings above. Based on the result of the data analysis, there was significant improvement on the tenth grade students' descriptive writing achievement who are taught by using POWER strategy. Also, there was significant difference on the tenth grade students' descriptive writing achievement between those who are taught by using POWER strategy and those who are not at SMA Nurul Iman Palembang.

The results can occur because some reasons. The first, the students felt easy to show their ideas. In the first meeting, the researcher focused on the explaining about descriptive text first and then how to use POWER strategy. In the second to forth meeting, the students were still confused how to use the steps of POWER strategy. They could not follow the procedure of POWER strategy easily. Moreover, the researcher tried to explain again by stimulating students to show their ideas based on the topic. For example, the students chose topic about my best friend. Then, the researcher stimulated the students' ideas to write manythings that they wanted to describe about their best friend without ignoring the important points. Nevertheless, showing their ideas about about what they wanted to describe and write as many as ideas that they though without ignoring important points made the students easy to begin writing. This is supported by Johnson (2008, p. 185) who states that POWER strategy requires the students to write as many words as they can do on topic, expects students to begin writing immediately, and builds the energy and confidence in writing. Meanwhile, Kamilasari (2013, p. 5) states that POWER strategy can manage student's ideas by following sequential process and can stimulate student's ideas without ignoring the important points.

Second, in the fifth to twelfth meeting, the students could adapt with this strategy. They were not only able to describe about the topic simply, even they could develop their writing better. They are able to produce their ideas by adding some informations in the description effectively. This is related to Golley (2015, p. 27) who states that POWER will help students in developing their writing, make

their writing stronger, and more effective as well. This statement is also supported by Sari, Rifqoh, and Febriana (2015) who state that POWER strategy is the one of strategies that can help students write effectively. By this, the students can develop their writing skill individually.

The last, the result can happen since the students felt enjoyable in writing their descriptive paragraph and they can interact with their friends, such as in checking the mistakes and giving suggestion about their writing each other. Each student can give suggestions about their friends' writing whether the ideas or informations are not suitable or support in the paragraph, mistakes in grammar etc. They can check them each other. It is strengthened by Sabria (2016, p. 485) who states that interacting together, sharing ideas, outlining, checking each peer mistakes and revising their paragraphs helped students improve their writing abilities. Meanwhile, Peng (2011, p. 17) states that POWER writing strategy figures out the most suitable and effective strategy for ESL learners since it provokes students' interest and makes them enjoy in writing their paragraph.

The result of this present study is similiar to the two previous related studies. The first is from Panjaitan (2013). He indicated that the application of POWER strategy significantly improved the students' achievement in writing descriptive text. He conducted the research in two cycles. The result showed that the students' mean in test II (83.11%) was higher than in test I (66.14%) and in orientation (38.37%). Also, there was improvement on percentage of students who got higher than 75. The percentage improved from 0% in the orientation test, 31.43% in test 1 and 94% in test II.

The second study is from Fitria (2015). She indicated that POWER strategy was effective strategy to improve students' writing in descriptive text. The result showed that mean score of writing ability in descriptive text of the tenth grade students of SMA NU Al-Ma'ruf Kudus in academic year 2014/2015 before being taught by using POWER strategy was 64.87 and standard deviation was 10.37. It was categorized as "sufficient". Therefore, the mean after being taught by using POWER strategy was 77.68 and standard deviation was 8.61, which was categorized as "good".

In conclusion, POWER strategy is effective to be applied in teaching writing especially descriptive text. Since, there were significant improvement and significant difference on the tenth grade students of SMA Nurul Iman Palembang could be achieved.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents: (1) conclusion; and (2) suggestions.

5.1 Conclusion

Based on the findings and interpretation in the previous chapter, some conclusions are drawn. First, from the result of pretest to posttest in teaching descriptive writing by using POWER strategy, significant improvement on students' descriptive writing achievement of the tenth grade students of SMA Nurul Iman Palembang was found. It could be seen that p-output (0.000) was lower than 0.05 and t-obtained= 11.054 was higher than t-table (df 32= 2.0369). it could be concluded that the null hyphotesis (Ho) was rejected, and the alternative hyphotesis (Ha) was accepted.

