INCREASING THE STUDENTS' WRITING SKILL THROUGH POWER

(PLAN,ORGANIZE,WRITE,EDIT, AND REVISE) STRATEGY

(Class Action Research at the Eight Grade of SMP Pesantren Putri Yatama Mandiri)

A THESIS

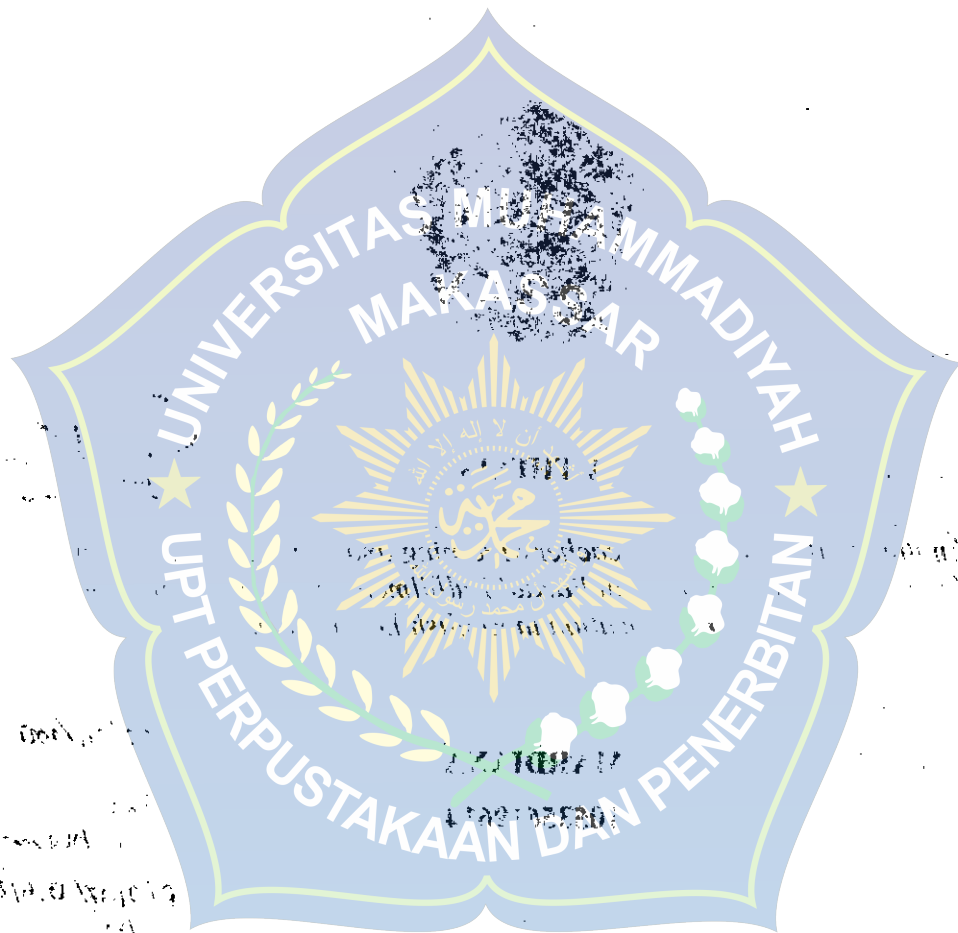*Submitted to the Faculty of Teachers Training and Education Makassar Muhammadiyah University in Partial Fulfillment of Requirements the Degree of Education in English Department*

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

MAKASSAR MUHAMMADIYAH UNIVERSITY

2022

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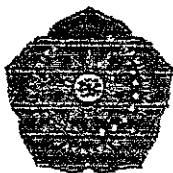
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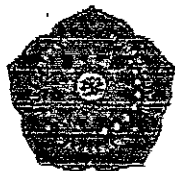| Day / Date	Chapter	Note	Sign
Saturday 17-7-2021		Revise the whole part of this thesis	
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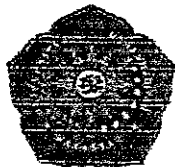
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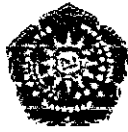| Day / Date	Chapter	Note	Sign
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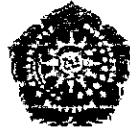
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MOTTO

"Regret the past because there were disappointment and mistakes. And make it as a weapon for the future so that no mistakes will happen in future. And the important one, there was not beautiful things than the prayers of parents, siblings, friends, and family in realizing this article".

ABSTRACT

MARDIANA, 2022. *"Increasing the Students' Writing Skills Through POWER (Plan, Organize, Write, Edit, and Revise) Strategy" (class action research at the Eight grade of SMP Pesantren Putri Yatama Mandiri),* under the thesis of English Education Department, the Faculty of Teachers Training and Education, Muhammadiyah University of Makassar. Supervisor by. Dr. Syamsiarna Nappu and Ratu Yulianti Natsir.

This research aimed at find out the improvement of the students' writing Skills through *POWER* (Plan, Organize, Write, Edit, and Revise) Strategy at the eighth grade of SMP Pesantren Putri Yatama Mandiri. The method of this research was a class action research that consisted of cycle I and cycle II. One cycle consisted of four meetings. It means that there were eight meetings for two cycles. The instrument of the research was observation and writing test. The subject of this research was the eighth grade student class in of SMP Pest. Putri Yatama Mandiri academic years 2018/2019 by *POWER* (Plan, Organize, Write, Edit, and Revise) Strategy. It consisted of 28 students.

The findings of this research indicated that the improvement of the students' in writing descriptive paragraph through *POWER* (Plan, Organize, Write, Edit, and Revise) Strategy and the students' participation in teaching and learning process. The means scores of Grammar in diagnostic test was 3.60 become 4.91 in first cycle, and after revision in the second cycle the mean score in the second cycle was 7.10. The means scores of write Organization in diagnostic test was 3.75 become 4.92 in first cycle, and after revision in the second cycle the mean score in the second cycle was 7.08. The improvement of students' ability to write descriptive paragraph viewed from grammar and organization through *POWER* (Plan, Organize, Write, Edit, and Revise) Strategy was presenting descriptive paragraph material at Class VIII B of SMP Pest. Putri Yatama Mandiri improves the students' ability signifincatly. The mean score of grammar and organization in the cycle was greater than the mean score of test in the first cycle (7.10>4.91). The researcher findings indicated that use POWER (Plan, Organize, Write, Edit, and Revise) Strategy could increase of students' ability to write descriptive paragraph in terms of grammar and organization.

Keywords: Writing skills, POWER Strategy

ABSTRAK

MARDIANA, 2022. *"Peningkatkan Keterampilan Menulis Siswa Melalui Strategi POWER (Plan, Organize, Write, Edit, and Revise)"* (penelitian tindakan kelas di kelas VIII SMP Pesantren Putri Yatama Mandiri), di bawah Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. (di bimbing oleh Syamsiarna Nappu dan Ratu Yulianti Natsir).

Penelitian ini bertujuan untuk mengetahui peningkatan Keterampilan menulis siswa melalui Strategi POWER (Plan, Organize, Write, Edit, and Revise) pada siswa kelas VIII SMP Pesantren Putri Yatama Mandiri. Metode penelitian ini adalah penelitian tindakan kelas yang terdiri dari siklus I dan siklus II. Satu siklus terdiri dari empat pertemuan. Artinya ada delapan pertemuan selama dua siklus. Instrumen penelitian ini adalah observasi dan tes menulis. Subjek penelitian ini adalah siswa kelas VIII SMP Pest. Putri Yatama Mandiri tahun ajaran 2018/2019 dengan Strategi POWER (Plan, Organize, Write, Edit, and Revise). Terdiri dari 28 siswa.

Temuan penelitian ini menunjukkan bahwa peningkatan kemampuan siswa dalam menulis paragraf deskriptif melalui Strategi POWER (Plan, Organize, Write, Edit, and Revise) dan partisipasi siswa dalam proses belajar mengajar. Rerata nilai Grammar pada tes diagnostik adalah 3,60 menjadi 4,91 pada siklus I, dan setelah direvisi pada siklus II nilai rata-rata pada siklus II adalah 7,10. Rerata nilai organisasi menulis pada tes diagnostik adalah 3,75 menjadi 4,92 pada siklus I, dan setelah direvisi pada siklus II nilai rata-rata pada siklus II adalah 7,08.

Peningkatan kemampuan siswa dalam menulis paragraf deskriptif ditinjau dari tata bahasa dan organisasi melalui Strategi POWER (Plan, Organize, Write, Edit, and Revise) adalah dengan menyajikan materi paragraf deskriptif di Kelas VIII B SMP Pest. Putri Yatama Mandiri meningkatkan kemampuan siswa secara signifikan. Nilai rata-rata tata bahasa dan organisasi pada siklus lebih besar dari nilai rata-rata tes pada siklus I (7,10>4,91). Hasil penelitian menunjukkan bahwa penggunaan Strategi POWER (Plan, Organize, Write, Edit, and Revise) dapat meningkatkan kemampuan siswa dalam menulis paragraf deskriptif ditinjau dari tata bahasa dan organisasi.

Kata kunci: Keterampilan menulis, Strategi POWER

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By reciting Bismillahi Rahmani Rahim, the researcher started the process of this activity including the primarily observation, literature review, writing process, getting research, and consultation. Therefore, the very gratefulness is adhered to almighty God (Allah SWT) and the messenger Muhammad SAW, who has given me the best everything to complete the whole process of this work.

The realizes that in carried out and writing this research, many people have gave her valuable suggestions, guidance, assistance and advice for the completion of this research.

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In the process of this work, many friends also helped the researcher by n collecting sources of information and making Dome best moments in her boring time.

Finally, by saying Alhamdulillahi Robbil 'Alamin, the researcher has been success to finish her work or research according to the target of time and also target of the research, nothing left or forgotten to do.

Makassar,   November 2021

Researcher

MARDIANA

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CHAPTER I

INTRODUCTION

A. Background

English was one of the importance language that was used all over the world and spoken by many people. In Indonesia, English was treated as the first foreign language, considered to be important for developed and applyed science and technology, aswell as for increased international relationship and cooperation. Therefore, the government of Indonesia has put English as an essential subject to be learned in the school and university.

English teaching was focused on the language skills: listening, speaking, reading, and writing. All these four language skills were taught in an integrated way but the emphasis of teaching that the researcher wants was restricted to writing only. The elements of the skill consist of grammar, vocabulary and punctuation. They were involved in teaching process in order to supported the improvement of the writing skill (Depdiknas, 2006)

There was no doubt that English writing was more important compared with the other three language skills. The ability to wrote was frequently demanded in many occasions in our life. For many reasons writing skill was crucial to most people. In relation about that Adelstein, M.E and Pival, J.G. (1981) expressed that in all subjects in our life or in all professions, the ability to write or expressed one self clearly was essential basic for successed.

Writing was important in teaching-learning because it made the other skills perfect. According to (Raimes 1990: 3) stated that writing can helped students to

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learn. Through writing students' can be reinforced to grammatical structured, idioms and vocabulary that the teacher have gaved them. It helped learners showed what they have learned. After they have written to generated ideas to underline contradictions, to created new perspective on a subject.

Writing skill was considered as difficult thing to learned because it was more formal and compacted. According to Nation, (2009: 112) writing was an activity that can usefully be prefared for worked in other skills of listening, speaking, and reading. This preparation can made it possible for words that have been used receptively to come into productive used.

Writing was a form communication to expressed feeling or ideas for the readers, related with Nunan (2003) who stated that writing were physical and mental acted, it was about discovered ideas, thougt about how to communicated, developed them into statements and paragraphs that will be comprehensible to reader. Writing through processed helped students become a ware of their skills. In addition, Winner and Murray in Indrayani (2007) considered that creatived writing was not only to communicated information but also to made the reader cares about the information, made him understand and has many experiences, must be developed by encouraging students to discovered who they were and what they have to say. After that they put words into sentences, into paragraph and paragraph into free composition.

