

**THE EFFECTIVENESS OF POWER (PREPARING, ORGANIZING,  
WRITING, EDITING, REWRITING) STRATEGY IN TEACHING  
WRITING RECOUNT TEXT AT MTs ARRAHMAH**

**THESIS**



**BY**

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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others. This thesis is to fulfill the requirements for the degree of Sarjana (S1) in English Education, State Islamic Institute (IAIN) Kediri.

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## **APPROVAL SHEET**

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**THE EFFECTIVENESS OF POWER (PREPARING, ORGANIZING,  
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WRITING RECOUNT TEXT AT MTS ARRAHMAH**

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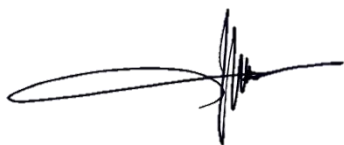
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Setelah diperbaiki materi dan susunannya, kami berpendapat bahwa skripsinya telah memenuhi syarat sebagaimana yang telah disampaikan pada munaqosah yang dilaksanakan pada tanggal 13 Juli 2022, kami menerima dan menyetujui hasil perbaikannya.

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**MOTTO**

*“The Object of Education is to Prepare the Young to Educate Themselves  
Throughout Their Lives”*

(Robert Maynard Hutchins)

## DEDICATION

*First of all I would like to praise and thank to Allah SWT who always gives me health to finish this thesis. Secondly, to our prophet Muhammad SAW who has guide us from darkness to the lightness, namely 'addinul islam wal iman. My beloved father, Moh, Nur Husaini and my beautiful mom, Supini Dita Fatmala who always provide extraordinary and endless support, hear strength, love, advice and pray for me.*

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This graduation paper will not be completed without the support and guidance of individuals and institutions. Therefore, researchers would like to express special thanks to:

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The researcher realized that the research was still far from being perfect. So, the researcher expected suggestions and comments from all the readers or other researcher who want to learn about this study. May Allah SWT the most almighty always bless all of us.

Kediri, June 14<sup>th</sup> 2022  
The Researcher



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## ABSTRACT

**Husaini, M. F. S.** 2022. *“The Effectiveness of POWER (Preparing, Organizing, Writing, Editing, Rewriting) Strategy in Teaching Writing Recount Text at MTs Arrahmah”*. A graduating paper. Department of English Language Education. Faculty of Tarbiyah. State Islamic Institute of Kediri. Advisors: (1) Mohammad Muhyidin, M. Pd., (II) Ria Fakhurriana, M. Pd.

**Keywords:** *POWER strategy, Recount Text, Experimental Research.*

The objective of the research is to find out whether there are any significant difference between the students who are taught by using Preparing, Organizing, Writing, Editing, and Re-writing (POWER) strategy and the students who are taught by using Lecturing strategy in MTs Arrahmah in Academic Year 2021/2022. The aim of this research is to find out the difference between the students who are taught by using Preparing, Organizing, Writing, Editing, and Re-writing (POWER) strategy and the students who are taught by using Lecturing strategy in MTs Arrahmah in Academic Year 2021/2022.

The researcher used quasi-experimental design as the design of research. This research was conducted in MTs Arrahmah. The population of this research was the eighth grade of MTs Arrahmah that consisted of 3 classes. The researcher chose two classes as the sample of the research. Those were VIII A as the experimental class who were taught by using POWER strategy and VIII C as the control class who were taught by using Lecturing strategy. This research used purposive sampling in picking two classes from the population to be an experimental and control class. The researcher took 54 students, 27 students as experimental class and 27 students as control class. The researcher used ANCOVA by using SPSS-24 in analyzing the data.

The result of the research shows that: 1) The students who were taught by using POWER strategy have higher score than the students who were taught by using Lecturing strategy in writing recount text. The result of ANCOVA showed that Sig. 0.000 which is lower than 0.05. Furthermore, the research showed the mean of students' pre-test for experimental class is 64.74 and the mean score of control class is 65.48. After the treatment. the mean score of experimental class is 76.74 and the mean score of control class is 70.96. It shows that there was a significant difference between the students who were taught by using POWER strategy and the students who were taught by using Lecturing strategy. 2) The procedures of POWER strategy in teaching recount text as follows: First, the teacher asks the students to think about their ideas and write the main idea. Second, the teacher asks the students to choose and organize their ideas that will be written. Third, the teacher asks the students to write the complete sentences in paragraph form. Fourth, the teacher asks the students to analyze their writing, then asks them to edit it. And the last, the teacher asks the students to rewrite the final draft and check the sentences, capitals, punctuation, and spelling. Based on the explanation above, the researcher concludes that POWER strategy can be used as alternative technique to teach writing for students at MTs Arrahmah.

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