Second, significant difference on students' descriptive writing achievement who were taught by using POWER strategy and those who were not at SMA Nurul Iman Palembang was found. It could be seen that p-output (0.000) was lower than 0.05 and t-obtained = 6.074 was higher than t-table (df 64= 1.9977). It could be concluded that the null hyphotesis (Ho) was rejected, and the alternative hyphotesis (Ha) was accepted.

The result could occur because the students felt easy to show their ideas and begin their writing, they could develop their writing effectively and they felt enjoyable in writing since they could interact with their friends when writing. Therefore, it can be inferred that POWER strategy can be considered as one of the alternative strategies in teaching English especially descriptive text.

5.2 Suggestions

Based on the study that has been conducted, the researcher would like to offer some suggestions for some sides. The first, the teachers of English especially teacher of English at SMA Nurul Iman Palembang can use POWER strategy as an alternative strategy to improve students' descriptive writing. The second is for the students especially for the tenth grade students at SMA Nurul Iman Palembang. It is suggested that they should learn more about writing not only descriptive writing but also another text since POWER strategy can be implemented in various texts. Next is for the other researchers. Hopefully, this research can be useful as theoretical references for other researchers who want to conduct similar studies with different variables and conditions and focus on the aspects of writing achievement. The other researchers can also consider the weaknesses of the findings in this study, so that they can conduct better research.

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APPENDICES

Appendix A

Writing Test

Directions:
1. Write your name and your class below.
2. Choose one of the titles below.
   a. My Favorite Artist
   b. My Mother
   c. My Pet
   d. My House
3. Make a descriptive paragraph which consists of 100-150 words.
4. Pay attention to the content (30%), organization (20%), grammar (20%), vocabulary (15%), and mechanics (15%) in writing your paragraph.
5. You have 45 minutes to write your paragraph.

Name   : ....
School / Class   : ..../..........

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Good Luck ☺

Appendix B

Descriptive Writing Rubric

Aspect	Score	Performance Description	Weighting
Content (C) 30% -Topic -Details	4	The topic is complete and clear and the details are relating to the topic.	3x
	3	The topic is complete and clear but the details are almost are relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20% -Identification -Description	4	Identification is complete and descriptions are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are arranged with few misuse connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20% -Use Present Tense - Agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and words forms	1.5x
	3	Few misuse of vocabularies, word forms but not change the meaning	

	2	Limited range confusing words and word forms	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% -Spelling - Punctuation -Capitalization	4	It uses correct spelling, punctuation and capitalization	1.5x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominated by errors of spelling, punctuation and capitalization	

Adapted from Brown (2007)

Score: $\dfrac{3C+2O+2G+1.5V+1.5M}{40} \times 10$

Appendix N

LESSON PLAN
(Experimental Group)

School   : SMA Nurul Iman Palembang
Subject   : English
Skill   : Writing
Grade/ Semester   : X/ 1
Time Allocation   : 2 x 45 Minutes (1st meeting)

Standard Competency
Expressing meaning in very simple short essay and functional written discourses in the forms of narrative, descriptive and news item to interact with surrounding environment.

Basic Competence
Expressing meanings and rhetorical steps of very simple short essay using various written discourses accurately, fluently, acceptably to interact with surrounding environment in the forms of narrative, descriptive and news item.

I. Indicators
1. Identify the aims, structure, language features, and purposes of written descriptive text about the famous people, places, things, and animals.
2. Compose written descriptive text about the famous people, places, things, and animals.

II. Learning Objectives

In the end of the study, the students are able to:
1. Identify the aims, structure, language features, and purposes of written descriptive text about the famous people, places, things, and animals.
2. Compose written descriptive text about the famous people, places, things, and animals.
3. The students are able to write descriptive text by using POWER strategy.

III. Learning Materials
   Descriptive text
   Social function   : to give information
   Generic structure :
                        1. Identification
                        2. Description
   Language feature   :
                        1. Proper nouns (eg. Hana, my dog)

2. Simple present tense
3. Adjectives (e.g. small village, short legs)
4. Thinking verbs and feeling verbs (e.g. think, believe)
5. Action verbs (e.g. dance, go).

