

CHAPTER I

INTRODUCTION

This chapter discusses about background of the research, problems of the research, objectives of the research, hypothesis of the research, significance of the research, scope and limitation of the research, and definition of key terms.

1.1 Background of the Research

Writing is one of the four basic skills in teaching and learning that must be mastered by students. Writing is the process of using letters of the alphabet and punctuation to communicate with the others about thoughts and ideas in readable form. Linse (2005) states that writing is the act or art of forming letters and characters on paper in form of printing or cursive. It may called as an arranging text.

Most of the students in junior high school still have difficulties when they learn writing. They think that writing is hard to do, because in writing they have to memorize vocabulary and grammar. Many students are not interesting and low motivation in learning English especially in writing because the teachers do not use interesting technique when they teach writing. According to Untoro (2016), the students feel reluctant and do not have motivation in learn the materials and the teacher use conventionally in teaching learning process. For that reasons, many students do not interest to learn the materials and make them low enthusiasm in learning process.

Based on the syllabus for eight grade of Islamic Junior High School, one

of the basic competences is having a good ability in writing recount text. Moreover, when the researcher did investigating by having dialog with the teacher, those problems are also found at eighth grade of MTs Arrahmah in which the students' writing ability in English is still weak, especially in recount text. Most of the students there are less motivated in writing task, because when they want to declare their ideas, they do not know how to declare them. They also often make mistakes when they write, such as in structure of the sentences, capital letters using, and words choices. Some of the students also do not know how to write a text based on the text that is given by the teacher. Besides that, sometimes they are confuse how to organize their writing in a generic text in their writing. Those problems are caused because the teacher's strategy that is used to teach writing is not effective. Therefore, the researcher would like to try new strategy for helping the students' problem in their writing.

In A'an Wilein J.S Penga thesis states that there are some methods, techniques, or strategies that can be applied in teaching writing. Those are Collaborative Writing Technique, Clustering Technique, Think-Talk-Write (TTW) strategy, Roundtable technique, scaffolding Technique and etc. POWER Strategy is one of strategies in teaching writing that has some steps. Richard (2004: 3) states that POWER strategy is a mnemonic strategy that can help the students to write by some steps, those are Prepare, Organize, Write, Edit, Revise. It is supported by Fielding (2006: 12) that POWER strategy is a strategy that can give the students power in writing by following some steps, those are Preparing, Organizing, Writing, Editing, Rewriting in writing paragraphs, text and an essay.

POWER strategy helped the students from starting writing the text until finishing it. It can help the students to solve the topic by brainstorming and gathering all information about the topic. After that, the students organize their ideas by making outline create text on the path. Finally, it makes the students check spelling, punctuation, proper vocabulary, grammar, even ideas for making the text well. Therefore, the researcher is interested to implement POWER Strategy in teaching writing recount text in MTs Arrahmah. In this research, the researcher would like to use the POWER strategy in teaching writing recount text to determine its effectiveness towards students' writing achievement in recount text at MTs Arrahmah. By using this strategy, the researcher hopes can give some new experiences for learning and teaching English and can create a pleasant atmosphere in the classroom.

The researcher takes some previous studies from other research as a comparison. The first previous study entitled "The Effect of 'Power' As An Instructional Writing Strategy on Students Writing Skill Across Gender" written by Luh Putu Rany Prihastuti, Ni Nyoman Padmadewi, and Dewa Putu Ramendra (2020). The purpose of this study is to find out whether or not significant difference on the effect of POWER on students' writing skill across gender. The result of this research showed that there is a significant effect of POWER as an instructional writing strategy on students' writing skill, there is a significant difference on the effect of POWER as an instructional writing strategy on students' writing skill across gender differences, in which point female participants surpassed the males. The second previous study entitled "The

Effectiveness of POWER (Plan, Organize, Write, Edit, and Revise) Strategy to Teach Writing Viewed From Students' Creativity" written by Tia Nur Istianah (2016). The purpose of this study is to find out whether or not there is significant difference between the students that are taught by using POWER strategy and the students that are taught by using Guided Writing. The result of the study showed that POWER strategy is more effective than Guided Writing to teach writing. The third previous study entitled "The Effect of Using POWER Strategy on Senior High School Students' Descriptive Text Writing Achievement" written by Faridatun Nadlifah (2019). The purpose of this study is to investigate the effect of using POWER strategy on senior high school students' descriptive text writing achievement. The result of the study showed that POWER strategy has a significant effect on the students' descriptive text writing achievement.

Based on the previous studies above, the researcher has some similarities and differences with the previous studies above. The similarities are the researcher uses POWER strategy as independent variable and writing skill as dependent variable. However, this study is different with previous studies above. In this study, the researcher uses quasi-experimental study with non-randomize or nonequivalent pre-test and post-test as the design of the study. The researcher takes one class as an experimental class that is taught by using POWER strategy and one another class is control class that is taught by using Lecturing Strategy. The researcher also only focus on writing recount text. The researcher wants to see whether there is significant difference between the students who are taught by using POWER strategy and the students who are taught by using Lecturing

Strategy. Therefore, the researcher conducted a quasi-experimental study entitled “The Effectiveness of POWER (Preparing, Organizing, Writing, Editing, Rewriting) Strategy in Teaching Writing Recount Text at MTs Arrahmah”.

1.2 Problem of the Research

Based on the research background above, the problem of the study formulated as “Is there any significant difference between the students who are taught by using POWER Strategy and the students who are taught by using Lecturing Strategy?”

1.3 Objective of the Research

Based on the formulation of the problems above, the objective of the research is “To find out whether there are any significant difference between the students who are taught by using POWER Strategy and the students who are taught by using Lecturing Strategy.”

1.4 Hypothesis of the Research

The hypothesis of the research are:

a. Null hypothesis

There is no significant difference between the students who are taught by using POWER Strategy and the students who are taught by using Lecturing Strategy.

b. Alternative hypothesis

There is significant difference between the students who are taught by using POWER Strategy and the students who are taught by using Lecturing Strategy.

1.5 Significance of the Research

The researcher expects that the results of this study can give some contribution for the students and for the teachers.

For the students, the students can use the finding of the research as a new reference to learn English, especially in writing. The results of this study will help the students to solve their problem in writing.

For the teacher, the finding of the research can give the teacher motivation to teach the students by using easier technique especially in their writing. Furthermore, the teacher can develop the teaching method become interesting and enjoyable.

1.6 The definition of Key Terms

There is explanation from the title and research questions mentioned in the previous items. The definition of key terms is as follow:

a. POWER Strategy

POWER strategy is a writing strategy that stands for Prepare, Organize, Write, Edit, and Rewrite. It means that those steps above are the process of writing from start until finish to help students in exploring their writing. In this

research, POWER strategy refers to a strategy that is implemented by the researcher in teaching writing recount text.

b. Teaching Writing

Writing is a process of describing a language so that the message that is conveyed by the writer can be understood by the reader. Writing also can be defined as a process of learning how to express ideas, information, and knowledge in written form.

c. Recount text

Recount text is a part of text that retells the past events. Recount text is used to retell about an event that has occurred in the past. Therefore, recount is always written in the past tense. The examples of recount text are newspaper and events that happens in the past.