In composed a good writing, students should notice some aspected. Grammar was one of importance aspected that should be mastered. Grammar of a language was the set of rules that govern it was structure. Grammar determines

how words were arranged to form meaningful units (Jessrey Coghil and Stacy Magendanz, 2003: 16) similiar to the above defenition Michael Swan (2005) statede that grammar was the rules that explained how words combined, arranged or altered to showed some kind of meaning. The used of grammar was very important because the students were not only supposed to know the grammar, they can used it well either in spoken or written comunication.

There was a lot of research that has been done and applied to student writing. However, until now grammar was still a big problem in writing students, this shows that schools or teachers do not pay attention to the form of student mistakes that often occured when they writen so they do not try to got the right solution through good English learning methods. Therefore, with this research researchers will improved students' abilities based on the POWER Strategy Raphael (2005).

The resulted of Observation on October, 14th 2020 Smp Pesantren Putri Yatama Mandiri showed that students usually have difficulty understanding English, especially in writing and grammar. Based on interviews with one of the English teachers at SMP Pest. Putri Yatama Mandiri and student data in writing skills, the researchers concluded that writing skills in English subjects were lacking and could be seen in their results under the Minimum Criteria Standard in the 2013 Curriculum Associated with previous explanations, Based on the previous explanation the researcher was interested to do a research entitle· **"Increasing Students' Writing Skill Through POWER (Plan, Organize, Write, Edit, Revise) Strategy"**.

B. Problem Statement

Based on the background of the study aboved, problem that can be identify was:

1. How Can POWER (Plan, Organize, Write, Edit, and Revise) strategy increase the writing skill in terms of grammar at the second grade students of SMP Pesantren Putri Yatama Mandiri?"

2. How Can POWER (Plan, Organize, Write, Edit, and Revise) strategy increase the writing skill in terms of organization at the second grade students of SMP Pesantren Putri Yatama Mandiri?"

C. The objective of the Research

Based on the identification of the problem aboved, the objective of the research was:

1. To find out whether or not POWER strategy can Increase Students' Writing Skill in terms of Grammar Through (Plan, Organize, Write, Edit, Revise) at the second grade students of SMP Pesantren Putri Yatama Mandiri.

2. To find out whether or not POWER strategy can Increase Students' Writing Skill in terms of organization Through (Plan, Organize, Write, Edit, Revise) at the second grade students of SMP Pesantren Putri Yatama Mandiri.

D. Significance of the research

The significance of the research theoretical and practically.

The research expect to be useful information and positive contribution to the English teacher and English Language learners at SMP Pesantren Putri Yatama Mandiri, for the students who were going to study on English related to the topic, and for the writer herself as candidate teacher in the future time.

E. The Scope of the Research

The scope of this research was limited to the application POWER (Plan, Organize, Write, Edit, Revise) strategy to improved the students' ability in writing descriptive paragraph at the second grade students of SMP Pesantren Putri Yatama Mandiri which covers: grammar and Organization .

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Privious Research Findings

1. Definition of *POWER*

According to Raphael, (2005: 25). Writing strategy (POWER) was organized all the steps in the writing processed. It teaches students four different organizational structures for writing papers: stories, comparison-contrast, explanations, and problem/solution.

Clark (2006: 168) made The POWER (Plan, Organize, Edit, Write and Revise) works because it treats the composing processed as a series of on going and interrelated steps which describede what successful writers do. The previewing steps included analyzing the situation and the audience, generating information, drawing inferences, and creating a design for the message. The writing steps cover composing a rough draft and visual aids.

2. How to use *POWER* strategy

According to Stevens, (2004: 12) *POWER* strategy has three stages. The first stage was a prewriting stage before you actually start writing and this includes the planning and organizing steps. The second stage was actually writing and includes the write step. The third stage is the post-writing stage and has the editing and revising steps.

a. Plan.

1) First start with a clear topic. Be sure you know exactly what you want to write about.

2) At this stage, you need to gathered all the information that you will need for your paper.

3) Brainstorm and list all the ideas you know about this topic.

4) Make a list of topics for which you needed to got more information.

5) Gather the information from different sources, such as the internet and the library.

6) Take notes on notecards of all the information that you want to included in your paper. Write down as much information as possible so that you willnot have to go back later and get more information. Do not write com plete sentences.

7) just write phrases representing the ideas

8) Be sure to write completed references for all the information that you gathered so that they can be included in a bibliography later.

In a simple graphic organizer, the student may have one larger circle for the main idea and three (or more) circles for supporting facts. Having this framework helps students focused on the main components of the writing assignment, highlighting one portion at a time. Many types of graphic organizers are available, and it is highly efficient to begin teaching these to students as soon as they begin the writing processed.

b. Organize.

Students then completed a pattern guide to helped them organized their papers, this is an organizing think sheet. This represents the text structure being studied. A sample guided for comparison/contrast is shown in figure 1.

1. Review notes ideas and note cards.

2. Organized these in an outline using the main ideas of paper as the major headings.

3. write each of these main ideas on large or different colored notecards.

4. write the notecards in order and number them.

5. Arrange each of the notecards from the planning stage under each of the main idea cards.

6. Go back and made an outline of major headings, subheadings, and details.

This step can help the student sequence the information within a passage; he used his graphic organizer and decides what goes first, second, etc. It is important to stress to the student that effectived writing is absolutely dependent on good organization skills. Generally, students who struggle to sort and organized language-based information will also struggle with clarity, conciseness, and effectiveness of written assignments. It is imperative that such students understand how to structure different tasks for different purposes. Concrete visual techniques were extremely helpful and included a wide range of strategies such as pre-writing worksheets, frames, visual organizers, mind maps, and clusters.

c. Write

The teacher demonstrates and thinks aloud to show students how to take the information gathered in the planning and organizing steps and produce a first draft.

1. always use outlines and note cards as a guide for writing papers.

2. Write complete sentences for phrases on the note card.

3. Don't pay attention to errors at this stage. Be sure to included all ideas and state them clearly and regularly.

d. Edit.

This step teaches students to critique their own writing and to identify areas in which they needed clarification or assistance, an important self evaluation skill. outline as a guide for writing paper. Editing was a two-step process involving student self-evaluation and peer editing:

1. Self evaluation students reread and evaluated their draft, starring sections of the paper they like best and putting question marks in the margins by passages they think may be unclear. Then, they think of two questions to ask their peer editors.

2. Peer editing students read their papers to a peer editor. Peer editors then summarize the paper. Next, the editor evaluates the paper, giving an analysis of salient features of the writing that might guided a revision or lead to improvement. For example, the peer editor might suggest that the writer add key words or reorganize the paper for clarity. Check all

spelling, capitalization, punctuation, order of words, and grammar using the scope strategy.

3. Check whether this idea can used a fast strategy well.

4. it was very useful to read the writing aloud as a way to check for errors.

e. Revise

1. Students decide on changes to be made using their self-evaluation sheets and peer feedback.

2. Teacher modeling on how to insert or change the order of information is suggested.

3. The teacher and student have a conference, where changes in writing mechanics are suggested.

4. Based on edits used in SCOPE, FAST, and can improve papers

5. It may be useful to read paper hard as a way to check for errors.

B.   The Concept of Writing

1. Concept of writing

According to Pavlik (2005) writing as a proccessed was the core of the course, traditional fields such as the form of paragraph , mechanics, and grammar practicing throughout. However, it was on the grammatical and lexical that fnction to unite pharagraps.

2. The Components of Writing

The good writing skill can be analyzed to group and varied skills. They were grammar, mechanics, vocabulary, content and organization Harmer, (2005: 25)

according to opinion of expert abovde, the concept of writing as a processed of centered on the writer transformation, on those grammatical and lexical features that serve to unify a paragraph in the field of traditional teaching.

3. The forms of writing

According to Waletzky, (2005) divided forms of writing into four divisions namely narration, description, exposition and argumentation. But in this research the researcher just focused in description (descriptive paragraph).

a) Concept of Descriptive Paragraph

According to Hayden (2006) Description reproduces the way things look, smell, taste, feel, or sound. It may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even of units of time-days, times of day, or seasons. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character or personality.

In a descriptive paragraph, the writer uses sensory details such as sights, sounds, smells, tastes, feelings, and textures to create vivid images in the reader's mind. An experienced writer relies on sense memories of a specific experience to call to mind these details. In addition, the writer often uses spatial order to create a

clear visual image of a person, place, object, or scene: the location or arrangement in space from top to bottom, bottom to top, right to left, left to right, near too far, far to near, inside.

Descriptive transition words signal that the details follow a logical order based on one or more of the following elements:

1) The arrangement in space of a person, place, object, or scene

2) The starting point from which the writer chooses to begin the   description

3) The time frame as relevant to the description. (Pearson, 2007:43).

Writing text based on a picture is a valuable and fruitful creative writing exercise. It can generate ideas for poetry, short stories, or even a novel. If you are new to creative writing, this is a useful place to start. You should practice this exercise every day to unlock your imagination. If you read regularly alongside of doing this, your vocabulary will broaden and you will have a richer supply of words at your disposal.

b) Some Ways to Write Down in Descriptive Paragraph.

According to Mayers (2005) to write in descriptive paragraph there were some ways such as:

1. Write down what think were the features of the foreground. Write down what you think were the features of the background. For example, you might be looking at flowers and shrubs in the foreground; the background might be a large green park. The foreground and the background combine to tell the setting of the picture.

2. Write a description of any people in the picture. What are they wearing? What do their expressions and posture tell you about their mood? For example, there might be a bride who does not look happy at her wedding.

3. Write the elements think create a mood or atmosphere in the picture. It might be a cloudy sky, or it might be scowling expressions on people in a beautiful country landscape. What is the picture's overall tone?

4. Write any actions in the picture. Someone might be frozen in the act of doing something, or there might be a powerful waterfall. List the elements in the picture that gave it movement. These movements tell you about the narrative or plot. Combine reading of these with your interpretation of the human figures in the picture. This will tell you what was happening, what the people are doing, and how they feel about what they were doing.

5. Write notes that have been made based on priorities namely: write introduction, description, and so on.

6. Write down the conclusions. Used a dictionary to look for words that are not normally used. Find three or four ways to describe the same thing. Be creative by using language

c) he Strategies in Writing Descriptive Paragraph

According to Terry (2009:2), in writing descriptive Paragraph, as the writer we have to know about the strategies in writing descriptive Paragraph. There are some strategies in writing descriptive text. They are:

1) Choose Topic

a) In this section the author makes a topic bank. Use titles and brainstorm to make as many lists as possible. Don't analyze the mind, just write down the topic as soon as it happens. Compare topic banks with your classmates.

b) Reread free writing compiled based on photos of the San Antonio River trip. Underline ideas that can be used for descriptive paragraphs. Map logical sequence detail.

c) Select a photograph of a special place. Write captions, brainstorm sensory details, and free write about the photograph. Remember to ask "What are the sensory details and how are the details arranged in space?" and "What's the point?" as you generate ideas.

2) Write a Draft of Paragraph

Using ideas generated during the prewriting phase, compose a draft of your paragraph. Return to the prewriting process at any time to generate additional details as needed. Used own paper.

1. Revise Draft

After compiling the description, read the concept and answer the questions in the "Questions to Revise Descriptive Paragraphs" box that appears on the next page. Show the answer by annotating the paper. If you answer "yes" to questions, underline, check, or sample circles. If answering "no" to a question, write down the required information in the margin and draw a line to indicate the placement of additional details. Revise the paragraph as needed based on your reflection. (Hint:

Experienced authors made several concepts because they focus on one or two questions per concept.)