Example of Descriptive Text

	My Best Friend
Identification ⇨	I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We do not study in the same class, but we meet at school every day during recess and after school. I first met her at junior high school orientation and we have been friends ever since.
Description ⇨	Dinda is good-looking. She is not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears the uniform. Other than that, she likes to wear jeans, casual t-shirts and sneakers. Her favorites t-shirts are those in bright colors like pink, light green and orange. She is always cheerful.
	She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that's why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn't get what she wants, she acts like a child and stamps her feet. Dinda loves drawing, especially the Manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time to draw the manga characters from her imagination. Her sketches are amazingly great. I'm really glad to have a best friend like Dinda.

Taken from Bahasa Inggris SMA/ MA/ SMK/ MAK. 2014, p. 58.

IV. Learning Strategy

Prepare, Organize, Write, Edit, Rewrite (POWER) strategy

V. Steps of Learning Activity

Phase	Activity	Time (minute)
Engagement	Opening Activity	
Pre-Activity	1. The Teacher greets for the students. 2. The Teacher checks the students' attendance.	5 minutes

Whilst-Activity	Exploration: 1. The teacher shows pictures to the students and then asks the whole class what they might know about the picture. 2. The students give responds about the picture and the teacher writes the students' responds on the board. 3. The teacher explains what will be learnt by the students. 4. The teacher explains definition of descriptive text, generic structure and language features of descriptive text. 5. The teacher guides the students to write descriptive text through several steps. Elaboration: **1. Prepare** 　1) The teacher guides the students to write descriptive text. 　2) The teacher tells the topic what they want to write about. 　3) The teacher guides and gives examples to the students on how to write the ideas and the main idea on the whiteboard. **2. Organize** 　1) The teacher guides the students to group the ideas of the topic based on the main idea. 　2) The teacher guides the students to find similar meaning of ideas and cross out the ideas that they do not want to use. **3. Write** 　1) The teacher remains the students about the generic structure of descriptive text. 　2) The teacher guide the students to write complete sentences about descriptive text based on the list of ideas in preparing step (ok, let us write the descriptive text now. Do not be afraid to make mistakes). **4. Edit** 　1) The teacher shows the students edit sheet and then explains the edit sheet.	50 minutes

Edit Sheet

Read your first draft to yourself. Answer the questions by yourself.	Now show your paragraph to your editing partner. What do you think your partner will say you did well in?
More than sentence? Y N	☐ Good opening sentence.
The sentences tell the topic? Y N	☐ Interesting describing words.
All the sentences are about The topic? Y N	☐ Easy to understand.
Tells about the important Information? Y N	☐ Good ending sentence.
	What will your partner suggest to make it more clear or more interesting?

Adapted from NSW department of Education and Training (2007, p. 95).

2) Then, the teacher asks the students to edit descriptive paragraph with their seatmate. (Ok, if you have received the edit sheet. Now, read your descriptive paragraph first by yourself and then, ask your partner to fill the edit sheet and suggest your writing).

Confirmation:

5. Rewrite
1) Teacher guides the students to rewrite the writing based on the editing step.
2) Then, teacher guides the students to check the sentences, punctuation, grammar and spelling.

Post Activity	1. The teacher asks the students to write descriptive paragraph individually based on topic given by following five steps that has been practiced. (ok, now write descriptive paragraph individually with the topic your father and follow the five steps that we have been practiced). 2. Submit your writing if you have finished it.	35 minutes

VI. Media/Source

1. Source : Widiati, U., Rohmah, Z., & Furaidah. (2014). Bahasa Inggris SMA/MA/SMK/MAK. Jakarta: Kementerian Pendidikan dan Kebudayaan.
2. Dictionary
3. Other relevant books
4. Media: whiteboard and marker

VII. Assessment

1. Scoring aspect   : Writing
2. Kind of assessment   : Written Test
3. Instrument   : Make a descriptive text based on the topic given
   (Topic: My Father)
4. Assessment guidelines (Scoring Criteria in Students' Writing)

Descriptive Writing Rubric		
Aspects	**Score**	**Weighting**
Content (C)	1-4	3x
Organization (O)	1-4	2x
Grammar (G)	1-4	2x
Vocabulary (V)	1-4	1.5x
Mechanics (M)	1-4	1.5x

Adapted from Brown (2007)

Appendix O

<p style="text-align:center">**RESEARCH GALLERY**</p>

1. SMA Nurul Iman Palembang

2. Preliminary Study

After Interviewing the Teacher of English

The Students Answered the Items of Questionnaire

3. Try Out at SMA Muhammadiyah 6 Palembang

4. Pre-test in Experimental Group

5. Pre-test in Control Group

6. Treatment in Experimental Group

7. Post-test in Experimental Group

8. Post-test in Control Group

Appendix P: Critical values for t (two-tailed)

df	0.10	0.05	0.025	0.01
2	2.9200	4.3027	6.2054	9.9250
3	2.3534	3.1824	4.1765	5.8408
4	2.1318	2.7765	3.4954	4.6041
5	2.0150	2.5706	3.1634	4.0321
6	1.9432	2.4469	2.9687	3.7074
7	1.8946	2.3646	2.8412	3.4995
8	1.8595	2.3060	2.7515	3.3554
9	1.8331	2.2622	2.6850	3.2498
10	1.8125	2.2281	2.6338	3.1693
11	1.7959	2.2010	2.5931	3.1058
12	1.7823	2.1788	2.5600	3.0545
13	1.7709	2.1604	2.5326	3.0123
14	1.7613	2.1448	2.5096	2.9768
15	1.7531	2.1315	2.4899	2.9467
16	1.7459	2.1199	2.4729	2.9208
17	1.7396	2.1098	2.4581	2.8982
18	1.7341	2.1009	2.4450	2.8784
19	1.7291	2.0930	2.4334	2.8609
20	1.7247	2.0860	2.4231	2.8453
21	1.7207	2.0796	2.4138	2.8314
22	1.7171	2.0739	2.4055	2.8188
23	1.7139	2.0687	2.3979	2.8073
24	1.7109	2.0639	2.3910	2.7970
25	1.7081	2.0595	2.3846	2.7874
26	1.7056	2.0555	2.3788	2.7787
27	1.7033	2.0518	2.3734	2.7707
28	1.7011	2.0484	2.3685	2.7633
29	1.6991	2.0452	2.3638	2.7564
30	1.6973	2.0423	2.3596	2.7500
31	1.6955	2.0395	2.3556	2.7440
32	1.6939	2.0369	2.3518	2.7385
33	1.6924	2.0345	2.3483	2.7333
34	1.6909	2.0322	2.3451	2.7284
35	1.6896	2.0301	2.3420	2.7238
36	1.6883	2.0281	2.3391	2.7195
37	1.6871	2.0262	2.3363	2.7154
38	1.6860	2.0244	2.3337	2.7116
39	1.6849	2.0227	2.3313	2.7079
40	1.6839	2.0211	2.3289	2.7045
41	1.6829	2.0195	2.3267	2.7012
42	1.6820	2.0181	2.3246	2.6981