2. Proofread Draft

After making revisions to the paragraph that might be needed, double-check the paper to eliminate unnecessary errors, such as hanging or misplaced modifiers.

a. The Generic Structure of Descriptive Text

In getting easy to write a descriptive text, so we have to know about the generic structure of descriptive text, so the readers can understand the object that we will describe.

1. Identification

a) Identifying the phenomenon to be described.

b) Statement that describe the object that we will describe generally.

c) The statement must be interesting, so it the readers will be interested to read completely.

d) Using the adjective or degree of comparison.

2. Description

a) Giving description about the object that we can be described.

b) Describing the phenomenon in parts, qualities, or/and characteristics.

c) Using good grammatical pattern, such as tenses (present tense/ present perfect tenses), verb (be, have, linking verbs) and using the adjectives that is used for describing the condition of object.

b. The Kinds of Descriptive Text

As a concept of writing, Pardiono (2007) identifies descriptive text into three kinds, they are describing place, people and thing.

1. Describing Place

Description of place was a text that describes the place looks, such as the condition, the situation etc.

2. Describing people

Description of people was a text that describes the people looks, such as the face, body, behaviour etc.

3. Describing Thing

Description of thing was a text that describes the thing looks, such as the condition, function etc.

c. The Language Feature of Descriptive Text

Pearson (2007: 45) Descriptive text has language feature as below:

a. Using attributive and identifying process.

b. Using adjective and classifiers in nominal group.

c. Using simple present tense.

d. Character Descriptive Paragraph Assignment

According to Pearso (2007: 15) descriptive is to describe people, places, or objects accurately which is a useful life skill. Whether talking to a stylist about the desired hairstyle, sharing funny or surprising scenes with friends in e-mail, or reporting plant cell structures for biology classes, used a description to explained what it means. Short stories are usually rich in character development. Select one

of the characters you meet in one of the readings and write a descriptive paragraph describing him.

e. Some Consists of Paragraph

Wikipedia (2009). A paragraph (from the Greekparagraphs, "to write beside" or "written beside") is a self-contained unit of a discourse in writing dealing with a particular point or idea. A paragraph consists of one or more senten -ces. The start of a paragraph is indicated by beginning on a new line. Sometimes t he first line is indented. At various times, the beginning of a paragraph has been indicated by the pilcrow. Some function of consist in paragraph such as:

1. The Topic Sentence

   a. It is normally the first sentence of the paragraph.

   b. It conveys the overall point of the pagaraph.

   c. It helps t he writer focus on the idea written about

   d. It helps the reader know about what the paragraph was all about

2. The supporting details

   a. They were sentences used to support the main idea stated in the topic sentences

   b. Theygive more information about the main idea through examples.

   c. The say in details what the topic sentences says in general.

   d. They should be clear evidence that what the topic sentences says is trustworthy.

   e. They should be strong convincing points on which the topic sentences can rely upon.

3. The Concluding Sentence

   a. It was a refelection of the main idea pronounced in the topic sentences.

   b. It sums up what the topic sentence and supporting details talk about.

   c. It was theclosing sentence that remainds the readers of what they have to value.

   d. It was compulsory for the completion of the pagaraph unity.

   e. It eventually indicates the end of a paragaraph.

   f. It prepares the reader for asmooth transition to the next paragraph if there is one.

4. The Process of writing

   According to Wishon (2005:59) the writing process involve generating ideas, developing and organizing the ideas, and revising and editing them. Effective writers cycle through these stages until they are satisfied that the writing achieves it was purpose. Students learn to write by writing. They need regular opportunities at school to write in all subjects. A consistent approach to the writing process in all subject areas and explicit instruction on the writing process by the subject teacher help students become better writers. Models of good writing in the subject area, and feedback that is constructive and formative, are critical to students' growth as writers

   1. Generating Ideas

      In all subject areas, students need to develop skills for getting what they know about a topic down on paper, and generating ideas or finding additional

facts. They also need skills to check whether their writing is on-topic and fulfills its purpose. Further, they need to be able to explained the writing assignment and the process they are following to effectively complete the assignment.

Good writers anticipate the information and ideas that readers may want or need to know about the subject.

2. Developing and Organizing Ideas

Students need to know how to organize what they have learned about any topic or assignment into a well-structured whole. In longer writing assignments, they need to know how to create a strong, focused introduction that catches the reader's interest; how to link ideas in logically connected paragraphs that contain enough supporting detail; and how to conclude with a strong ending.

Effective writers use different strategies to sort the ideas and information they have gathered in order to make connections, identify relationships, and determine possible directions and forms for their writing. This strategy gives students the opportunity to reorganize, regroup, sort, categorize, classify and cluster their notes.

3. Revising and Editing

Students need individual and group skills to assess their own work and the work of others for content, clarity, form and style, and for errors in grammar, punctuation and spelling. Ultimately, students have individual responsibility for the accuracy of their work, but they need to know how to help each other improve.

1. The Characteristic of a Good Writing

According to Mayers (2005), that were some characteristics of a good writing as state as follows:

1. Good writing reflects the writer's ability to use the appropriate voice. Even through all good writing conveys the sound of someone talking to someone else, the voice heard through the writing must also suit the purpose and the audience of the occasion.

2. Good writing reflects the writers' ability to organized the material into a coherent whole so that it move logically from a central, dominant idea to the supporting points and finally to a consistent entry, conveying to the reader a sense of a well thought outplay.

3. Good writing reflects the writers' abidingly to write clearly and ambiguously, to use sentence structure, language and example. So that the one possible meaning is the writers' intend one.

4. Good writing reflects the writers' ability to write convincingly to interest readers in the subject and to demonstrate a thought and sound understanding of it.

5. Good writing reflects the writers' ability to criticize the first draft and revise it.

6. Good writing reflects the writers pride in manuscript the willingness to spell and punctuate accurately and to check word meanings and grammatical relationship within the sentence before submitting the finished predict to the scurity of an audience.

2. Aspect of Effective Writing

According to harmer (2006) mentions that the approach to the aspectof effective writing is marked by six qualities.

a. The first was reader-centered, effective writing was characterized by its intention to communicate with its reader. A skilful writer thinks to the audience before and after the writing process. The writers realize that what might be clear to him/her is not necessarily clear to others. During the writing process, the writer tries to determine how a reader unfamiliar with what he or she is writing will react.

b. The second was purposeful, a skilful writer knows precisely what he or she was attempting to communicated to audience about the subject. An effective paper begins with a completed and clear statement of the single point that the reader can understand.

c. The third was ordered, paragraph was an essay must be purposefully and logically arranged in order, so that the reader can follow. An effective writer also uses certain words and phrases to point out the order for the readers.

d. The fourth is unified, it contains no sentences or paragraphs that do not relate directly to the purpose of the writing. An effective writer does not include ideas that do not directly relate to the point that he or she is making, no matter how interesting he or she may find them. He or she keeps the purpose in mind through writing and make sure that every

sentence marks to support the main point.The fifth is coherence, sentence and ideas are put together in giving the reader a sense of smooth whole. The sentence followed by a reasonable and understandable way.

a. The sixth was correct, effective writing demonstrate an acceptable command of the conventions of grammar, punctuation and spelling as they are used in the standard dialect.

3. Importance of Writing

According to Quirk (2006), there were some reasons why writing was important such as:

1. Writing was a tool for discovery. We stimulate our through process by the act of writing and tab into information image we have in our conscious mind.

2. Writing was generates new ideas by helping us to make connection and see relationship.

3. Writing helps us to organize our ideas and clarify concepts, by writing down ideas; we can arrange them in coherent form.

4. Writing down ideas allows us to distance from them and evaluate them.

5. Writing helps us to absorb and process information, when we write about topic, we learn it better.

6. Writing on a subject make us active learner rather than passive learner of information.

f. Conceptual Framework

```
                    ┌──────────────────────┐
                    │    Writing Skill     │
                    └──────────┬───────────┘
                               ▼
  ┌────────────────────────────────────────────────────────────┐
  │  POWER (Plan, Organization, Write, Edit, Revise) Strategy   │
  └──────────────────────────┬─────────────────────────────────┘
                             ▼
                    ┌──────────────────┐
                    │    Classroom     │
                    │     Action       │
                    │    Research      │
                    └────────┬─────────┘
                             ▼
                    ┌──────────────────┐
                    │  Cycle           │
                    │  1.  Planning    │
                    │  2.  Action      │
                    │  3.  Observation │
                    │  4.  Reflection  │
                    └────────┬─────────┘
                             ▼
                    ┌──────────────────┐
                    │  Increasing the  │
                    │ students' writing│
                    │      skill       │
                    └──┬────────────┬──┘
                       ▼            ▼
     ┌──────────────────────┐  ┌──────────────────────┐
     │ Writing Skill in terms│  │ Writing Skill in terms│
     │ of :                 │  │ of :                 │
     │ Organization         │  │ Grammar              │
     └──────────────────────┘  └──────────────────────┘
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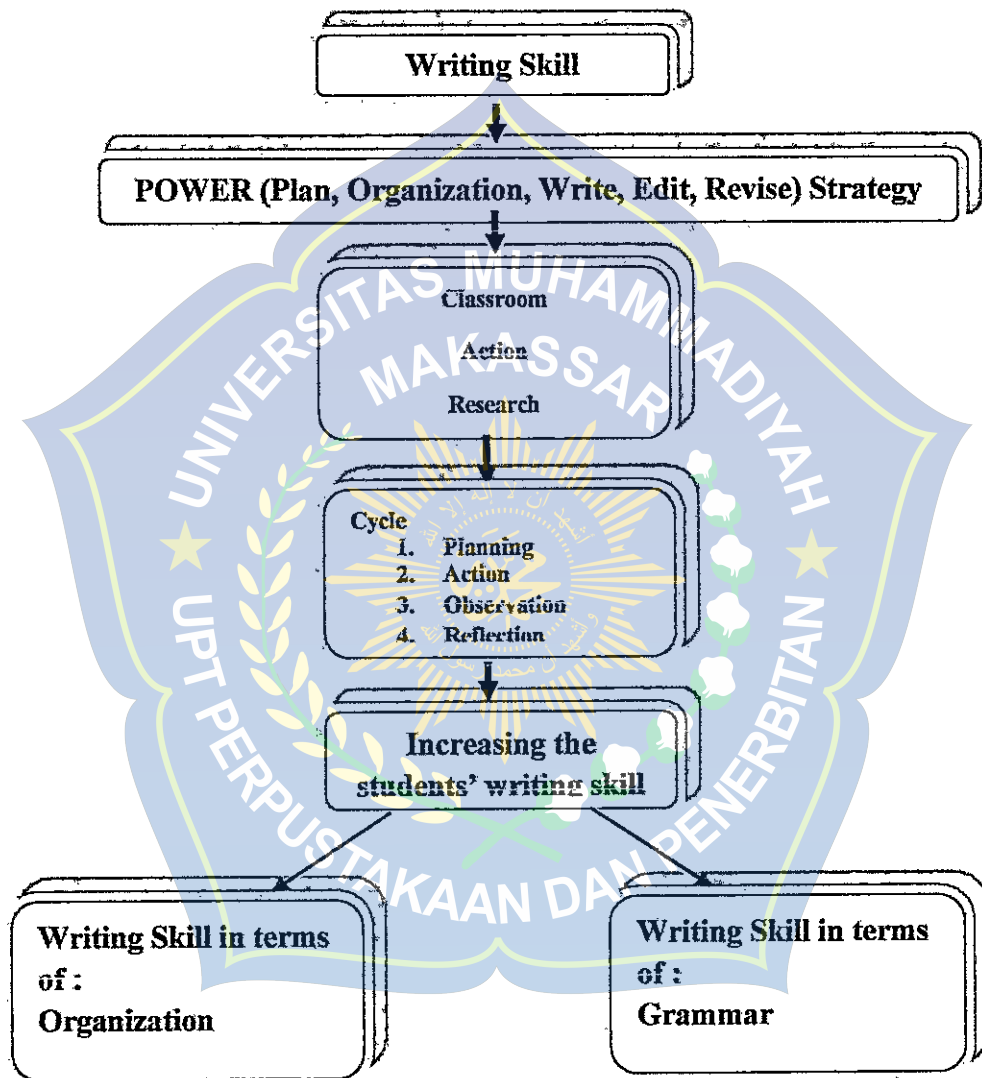
The conceptual framework explains about the process of teaching English, especially Writing skills. The researcher use power (plan, organization, write, edit, revise) to develop the students' writing skills which is applied in classroom action research.

In classroom action research, the researcher will apply the strategy in cycles. This strategy can help the student to develop their writing skills especially for organization and grammar. And finally with this strategy we can see the increasing of students' writing skills.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used Classroom Action Research (CAR). In CAR consisted of some steps: planning, acting, observing, and reflecting. In this research setting covers were: location, research time, and classroom action research cycles as follows:
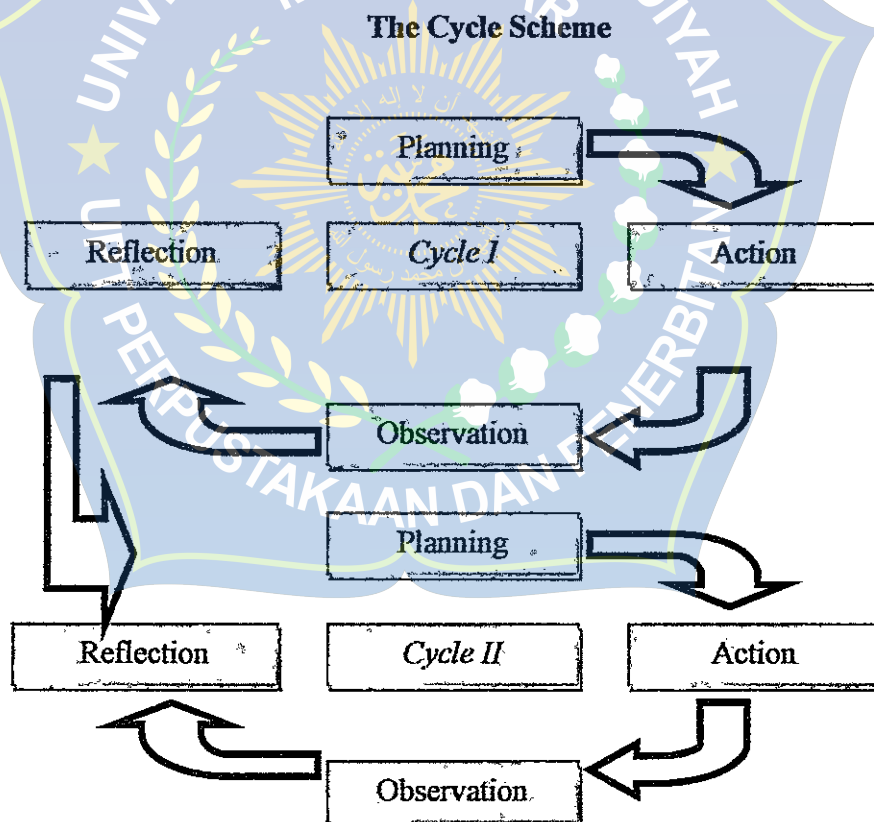
The Cycle Scheme

Figure 3.1 The Procedure of Classroom Action Research

(Kemmis and Mc, Taggar I in Arikunto 1997:73)

The cycle scheme above showed that the researcher in doing the research divided into Two cycle there are four steps for found out the result of the research : firstly is planning, second is action, then observation, and the last is reflection. Actually, the phase of fisrt and second cycles are aquivalent, but the second cycle emerge for repair the weakness from first cycle.

B. Research Subject

The subject of this Classroom Action Research was the eight grade students of SMP Pest. Putri Yatama Mandiri.

C. Research Procedure

In this Classroom Action Research (CAR), The researcher used the CAR principle to collect the data. This cycle consist of four phases. The cycle was describe through the scheme of action research phases as follows:

Cycle 1

1. Planning

In this phase included :

    a. The researcher made lesson plan

    b. The researcher prepared materials.

    c. The researcher made instrument evaluation.

2. Action

The activities that were done in this stage included :

    a. The researcher implemented the teaching learning process based on the lesson plan.

b. The researcher explained the subject material and gave example of the material.

c. The researcher asked the students to make an expression or sentence with their own word based on the material.

d. The researcher took students' score.

3. Observation

In this phase the researcher observed the student's response, participation of the students and everything which were found during the teaching learning process happened.

4. Reflection

Analyzeing all of the data which had been collected from observation, to assess the teaching program's achievement after given an action at the first cycle to get the best result could be a basic to formulate the next better lesson plan.

After conducting the first cycle with the data found, the study continued to the second cycle. In the second cycle, the researcher repaired the weakness in the first cycle based on the data found.

Cycle II

1. Planning

In this phase included : The researcher made lesson plan. And made instrument evaluation .

2. **Action**

The activities that were done in this stage included :

1. The researcher implemented the teaching learning process based on the lesson plan.

2. The researcher explained the subject material and gave example of the materials.

3. The researcher asked the students to make a sentence with their own word. And The researcher took the students' score.

3. **Observation**

In this phase the researcher observed the student's response, participation of the students and everything which were found during the teaching learning process happened.

4. *Reflection*

Analyzeing all of the data which had been collected from observation, to assess the teaching program's achievement after given an action at the second cycle. From the result of the research, the researcher could draw conclusion about increasing the students' writing skill through POWER (Plan, Organize, Writing, Edit, Revise).

D. **Research Instrument**

In this research the instrument used:

1. D-Test (Diagnostic Test)

The test was used to got about the students' writing ability through a *POWER* Strategy. It was to know the improvement of writing descriptive paragarph of students. The test gave at the end of cycle one.

E. Data Collection

1. D-Test : the researcher collected data from diagnostic test through POWER Strategy to wrote descriptive paragraph, cycle I test, and cycle II test. Researcher gave test to students by following the step below:

    a) Researcher prepare test material or topic for students.

    b) Researcher gave correction to their writing descriptive paragraph based on their mistakes.

There were one components that concerns of the researcher in this research to measure. Those are organization which would used criteria as follows:

1. Organization

In organization component, the write used scale 100-25 as scoring rate as follows:

Table 3.1 Organization Scoring

Score	Classification	Indicators of coherence and spatial order
100	Excellent	1. The ideas were-well organized in spatial order. 2. Correct in spatial order concise. 3. The ideas were cohesion. 4. The ideas were coherent
85	Very Good	1. The ideas were adequate organized. 2. The organization was adequate concise. 3. The ideas were adequate cohesion. 4. The ideas were adequate coherence. 5. The ideas were relevant to outline.

75	Good	The ideas were generally organized. 2. The organization was quite concise 3. Few ideas were a break out cohesion. 4. The ideas were generally coherent. 5. The ideas were mostly relevant to
50	Fair	1. The ideas were almost loosely organized. 2. The organization was not concise 3. The ideas were inadequate cohesion 4. The ides were inadequate coherent.

Glencoe (2006: 168)

2. Grammar

In grammar component, the write used scale 100-25 as scoring rate as follows:

Tabel 3.2 Grammar Scoring

Classifications	score	Criteria
Excellent	7	They speak effectively and excellent of using grammar.
Very good	6	They speak effectively and very good of using grammar.
Good	5	They speak effectively and good of using grammar.
Fairly good	4	They speak sometimes hasty but fairly good of grammar.
Fair	3	They speak sometimes hasty, fair of grammar.
Poor	2	They speak hesty, and more sentences are not appropriate in grammar.
Very poor	1	They speak very hesty, and more sentences are not appropriate using grammar and little or no communication.

(Harmer in Sugiati,2014:25)

C. Data Analysis

1. Procedure of Data Analysis