43	1.6811	2.0167	2.3226	2.6951
44	1.6802	2.0154	2.3207	2.6923
45	1.6794	2.0141	2.3189	2.6896
46	1.6787	2.0129	2.3172	2.6870
47	1.6779	2.0117	2.3155	2.6846
48	1.6772	2.0106	2.3139	2.6822
49	1.6766	2.0096	2.3124	2.6800
50	1.6759	2.0086	2.3109	2.6778
51	1.6753	2.0076	2.3095	2.6757
52	1.6747	2.0066	2.3082	2.6737
53	1.6741	2.0057	2.3069	2.6718
54	1.6736	2.0049	2.3056	2.6700
55	1.6730	2.0040	2.3044	2.6682
56	1.6725	2.0032	2.3033	2.6665
57	1.6720	2.0025	2.3022	2.6649
58	1.6716	2.0017	2.3011	2.6633
59	1.6711	2.0010	2.3000	2.6618
60	1.6706	2.0003	2.2990	2.6603
61	1.6702	1.9996	2.2981	2.6589
62	1.6698	1.9990	2.2971	2.6575
63	1.6694	1.9983	2.2962	2.6561
64	1.6690	1.9977	2.2954	2.6549
65	1.6686	1.9971	2.2945	2.6536
66	1.6683	1.9966	2.2937	2.6524
67	1.6679	1.9960	2.2929	2.6512
68	1.6676	1.9955	2.2921	2.6501
69	1.6672	1.9949	2.2914	2.6490
70	1.6669	1.9944	2.2906	2.6479
71	1.6666	1.9939	2.2899	2.6469
72	1.6663	1.9935	2.2892	2.6458
73	1.6660	1.9930	2.2886	2.6449
74	1.6657	1.9925	2.2879	2.6439
75	1.6654	1.9921	2.2873	2.6430
76	1.6652	1.9917	2.2867	2.6421
77	1.6649	1.9913	2.2861	2.6412
78	1.6646	1.9908	2.2855	2.6403
79	1.6644	1.9905	2.2849	2.6395
80	1.6641	1.9901	2.2844	2.6387
81	1.6639	1.9897	2.2838	2.6379
82	1.6636	1.9893	2.2833	2.6371
83	1.6634	1.9890	2.2828	2.6364
84	1.6632	1.9886	2.2823	2.6356
85	1.6630	1.9883	2.2818	2.6349
86	1.6628	1.9879	2.2813	2.6342
87	1.6626	1.9876	2.2809	2.6335
88	1.6624	1.9873	2.2804	2.6329

89	1.6622	1.9870	2.2800	2.6322
90	1.6620	1.9867	2.2795	2.6316
91	1.6618	1.9864	2.2791	2.6309
92	1.6616	1.9861	2.2787	2.6303
93	1.6614	1.9858	2.2783	2.6297
94	1.6612	1.9855	2.2779	2.6291
95	1.6611	1.9852	2.2775	2.6286
96	1.6609	1.9850	2.2771	2.6280
97	1.6607	1.9847	2.2767	2.6275
98	1.6606	1.9845	2.2764	2.6269
99	1.6604	1.9842	2.2760	2.6264
100	1.6602	1.9840	2.2757	2.6259

http://davidmlane.com/hyperstat/t_table.html

Appendix Q: Distributions of Data Frequency

Pretest_Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	3.0	3.0	3.0
	3.33	1	3.0	3.0	6.1
	3.58	1	3.0	3.0	9.1
	4	1	3.0	3.0	12.1
	4.12	1	3.0	3.0	15.2
	4.16	1	3.0	3.0	18.2
	4.3	1	3.0	3.0	21.2
	4.5	1	3.0	3.0	24.2
	5	3	9.1	9.1	33.3
	5.08	1	3.0	3.0	36.4
	5.2	1	3.0	3.0	39.4
	5.37	1	3.0	3.0	42.4
	5.41	1	3.0	3.0	45.5
	5.45	1	3.0	3.0	48.5
	5.5	1	3.0	3.0	51.5
	5.54	1	3.0	3.0	54.5
	5.58	1	3.0	3.0	57.6
	5.74	1	3.0	3.0	60.6
	5.8	1	3.0	3.0	63.6
	5.83	1	3.0	3.0	66.7
	5.87	1	3.0	3.0	69.7
	6	1	3.0	3.0	72.7
	6.04	1	3.0	3.0	75.8
	6.12	1	3.0	3.0	78.8
	6.16	1	3.0	3.0	81.8
	6.33	2	6.1	6.1	87.9
	6.45	1	3.0	3.0	90.9

	Frequency	Percent	Valid Percent	Cumulative Percent
6.5	1	3.0	3.0	93.9
6.66	1	3.0	3.0	97.0
8	1	3.0	3.0	100.0
Total	33	100.0	100.0	