1) To classify the students score, there would four classifications which would be used as follows:

Table 3.3 Classify the Students' Score

Clasification	Score
Excelence	9 – 10
Very good	8 – 8,5
Good	6 – 7
Fair	4,5 – 5,5
Poor	2,5 – 4

Jacobs (2007)

The data from cycle I and cycle II was analyzed through the following steps:

1. To calculating the scores using the following simple formula:

$$schore = \frac{The\ gain\ schore}{Maximum\ schore} \times 10$$

(Depdiknas, 2006:8)

2. Calculating mean score of the students' Writing test by using the following formula:

$$X = \frac{\Sigma\,x}{N}$$

Where: X   : mean score

            $\Sigma\,x$: the sum of all score

            N   : the total number of sample

(Sudijono, 2012:81)

3. To know the percentage of the students' improvement by applying the follo -wing formula:

$$P = \frac{x^2 - x^1}{x^1} \times 10$$

Where :

P   : Percentage

X_1 : 1st Cycle

X_2 : 2nd Cycle

(Sudjana in Hamka, 2011:27)

4. To calculate the percentage of the students' achievement, the formula which was used as follows:

$$P = \frac{F}{N} \times 10$$

Notation: P   : Rate Percentage

          F   : Frequency of the students' achievement

          N   : The Total Number of Students

(Sudjana in Halimah, 2014 :32)

5. Percentage the students' participation through the following formula:

$$P = \frac{FQ}{4 \times N} \times 10$$

Where:

P   = Percentage

FQ   = Sum of all the students' score

N   = Total students

(Sudjana in Halimah, 2014:33)
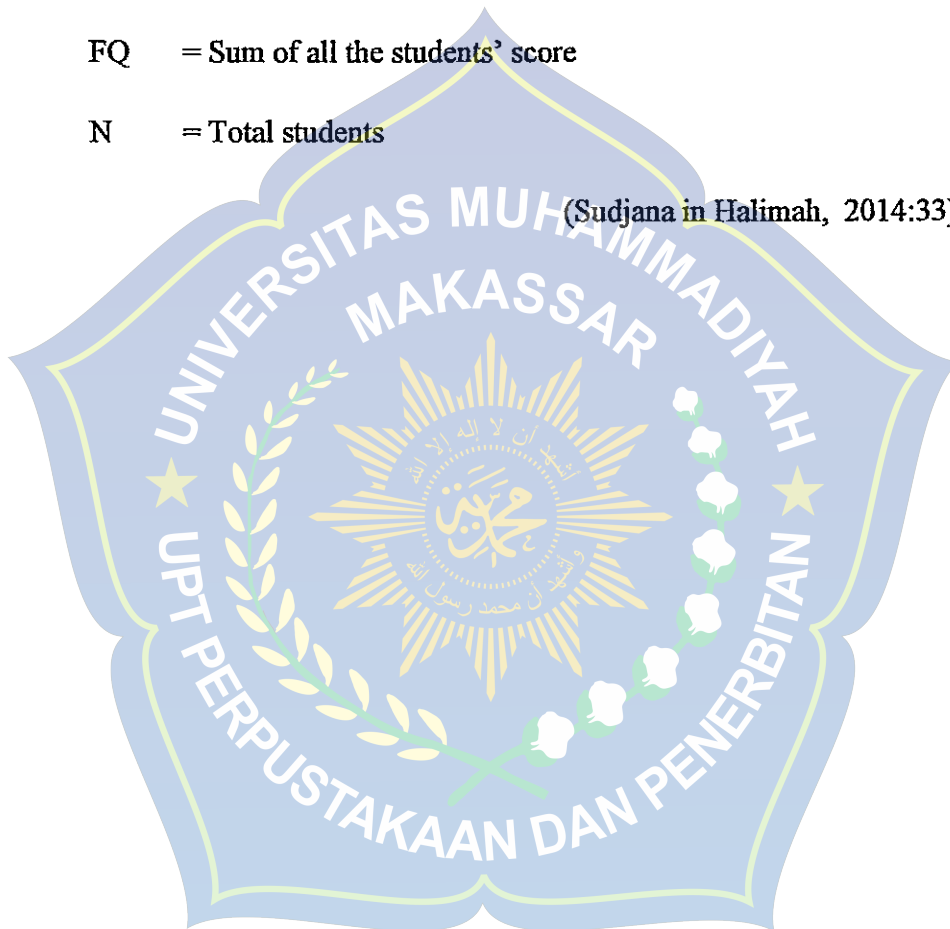
CHAPTER IV

FINDINGS AND DISCUSSION

This chapter particulary presents the finding of the research cover with the description of the students' improvement in Write and organization. In the discussion part. the writer described the findings in detail.

A. Finding

Following was presented the improvement of students' grammar and organize percentage as the result of teaching learning observation:

Table 4.1: the classification of The Students' Improvement (Grammar)

No	Classification	Score	Cycle 1		Cycle II	
			F	%	F	%
1.	Excellent	9-10	0	0	0	0
2.	Very good	8-8,5	0	0	5	17.85%
3.	Good	6-7.5	0	0	23	82.14%
4.	Fair	4.5-5.5	8	28.5%	0	0
5.	Poor	2.5-4.0	20	71.42 %	0	0
	Total		28	100%	28	100%

The table above shows that the percentage of the students' grammar and in writing indicates that the cycle I were 8 students (28.5%) got fair category, 20

students (71.42%) got poor category and none of students got the excellent,very good and good category. In cycle II there were 5 students (17.85%) got very good category, 23 students (82.14%) got good category and none students excellent, fair and poor category.

Table 4.2: The classification of The Students' Improvement (organization)

No	Classification	Score	Cycle I		Cycle II	
			F	%	F	%
1.	Excellent	9-10	0	0	0	0
2.	Very good	8-8,5	0	0	5	17.85%
3.	Good	6-7.5	3	10.71%	23	82.14%
4.	Fair	4.5-5.5	24	85.71%	0	0
5.	Poor	2.5-4.0	1	3.57%	0	0
	Total		28	100%	28	100%

The table above shows that the percentage of the students' grammar and in writing indicates that the cycle I were 3 students (10.71%) got good category, 24 students (85.71%) got fair category, 1 students (3.57%) got poor category and none of students got the excellent,very good and good category. In cycle II there were 5 students (17.85%) got very good category, 23 students (82.14%) got good category and none students excellent, fair and poor category.

1. The students' writing skill in term of Grammar

The improvement of the students' writing descriptive paragraph based on the grammar aspect by using POWER method in D- Test.cycle I and cycle II would be described in the following table.

Table 4.3 :The Improvement of students' writing skill (grammar)

No	Indicators	CI		CII		Improvement (%)
		Score	Mean Score	Score	Mean Score	CI-CII
1	Effectively	137	4.89	199	7.10	62%
2	Suitability	139	4.96	198	7.07	59%

The data in the table above shows the students' writing ability in grammar as the result of calculating of the diagnostic test and students' test at the students' writing ability by using POWER Strategy. Where the students score in diagnostic test was different from the students' test in cycle I. in cycle I was 139 (4.96%). and in cycle II was 198 (7.07%). The assessment of cycle II was greater than cycle I and and classified as good. And then, improvement from cycle I to cycle II was I (7.07% > 4.96%).

Based on the percentages above there were significant improvements of the students by using POWER strategy .To see clearly the improvement of the students' writing content, the following graphic is presented.

The improvement of students' writing skill (grammar)

▢ ▢CYCLE I ▢CYCLE II

41%

59%
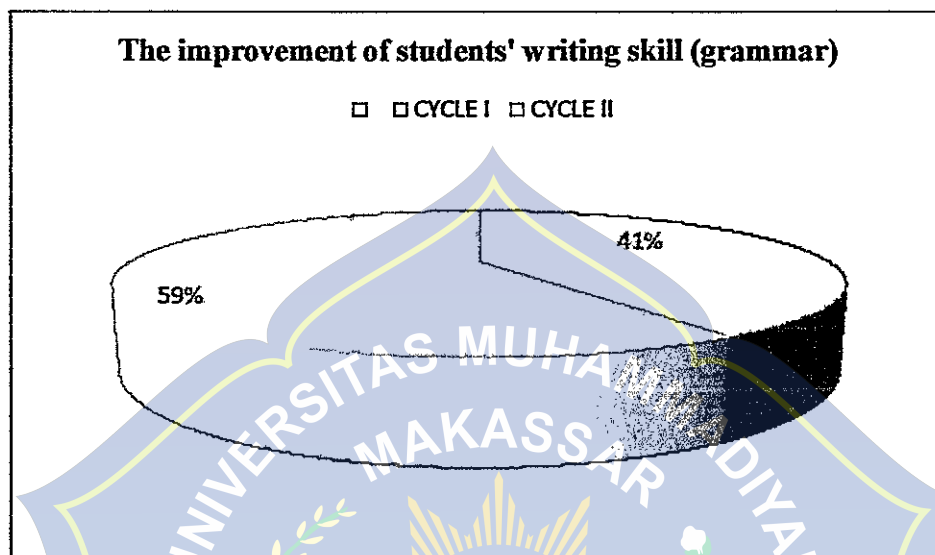
Diagrams 4.1: The improvement of students' writing skill (grammar)

The chart above shows that the improvement of the students' in grammar from D- Test to cycle I (31.7%), from cycle I to cycle II (43.8%), from D- Test to cycle II (70.7%). Therefore there is the improvement of the students' in content and the target can be achieved. Finally, the Topical Approach method is effective for students.

1. **The students' writing skill in term of organization**

In implementation of POWER Strategy in writing descriptive paragraph. the writer found that the mean score of organization aspect in the second cycle was greater than the mean score of organization in the first cycle and diagnostic test. It would be described in the table below:

Table 4.4 : The improvement of students' writing skill (organization)

No	Indicators	CI		CII		Improvement (%)
		Score	Mean Score	Score	Mean Score	CI-CII
1	Coherence	139	4.96	202	7.21	45.3
2	Spatial Order	134	4.78	196	7	46.4

The data in the table above shows the students' writing ability in organization as the result of calculating of cycle I and cycle II at the students' writing ability by POWER strategy, where the students' score in cycle I and cycle II. The mean score in cycle I was for 4.78 and cycle II was 7. The achievement of cycle II was greater than cycle I (7.10% > 4.87%) and classified as good.

Based on the percentages above there is a significant improvements of the students by using POWER strategy. To see clearly the improvement of the students' writing organization, the following chart was presented.

The improvement of students' writing skill (organization)

□ □ CYCLE I □ CYCLE II

41%

59%
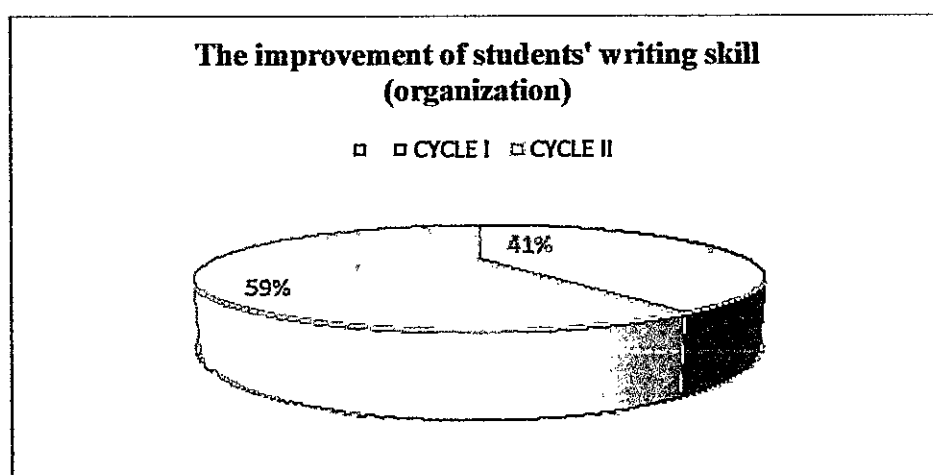
Diagrams 4.2: The improvement of students' writing skill (organization)

The chart above shows that the improvement of the students' organization from cycle I to cycle II (45.85%),. Therefore there is the improvement of the students' in organization and the target can be achieved. Finally, the POWER strategy was effective for students.

2. The improvement of the students' writing ability through POWER strategy

The implementation of POWER strategy in improving the students' writing ability covered content and organization. The improvement of the students' writing ability could be seen clearly in the following table:

Table 4. 5 : The Students' Improvement In Writing Ability

No	Variables	Mean Score		Improvement (%)
		CI	CII	CI-CII
1.	Grammar	4.96	7.08	2.12%
2.	Organization	4.98	7.10	2.12%

The table above indicates that there is improvement of the students' writing ability focus on grammar from the first cycle and the second cycle is different. After evaluation in the first cycle the students' writing ability becomes (4.96) and categorized as good and the second cycle (7.08). which categorized as good. The improvement of students' writing ability achieve from the first cycle to the second cycle (2.12%). There was also significant improvement of the students' writing ability from the first cycle to the second cycle.

The table above indicates that there is improvement of the students' writing ability focus on Organization from the first cycle and the second cycle is different. After evaluation in the first cycle the students' writing ability becomes (4.98) and categorized as good and the second cycle (7.10). which categorized as good. The improvement of students' writing ability achieve from the first cycle to the second cycle (2.12%). There was also significant improvement of the students' writing ability from the first cycle to the second cycle.

The table above proves that used of POWER Strategy in teaching and learning process was able to improve the students' writing ability in grammar and organization after taking action in the first cycle and the second where the students' achievement in the second cycle was greater than the first cycle

To see clearly the increase of the students' writing ability, the following chart is presented:
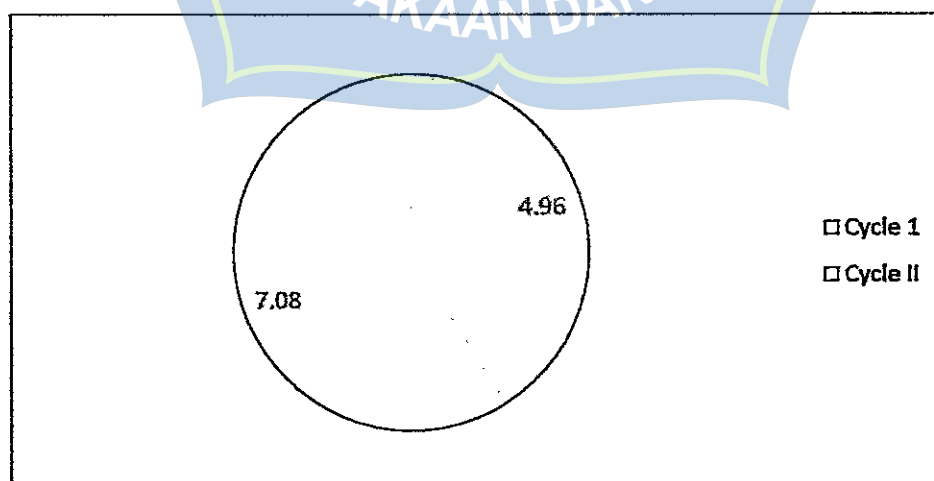
Diagrams 4.3: The Improvement of the Students' Writing Ability in tems of

Organization

The chart above shows, that the improvement of the students' writing ability in cycle I (4.98) and cycle II (7.10), the giving score were classified from fairly good to good. After evaluation in cycle I and cycle II, there was a significant improvement from cycle I to Cycle II (2.12%) of the students' grammar and organization that show clearly in the chart after taking an action in two cycles through POWER strategy.
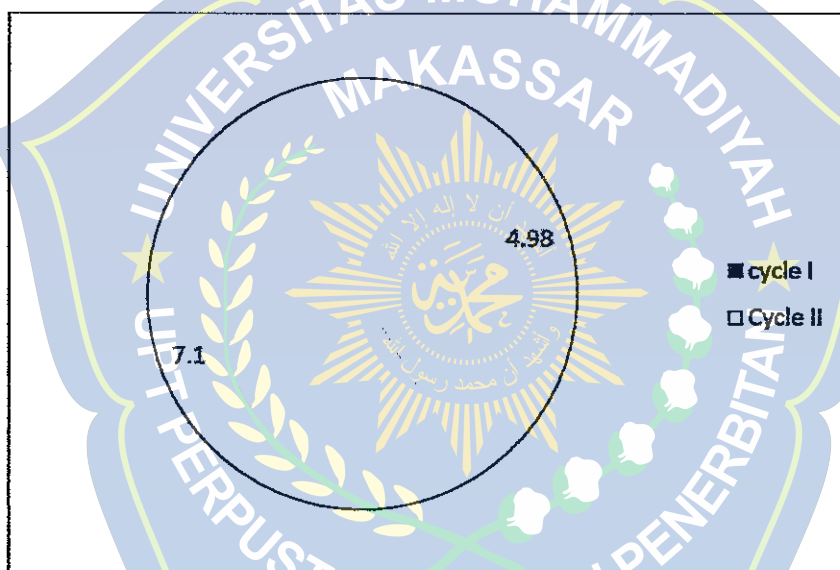
B. Discussion

In this part, the discussion covering the interpretation of finding derived from the result of findings was based on the problem statement. They were : (1). How can (Plan, organize, write, edit, and revise) strategy increase the writing skill in terms of grammar? (2). How can (Plan, organize, write, edit, and revise) strategy increase the writing skill in terms of organization?

The application of POWER Strategy at VIII.B class of SMP Pest. Putri Yatama Mandiri..

1. The students' writing ability in des0scn riptive paragraph viewed from grammar

The improvement of the students' ability to write good descriptive paragraphs through POWER Strategy had an effective effect. Where the teacher was finds in the diagnostic test of grammar that the students just got score about 3.74%. It means that it was far from the target, but after implies the POWER Strategy; the students got mean score about 4.92 in the first cycle and 7.08 in the second cycle. It means that the target has been achieved.Following was presented the improvement of students' grammar percentage as the result of teaching learning observation:

2. The students' writing ability in des0scn riptive paragraph viewed from organization

After implementation of POWER strategy in the class. The teacher finds that the mean score of diagnostic test in organization is 3.81. In the first cycle. the students just get 4.8. In the second cycle, the students get 7.1. It means that the target score can be achieved in the second cycle.

Following was presented the improvement of students' organization percentage as the result of teaching learning observation:

In the second cycle the percentage of the students' organization was 14 students (56.25%) get very good. 10 students (47.05%) and none of the students for other classification. The result above also proves that the use of POWER Strategy was able to improve the students' content where the result of the second cycle was higher than the first cycle and diagnostic-test (Cycle II>Cycle I>Diagnostic-Test).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion the conclusion was drawn based on the findings and discussion. And suggestion was given based on the conclusion.

A. Conclusion

1. The data in the table above shows the students' writing ability in grammar as the result of calculating of the diagnostic test and students' test at the students' writing ability by using POWER Strategy. Where the students score in diagnostic test was different from the students' test in cycle I. in cycle I was 139 (4.96%). and in cycle II was 198 (7.07%). The assessment of cycle II was greater than cycle I and and classified as good. And then, improvement from cycle I to cycle II was I (7.07% > 4.96%).

2. The data in the table above shows the students' writing ability in organization as the result of calculating of cycle I and cycle II at the students' writing ability by POWER strategy, where the students' score in cycle I and cycle II. The mean score in cycle I was for 4.78 and cycle II was 7. The achievement of cycle II was greater than cycle I (7.10% > 4.87%) and classified as good.

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B. Suggestion

Based on the findings, the writer states suggestions as follows:

1. It was suggested to the English teachers that they apply POWER strategy as one of the alternative ways in writing skill.

2. The students are expected to increase their intensity in learning writing through POWER strategy.
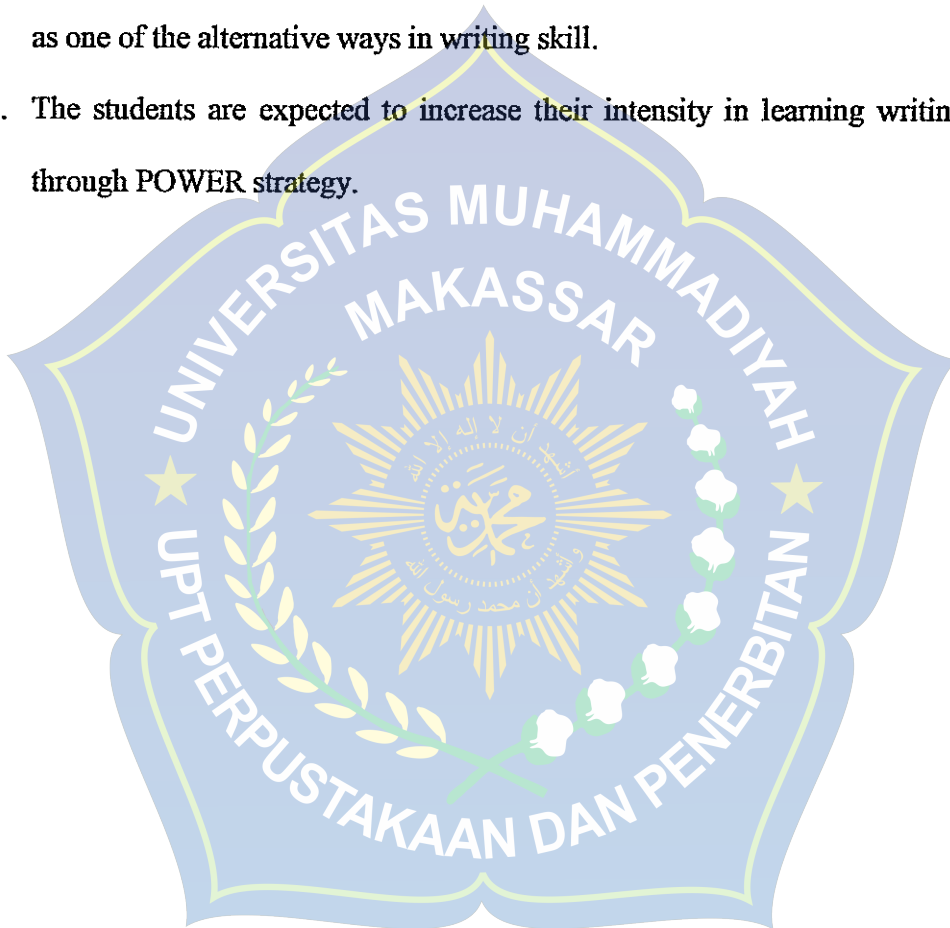
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APPENDICES

APPENDICES

RESEARCH INSTRUMENTS

CYCLE 1

1. Planning

The researcher made lesson plan, prepared materials, and made instrument evaluation.

2. Action

The researcher implemented the teaching learning process, explained the subject material and gave example, students' make an expression or sentence with their own word based on the materials, and The researcher took students' score.

3. Observation

The researcher observed the student's response, participation in learning process happened.

4. Reflection

Assess the teaching programs achievement after given an action at the first cycle

CYCLE II

1. The Planning

The researcher made lesson plan and instrument evaluation .

2. Action

The researcher implemented the teaching learning process, explained the subject material and gave example, students' make an expression or sentence with their own word based on the materials, and The researcher took students' score.

3. Observation

The researcher implemented the teaching learning process, explained the subject material and gave example, students' make an expression or sentence with their own word based on the materials, and The researcher took students' score.

4. Reflection

Assess the teaching program's achievement after given an action at the first cycle from the result of the research, the researcher could draw conclusion about increasing the students' writing skill through POWER (Plan, Organize, Writing, Edit, Revise).

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah   : SMP Pesantren Putri Yatama Mandiri

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII (Delapan) / 1

Alokasi Waktu   : 2 x 45 menit (3x pertemuan)

Topik Pembelajaran : Descriptive Text and Recount Text

A. **Standar Kompetensi** : 2. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

B. **Kompetensi Dasar**   : 2.2 Merespon makna yang terdapat dalam monolog pendek pendek sederhana secara akurat, lancer, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

C. **Indikator**   : Mampu mengidentifikasi :
   ☞ Informasi / makna yang terdapat dalam teks berbentuk descriptive dan recount
   ☞ Fungsional dan langkah retorika teks descriptive dan recount

D. **Tujuan Pembelajaran**

Pada akhir pembelajaran, siswa dapat:

Pertemuan I

a. Mengidentifikasi informasi/ makna yang terdapat dalam teks descriptive

b. Mengidentifkasi fungsi dan langkah retorika teks berbentuk descriptive

E. Materi Pembelajaran

- Langkah retorika teks :

- **Descriptive**

    (identification –descriptions)

- **Recount**

    (orientation events)

- Reorientation

    Teks lisan berbentuk

- Descriptive

- Recount

Langkah retorika teks:

- Descriptive (identification-descriptions)

- Recount (orientation events-reorientation

I Have a Cat	
Spot is a regular house cat. He is an adorable cat. He has orange fur with white and black spots. I like to cuddle him because his fur feels soft. Every morning I give Spot milk. Spot does not like rice, so I give him cat food. Spot is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, Spot usually sleeps on the sofa in the living room or sometimes	identification descripti

F. METODE PEMBELAJARAN : Three phase Technique

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN :

Pertemuan 1

a. Kegiatan pendahuluan : 10 menit

- Berdoa *(nilai yang ditanamkan: taqwa)*
- Mengecek kehadiran siswa *(nilai yang ditanamkan: disiplin)*
- Tanya jawab berbagai hal terkait kondisi siswa dan fokus menanyakan siswa yang tidak hadir atau pertemuan sebelumnya tidak hadir *(nilai yang ditanamkan: peduli, empati)*
- Guru menyampaikan tujuan pembelajaran.

b. Kegiatan inti : 60 menit

- Bertanya dan menjawab tentang berbagai hal yang terkait dengan teks descriptive