Posttest_Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.91	1	3.0	3.0	3.0
	4.95	1	3.0	3.0	6.1
	5.2	1	3.0	3.0	9.1
	5.24	1	3.0	3.0	12.1
	5.37	1	3.0	3.0	15.2
	5.5	1	3.0	3.0	18.2
	5.62	1	3.0	3.0	21.2
	5.7	1	3.0	3.0	24.2
	6.33	1	3.0	3.0	27.3
	6.41	1	3.0	3.0	30.3
	6.45	1	3.0	3.0	33.3
	6.58	1	3.0	3.0	36.4
	6.87	1	3.0	3.0	39.4
	7	1	3.0	3.0	42.4
	7.08	1	3.0	3.0	45.5
	7.12	2	6.1	6.1	51.5
	7.16	1	3.0	3.0	54.5
	7.24	1	3.0	3.0	57.6
	7.3	1	3.0	3.0	60.6
	7.33	2	6.1	6.1	66.7
	7.45	1	3.0	3.0	69.7
	7.5	1	3.0	3.0	72.7

	Frequency	Percent	Valid Percent	Cumulative Percent
7.54	2	6.1	6.1	78.8
7.58	1	3.0	3.0	81.8
7.62	1	3.0	3.0	84.8
7.66	1	3.0	3.0	87.9
7.87	1	3.0	3.0	90.9
8.04	1	3.0	3.0	93.9
8.12	1	3.0	3.0	97.0
8.7	1	3.0	3.0	100.0
Total	33	100.0	100.0	

Pretest_Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.62	1	3.0	3.0	3.0
	2.74	1	3.0	3.0	6.1
	3.54	1	3.0	3.0	9.1
	3.87	1	3.0	3.0	12.1
	4.2	1	3.0	3.0	15.2
	4.37	1	3.0	3.0	18.2
	4.41	2	6.1	6.1	24.2
	4.5	1	3.0	3.0	27.3
	4.66	1	3.0	3.0	30.3
	4.7	1	3.0	3.0	33.3
	4.74	1	3.0	3.0	36.4
	4.79	1	3.0	3.0	39.4
	4.83	1	3.0	3.0	42.4
	4.91	1	3.0	3.0	45.5
	5.12	1	3.0	3.0	48.5
	5.16	2	6.1	6.1	54.5
	5.45	1	3.0	3.0	57.6
	5.58	2	6.1	6.1	63.6

	Frequency	Percent	Valid Percent	Cumulative Percent
5.95	1	3.0	3.0	66.7
6	1	3.0	3.0	69.7
6.04	2	6.1	6.1	75.8
6.33	1	3.0	3.0	78.8
6.37	1	3.0	3.0	81.8
6.45	1	3.0	3.0	84.8
6.7	1	3.0	3.0	87.9
6.74	1	3.0	3.0	90.9
6.75	1	3.0	3.0	93.9
7.33	1	3.0	3.0	97.0
7.75	1	3.0	3.0	100.0
Total	33	100.0	100.0	

Posttest_Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6.58	1	3.0	3.0	3.0
	6.75	1	3.0	3.0	6.1
	7	1	3.0	3.0	9.1
	7.12	1	3.0	3.0	12.1
	7.3	1	3.0	3.0	15.2
	7.41	1	3.0	3.0	18.2
	7.45	1	3.0	3.0	21.2
	7.58	1	3.0	3.0	24.2
	7.7	1	3.0	3.0	27.3
	7.75	1	3.0	3.0	30.3
	7.83	1	3.0	3.0	33.3
	7.87	1	3.0	3.0	36.4
	7.91	2	6.1	6.1	42.4
	8	2	6.1	6.1	48.5
	8.04	1	3.0	3.0	51.5

8.33	1	3.0	3.0	54.5
8.37	1	3.0	3.0	57.6
8.58	1	3.0	3.0	60.6
8.62	1	3.0	3.0	63.6
8.66	1	3.0	3.0	66.7
8.7	1	3.0	3.0	69.7
8.74	1	3.0	3.0	72.7
8.78	1	3.0	3.0	75.8
8.87	3	9.1	9.1	84.8
8.88	1	3.0	3.0	87.9
8.91	1	3.0	3.0	90.9
9.03	1	3.0	3.0	93.9
9.08	1	3.0	3.0	97.0
9.12	1	3.0	3.0	100.0
Total	33	100.0	100.0	