- Peserta didik mendengarkan teks yang berbentuk descriptive yang dibacakan oleh guru kemudian peserta didik mengidentifikasi informasi yang terdapat dalam teks yang didengar
- Peserta didik megidentifikasi langkah retorika yang terdapat dalam teks.
- Mencari arti dalam bahasa Indonesia kata yang digaris bawahi.
- Guru memfasilitasi dan merevisi hasil pekerjaan peserta didik.
  (contoh nilai yang ditanamkan dari pertemuan di kelas: tanggung jawab, dsiplin, saling menghargai pendapat, percaya diri).

c. Kegiatan penutup : 10 menit

- Menanyakan kesulitan-kesulitan siswa selama PBM. *(nilai yang ditanamkan percaya diri)*
- Menyimpulkan materi pembelajaran *(nilai yang ditanamkan antisipatif)*
- Menugaskan siswa untuk menggunakan ungkapan-ungkapan yang telah dipelajari. *(nilai yang ditanamkan tanggung jawab, mandiri, disiplin)*
- Berdoa *(nilai yang ditanamkan taqwa)*

H. SUMBER BELAJAR

- English In Focus
- A Fun and Easy English Book

I. PENILAIAN :

    a. Teknik : Merespon pertanyaan secara lisan dan tertulis

    b. Bentuk : performance/ pertanyaan lisan/ tulis

Indikator	Penilaian		
	Teknik	Bentuk	Contoh Instrument
Listening 1. Mengidentifikasi informasi yang terdapat dalam teks descriptive. 2. Mengidentifikasi langkah retorika teks recount	Tes lisan Tes tulis	Jawaban singkat isian Jawaban benar atau salah (true /false)	Decide whether the following statements are true or false

Instrument penilaian

Example:

Pertemuan I

A. Listen to your teacher reading the following text carefully. Then, find the meanings of the underlined words in Indonesian.

I Have a Cat

Spot is a regular house cat. He is an adorable cat. He has orange fur with white and black spots. I like to cuddle him because his fur feels soft. Every morning I give Spot milk. Spot does not like rice, so I give him cat food. Spot is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, Spot usually sleeps on the sofa in the living room or sometimes under the table.

B. Decide whether the following statements are true (T) or false (F) based on the text.

1. Spot is a dog.
2. Spot lives inside house
3. Spot is an adorable animal.
4. Spot's fur is white with black and orange spots.
5. Spot likes to drink water every morning.
6. Spot likes to eat cat food
7. Spot doesn't like to move around.
8. When Spot is tired or sleepy, he likes to sleep under the chair.

Rubric penilaian

- Listening

Pedoman Penilaian:

1. tiap jawaban benar diberi skor 2
2. Nilai maksimal =   100

$$Nilai\ Siswa = \frac{SkorPerolehan}{SkorMaksimal} x10$$

b. Rubrik Penilaian:

No.	Uraian	Skor
I	Setiap jawaban yang benar	2
	Setiap jawaban yang salah/tidak dijawab	0

Makassar,   Oktober 2020

Researcher

Mardiana
NIM. 10535619614

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMP Pesantren Putri Yatama Mandiri

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   : VIII / 1

Alokasi Waktu   : 2 Jam Pertemuan (1 X Pertemuan)

A. **Standar Kompetensi**   : 2. Memahami makna dalam teks lisan fungsional dan

                                monolog pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

B. **Kompetensi Dasar**   : 2.1 Merespon makna yang terdapat dalam teks lisan Fungsional pendek sederhana secara akurat, lan cer, dan berterima untuk berinteraksi dengan lingkungan sekitar

C. **Indikator**   : Mampu mengidentifikasi :

                                ▪ Informasi yang terdapat dalam teks fungsional pendek berupa undangan

                                ▪ Ciri kebahasaan dalam teks fungsional pendek berupa undangan

D. **Tujuan Pembelajaran**

Pada akhir pembelajaran, siswa dapat:

Pertemuan 1

a. Mengidentifikasi informasi yang terdapat dalam teks fungsional pendek berupa undangan

b. Mengidentifikasi ciri kebahasaan dalam teks fungsional pendek berupa undangan

E. Materi Pembelajaran

- Teks fungsional pendek berupa: Undangan.
- Ciri kebahasaan teks fungsional pendek

Students Organization
SMP Pesantren Yatama Putri Mandiri

Dear Wahyu,
We invite you to attend our meeting that will be held:
Day/ Date   : Wednesday, 9th March 2010
Time   : 2 p.m.-4 p.m
Place   : The school hall
Agenda   : Final preparation for the Futsal
                 Competition 2016.
Please come on time.
See you there!
Okta   Rangga
Secretary   Chairperson

To : All Class Captains

You are expected to attend the meeting in the
Headmaster's office right after the class. Please come on
time.

Ms. Reisa

To : Maya

It's time for me and my family to leave this town.
Please come and join our farewell party.

- On Saturday, 4th December 2015 at 7 p.m
- At our house, Jalan Kenanga Number 59

Thank you
Arlinda

F. METODE : Three phase Technique
   PEMBELAJARAN

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN :

Pertemuan 1

a. Kegiatan pendahuluan : (10 menit)

   - Berdoa (*nilai yang ditanamkan: taqwa*)
   - Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin*)
   - Tanya jawab berbagai hal terkait kondisi siswa dan fokus menanyakan siswa yang tidak hadir atau pertemuan sebelumnya tidak hadir (*nilai yang ditanamkan: peduli, empati*)
   - Guru menyampaikan tujuan pembelajaran.

b. Kegiatan inti : (60 menit)

   - Bertanya dan menjawab tentang berbagai hal yang terkait dengan teks fungsional berupa undangan
   - Guru menunujukkan contoh-contoh undangan
   - Peserta didik mendengarkan teks berupa undangan yang dibacakan oleh guru kemudian peserta didik mengidentifikasi informasi yang terdapat dalam teks undangan yang dibaca
   - Peserta didik megidentifikasi ciri kebahasan yang terdapat dalam teks.
   - Menjawab pertanyaan tentang isi teks.
   - Guru memfasilitasi dan merevisi kesalahan peserta didik

   (contoh nilai yang ditanamkan dari pertemuan di kelas: tanggung jawab, dsiplin, saling menghargai pendapat, percaya diri).

c. Kegiatan penutup : (10 menit)

   - Menanyakan kesulitan-kesulitan siswa selama PBM. *(nilai yang ditanamkan percaya diri)*

- Menyimpulkan materi pembelajaran (*nilai yang ditanamkan antisipatif)*

- Menugaskan siswa untuk menggunakan ungkapan-ungkapan yang telah dipelajari. *(nilai yang ditanamkan tanggung jawab, mandiri, disiplin)*

- Berdoa *(nilai yang ditanamkan taqwa)*

H. SUMBER BELAJAR

- English In Focus
- A Fun and Easy English Book

I PENILAIAN :

.
- a. Teknik : Merespon pertanyaan secara lisan dan tertulis
- b. Bentuk : performance/ pertanyaan lisan

Indikator	Penilaian		
	Teknik	Bentuk	Contoh Instrument
Listening 1. Mengidentifikasi pertanyaan yang terdapat dalam teks. 2. Mengidentifikasi ciri kebahasaan teks	Tes lisan	Jawaban singkat isian	Choose the best option based on the text you have listened.

Instrument penilaian

Example:

Answer the following questions based on the text orally!

1. What will the meeting discuss?
    A. The result of the Futsal Competition 2016
    B. The final preparation for the futsal competition
    C. The inter-school futsal competition
    D. The competition for the students organizations

2. The meeting will be held.......
    A. In the afternoon
    B. In the evening
    C. In the morning
    D. At night

3. Where is the meeting will be held?
    A. At School yard
    B. In the laboratorium
    C. In the library
    D. In the school hall

4. Who is the chairperson in the student organization?
    A. Okta
    B. Ratna
    C. Rangga
    D. Reno

5. How long the meeting that will be held?
    A. 2 hours
    B. 3 hours
    C. 4 hours
    D. 5 hours

6. When the meeting will be held?
    A. Monday

B. Tuesday

C. Wednesday

D. Thursday

7. What time the meeting will start?

A. 2 p.m

B. 3 p.m

C. 4 p.m

D. 6 p.m

Rubric penilaian

- Listening

Pedoman Penilaian:

1. tiap jawaban benar diberi skor 2
2. Nilai maksimal =   100

$$Nilai\ Siswa = \frac{Skor Perolehan}{Skor Maksimal} x10$$

a. Rubrik Penilaian:

No.	Uraian	Skor
I	Setiap jawaban yang benar	2
	Setiap jawaban yang salah/tidak dijawab	0

Makassar,   November 2020

Researcher

Mardiana

NIM. 10535619614

APPENDIX A

ATTENDENT LIST OF STUDENTS'

AT CLASS VIII B OF SMP PESANTREN PUTRI YATAMA MANDIRI

NO	THE STUDENTS' CODE	CYCLE I				CYCLE II			
		1	2	3	4	1	2	3	4
1	S.1	√	I	√	√	√	√	√	√
2	S.2	√	√	√	s	√	√	i	√
3	S.3	√		s	√	√	√	√	√
4	S.4	√	S	s	√	√	√	√	√
5	S.5	√	√	√	√	√	√	√	√
6	S.6	√	√	√	√	i	i	√	√
7	S.7	√	√	√	a	√	√	√	√
8	S.8	√	√	i	a	√	√	√	√
9	S.9	√	√	√	√	√	√	s	
10	S.10	√	A	i	√	√	√		√
11	S.11	√	√	√	√	s	√	√	√
12	S.12	√	√	√	i	i	√	√	√
13	S.13	√	√	a	√	√	√		√
14	S.14	√	I	√	√	√	√	√	√
15	S.15	√	√	√	a	√	√	√	√
16	S.16	s	S	√	√	√	√	√	√