Appendix R: Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_ControlGroup	33	3.00	8.00	5.3621	1.06200
Valid N (listwise)	33				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_ExperimetalGroup	33	2.62	7.75	5.2664	1.21067
Valid N (listwise)	33				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_ControlGroup	33	4.91	8.70	6.8312	1.00566
Valid N (listwise)	33				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_ExperimentalGroup	33	6.58	9.12	8.1397	.72123
Valid N (listwise)	33				

Appendix S: Normality Test

Normality Test of Pretest and Posttest in Control Group

One-Sample Kolmogorov-Smirnov Test

		Pretest_ControlGroup
N		33
Normal Parameters[a]	Mean	5.3621
	Std. Deviation	1.06200
Most Extreme Differences	Absolute	.124
	Positive	.081
	Negative	-.124
Kolmogorov-Smirnov Z		.713
Asymp. Sig. (2-tailed)		.689

    a.   Test distribution is Normal.

    b.   Calculated from Data

One-Sample Kolmogorov-Smirnov Test

		Posttest_ControlGroup
N		33
Normal Parameters[a]	Mean	6.8312
	Std. Deviation	1.00566
Most Extreme Differences	Absolute	.173
	Positive	.112
	Negative	-.173
Kolmogorov-Smirnov Z		.996
Asymp. Sig. (2-tailed)		.274

    a.   Test distribution is Normal.

    b.   Calculated from Data.

Normality Test of Pretest and Posttest in Experimental Group

One-Sample Kolmogorov-Smirnov Test

		Pretest_ExperimentalGroup
N		33
Normal Parameters[a]	Mean	5.2664
	Std. Deviation	1.21067
Most Extreme Differences	Absolute	.080
	Positive	.080
	Negative	-.078
Kolmogorov-Smirnov Z		.462
Asymp. Sig. (2-tailed)		.983

a. Test distribution is Normal.

b. Calculated from Data.

One-Sample Kolmogorov-Smirnov Test

		Pretest_ExperimentalGroup
N		33
Normal Parameters[a]	Mean	5.2664
	Std. Deviation	1.21067
Most Extreme Differences	Absolute	.080
	Positive	.080
	Negative	-.078
Kolmogorov-Smirnov Z		.462
Asymp. Sig. (2-tailed)		.983

a. Test distribution is Normal.

b. Calculated from Data.

Appendix T

Homogeneity Pretest Scores of Control and Experimental Groups

Test of Homogeneity of Variances

SS_Score

Levene Statistic	df1	df2	Sig.
.897	1	64	.347

ANOVA

SS_Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.151	1	.151	.117	.734
Within Groups	82.994	64	1.297		
Total	83.145	65			

Homogeneity Posttest Scores of Control and Experimental Groups

Test of Homogeneity of Variances

SS_Score

Levene Statistic	df1	df2	Sig.
3.557	1	64	.064

ANOVA

SS_Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	28.250	1	28.250	36.892	.000
Within Groups	49.009	64	.766		
Total	77.259	65			

Result Analysis of Independent Sample T-test From Students' Posttest Scores in Control and Experimental Groups

Group Statistics

	Categories	N	Mean	Std. Deviation	Std. Error Mean
SS_Score	Posttest_ControlGroup	33	6.8312	1.00566	.17506
	Posttest_ExperimentalGroup	33	8.1397	.72123	.12555

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
SS_Score	Equal variances assumed	3.557	.064	-6.074	64	.000	-1.30848	.21543	-1.73885	-.87811
	Equal variances not assumed			-6.074	58.031	.000	-1.30848	.21543	-1.73971	-.87726

Appendix U: Result of Hypothesis Testing

Result Analysis of Paired Sample T-test From Students' Pretest to Posttest Score in Experimental Group

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest_Experiment	5.2664	33	1.21067	.21075
	Posttest_experiment	8.1397	33	.72123	.12555

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest_Experiment & Posttest_experiment	33	-.140	.439

Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1 Pretest_Experiment- Posttest_experiment	-2.87333	1.49318	.25993	-3.40279	-2.34387	-11.054	32	.000