17	S.17	√	√	√	√	√	√	√	s
18	S.18	a	√	√	√	√	√	√	√
19	S.19	s	S	√	√	√	√	√	√
20	S.20	√	√	i	i	√	√	√	√
21	S.21	√	S	√	√	√	√	√	√
22	S.22	√	√	√	√	√	a	a	√
23	S.23	√	√	√	√	√	√	√	√
24	S.24	√	√	√	√	√	√	√	√
25	S.25	√	√	√	i	√	√	√	√
26	S.26	√	√	√	√	s	s	√	√
27	S.27	√	√	√	√	√	√	√	√
28	S.28	a	A	√	√	√	√	√	√

Keterangan:
√ : Hadir
A : Alfa
S : Sakit
I : Izin

APPENDIX B

THE RESULT OF STUDENTS' DIAGNOSTIC TEST

AT VIII B OF SMP PESANTREN PUTRI YATAMA MANDIRI

NO.	Students Code	Grammar		Writing E+S	Organize		Writing C+S
		Effectively	Suitability		Coheren	Spatial Order	
1	S.1	4	5	4.5	3	4	3.5
2	S.2	4	3	3.5	4	4	4
3	S.3	3	3	3	4	3	3.5
4	S.4	3	4	3.5	3	3	3
5	S.5	3	4	3.5	4	4	4
6	S.6	4	4	4	4	3	3.5
7	S.7	4	4	4	4	3	3.5
8	S.8	3	3	3	3	4	3.5
9	S.9	4	3	3.5	3	4	3.5
10	S.10	3	3	3	3	3	3
11	S.11	3	3	3	4	3	3.5
12	S.12	4	5	4.5	4	4	4
13	S.13	4	5	4.5	4	4	4
14	S.14	3	4	3.5	3	3	3
15	S.15	3	4	3.5	4	3	3.5
16	S.16	4	5	4.5	5	4	4.5
17	S.17	4	5	4.5	5	3	4
18	S.18	4	5	4.5	5	4	4.5
19	S.19	4	5	4.5	3	3	3
20	S.20	4	5	4.5	4	4	4
21	S.21	3	4	3.5	4	4	4
22	S.22	3	4	3.5	4	4	4
23	S.23	4	3	3.5	3	3	3
24	S.24	4	3	3.5	3	4	3.5
25	S.25	4	3	3.5	3	3	3
26	S.26	3	3	3	3	3	3
27	S.27	3	4	3.5	4	4	4
28	S.28	4	4	4	4	3	3.5
	Total Score	100	110	105	104	98	101
	Mean Score	3.57	3.92	3.75	3.71	3.5	3.60

THE MEAN SCORE FOR D-TEST

1. **GRAMMAR**

   - Effectively $= \frac{100}{28} = 3,57$

   - Suitability $= \frac{110}{28} = 3,92$

2. **ORGANIZE**

   - Coheren $= \frac{104}{28} = 3.71$

   - Spartial Order $= \frac{98}{28} = 3.5$

3. **WRITING ABILITY** $= \frac{organize + grammar}{2}$

   $= \frac{3,75 + 3.60}{2}$

   $= 3,67$

APPENDIX C

THE RESULT OF STUDENTS' TEST CYCLE I

AT VIII B OF SMP PESANTREN PUTRI YATAMA MANDIRI

NO.	Students Code	Grammar		Writing E+S	Organize		Writing C+S
		Effectively	Suitability		Coheren	Spatial Order	
1	S.1	5	4	4.5	6	6	6
2	S.2	6	5	5.5	5	4	4.5
3	S.3	4	5	4.5	5	5	5
4	S.4	4	5	4.5	5	6	5.5
5	S.5	5	5	5	6	6	6
6	S.6	6	6	6	5	6	5.5
7	S.7	5	5	5	4	5	4.5
8	S.8	5	6	5.5	5	4	4.5
9	S.9	5	4	4.5	6	5	5.5
10	S.10	4	4	4	4	4	4
11	S.11	6	5	5.5	5	5	5
12	S.12	6	6	6	6	5	5.5
13	S.13	4	4	4	4	5	4.5
14	S.14	5	6	5.5	5	5	5
15	S.15	6	6	6	4	4	4
16	S.16	5	6	5.5	4	5	4.5
17	S.17	4	5	4.5	4	6	5
18	S.18	6	6	6	5	5	5
19	S.19	4	4	4	6	6	6
20	S.20	4	4	4	6	4	5
21	S.21	5	5	5	5	4	4.5
22	S.22	6	5	5.5	5	6	5.5
23	S.23	6	5	5.5	6	5	5.5
24	S.24	4	5	4.5	4	4	4
25	S.25	5	4	4.5	4	5	4.5
26	S.26	5	4	4.5	5	4	4.5
27	S.27	5	6	5.5	5	5	5
28	S.28	4	4	4	5	6	5.5
Total Score		137	139	139	139	134	139.5
Mean Score		4.89	4.96	4.96	4.96	4.78	4.98

THE MEAN SCORE FOR CYCLE 1

3. GRAMMAR

- Effectively $= \frac{137}{28} = 4.89$

- Suitability $= \frac{139}{28} = 4.96$

4. ORGANIZE

- Coheren $= \frac{139}{28} = 4.96$

- Spartial Order $= \frac{134}{28} = 4.78$

3. WRITING ABILITY $= \frac{organize + grammar}{2}$

$$= \frac{4.96 + 4.98}{2}$$

$$= 4.97$$

APPENDIX D

THE RESULT OF STUDENTS' TEST CYCLE II

AT VIII B OF SMP PESANTREN PUTRI YATAMA MANDIRI

NO.	Students Code	Grammar		Writing E+S	Organize		Writing C+S
		Effectively	Suitability		Coheren	Spatial Order	
1	S.1	7	6	6.5	7	7	7
2	S.2	6	7	6.5	6	7	6.5
3	S.3	8	7	7.5	8	6	7
4	S.4	6	6	6	7	6	6.5
5	S.5	7	7	7	6	7	6.5
6	S.6	7	6	6.5	8	7	7.5
7	S.7	7	8	7.5	7	6	6.5
8	S.8	7	6	6.5	6	6	6
9	S.9	7	7	7	8	8	8
10	S.10	6	6	6	7	7	7
11	S.11	7	8	7.5	8	7	7.5
12	S.12	8	7	7.5	7	8	7.5
13	S.13	8	8	8	8	8	8
14	S.14	7	6	6.5	8	8	8
15	S.15	7	7	7	6	7	6.5
16	S.16	7	6	6.5	7	8	7.5
17	S.17	8	8	8	8	6	7
18	S.18	7	8	7.5	8	7	7.5
19	S.19	7	8	7.5	7	6	6.5
20	S.20	8	6	7	7	7	7
21	S.21	7	8	7.5	7	8	7.5
22	S.22	7	8	7.5	8	8	8
23	S.23	8	7	7.5	7	6	6.5
24	S.24	8	8	8	6	7	6.5
25	S.25	6	6	6	8	7	7.5
26	S.26	7	7	7	8	8	8
27	S.27	7	8	7.5	7	7	7
28	S.28	7	8	7.5	7	6	6.5
Total Score		199	198	198.5	202	196	199
Mean Score		7.10	7.07	7.08	7.21	7	7.10

THE MEAN SCORE FOR CYCLE 1I

1   **GRAMMAR**

- Effectively $= \frac{199}{28} = 7.10$

- Suitability $= \frac{198}{28} = 7.07$

2   **ORGANIZE**

- Coheren $= \frac{202}{28} = 7.21$

- Spartial Order $= \frac{196}{28} = 7$

3. WRITING ABILITY $= \frac{organize + grammar}{2}$

$$= \frac{7.08 + .7.10}{2}$$

$$= 7.09$$

APPENDIX E

THE RESULT OF STUDENTS' OBSERVATION SHEET DURING THE LEARNING PROCESS AT CYCLE I AND CYCLE II

NO.	Students Code	Cycle I				Cycle II			
		Meetings				Meetings			
		I	II	III	IV	I	II	III	IV
1	S.1	2	3	3	2	2	3	3	3
2	S.2	3	3	2	3	3	3	3	3
3	S.3	3	3	2	3	3	4	3	3
4	S.4	2	3	2	3	3	3	3	4
5	S.5	1	3	3	3	3	4	3	3
6	S.6	4	4	3	3	3	3	4	4
7	S.7	3	3	3	4	4	3	3	3
8	S.8	2	3	3	3	3	3	4	3
9	S.9	3	2	3	3	3	4	2	3
10	S.10	2	3	3	3	3	4	3	3
11	S.11	3	3	3	3	3	2	4	4
12	S.12	4	3	3	3	3	3	3	4
13	S.13	2	3	2	4	2	3	3	3
14	S.14	3	3	3	2	3	2	3	3
15	S.15	2	2	3	3	2	4	3	2
16	S.16	3	4	4	2	2	2	2	4
17	S.17	1	3	4	3	2	4	4	2
18	S.18	2	3	4	2	3	4	2	3
19	S.19	2	2	4	3	4	2	3	2
20	S.20	2	2	3	3	4	3	3	3
21	S.21	4	2	2	4	4	3	4	4
22	S.22	3	3	3	4	3	3	3	3
23	S.23	3	1	3	3	2	4	2	3
24	S.24	3	2	4	2	4	2	3	4
25	S.25	4	3	4	3	4	3	4	3
26	S.26	2	4	4	3	3	3	4	4
27	S.27	3	2	3	3	3	3	3	3
28	S.28	3	3	2	3	3	3	3	3
Total Score		74	78	82	83	84	86	87	89
Mean Score		66%	69%	73%	74%	75%	76%	77%	79%

KET: 4 : SANGAT AKTIF   2 : KURANG AKTIF

3 : AKTIF   1 : TIDAK AKTIF

APPENDIX F

THE IMPROVEMENT OF STUDENTS' GRAMMAR, ORGANIZATION, AND WRITING ABILITY

1. **The Improvement of Grammar**

   - Effectively

   The improvement of students' Effectively from Diagnostic Test to Cycle I uses formula :

   $P = \dfrac{X1 - DT}{DT} \times 100\%$

   $= \dfrac{4.89 - 3.57}{3.57} \times 100\%$

   $= 36.9\%$

   The improvement of students' Effectively from Cycle I to Cycle II uses formula :

   $P = \dfrac{X2 - X1}{X1} \times 100\%$

   $= \dfrac{7.10 - 4.89}{4.89} \times 100\%$

   $= 45.1\ \%$

   The improvement of students' effectively from Cycle II to Diagnostic Test uses formula :

   $P = \dfrac{X2 - DT}{DT} \times 100\%$

   $= \dfrac{7.10 - 3.57}{3.57} \times 100\%$

   $= 98.8\%$

- Suitability

  The improvement of students' Suitability from Diagnostic Test to Cycle I uses formula :

  $$P = \frac{X1 - DT}{DT} \times 100\%$$

  $$= \frac{4.96 - 3.92}{3.92} \times 100\%$$

  $$= 26.5\%$$

  The improvement of students' suitability from Cycle I to Cycle II uses formula :

  $$P = \frac{X2 - X1}{X1} \times 100\%$$

  $$= \frac{7.07 - 4.96}{4.96} \times 100\%$$

  $$= 42.5\%$$

  The improvement of students' Suitability from Cycle II to Diagnostic Test uses formula :

  $$P = \frac{X2 - DT}{DT} \times 100\%$$

  $$= \frac{7.07 - 4.96}{4.96} \times 100\%$$

  $$= 42.5\%$$

2. **The Improvement of Organization**

   The improvement of students'coheren from Diagnostic Test to Cycle I uses formula :

   $$P = \frac{X1 - DT}{DT} \times 100\%$$

$$= \underline{4.96 - 3.71} \text{ x } 100\%$$
$$3.71$$
$$= 33.6\%$$

The improvement of students' coheren from Cycle I to Cycle II uses formula :

$$P = \underline{X2 - X1} \text{ x } 100\%$$
$$X1$$
$$= \underline{7.21 - 4.96} \text{ x } 100\%$$
$$4.96$$
$$= 45.3\%$$

The improvement of students' coheren from Cycle II to Diagnostic Test uses formula :

$$P = \underline{X2 - DT} \text{ x } 100\%$$
$$DT$$
$$= \underline{7.21 - 3.71} \text{ x } 100\%$$
$$3.71$$
$$= 94.3\%$$

- Spartial Order

The improvement of students' Spartial Order from Cycle II to Diagnostic Test uses formula :

$$P = \underline{X1 - DT} \text{ x } 100\%$$
$$DT$$
$$= \underline{4.78 - 3.5} \text{ x } 100\%$$
$$3.5$$
$$= 36.5\%$$

The improvement of students' fluency from Cycle I to Cycle II uses formula :

$$P = \frac{X2 - X1}{X1} \times 100\%$$

$$= \frac{7 - 4.78}{4.78} \times 100\%$$

$$= 46.4\%$$

The improvement of students' Spartial Order from Cycle II to Diagnostic Test uses formula:

$$P = \frac{X2 - DT}{DT} \times 100\%$$

$$= \frac{7 - 3.5}{3.5} \times 100\%$$

$$= 100\%$$

2. **The Improvement of Writing Ability**

The improvement of students' Writing Ability from Diagnostic Test to Cycle I uses formula :

$$P = \frac{X1 - DT}{DT} \times 100\%$$

$$= \frac{4.97 - 3.67}{3.67} \times 100\%$$

$$= 35.4\%$$

The improvement of students' Writing Ability from Cycle I to Cycle II uses formula :

$$P = \frac{X2 - X1}{X1} \times 100\%$$

$$= \frac{7.09 - 4.97}{4.97} \times 100\%$$

$$= 42.6\%$$

The improvement of students' Writing Ability from Cycle II to Diagnostic Test uses formula:

$$P = \frac{X2 - DT}{DT} \times 100\%$$

$$= \frac{7.09 - 3.67}{3.67} \times 100\%$$

$$= 93.1\%$$

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INCREASING THE STUDENTS' WRITING SKILL THROUGH POWER (PLAN,ORGANIZE,WRITE,EDIT, AND REVISE) STRATEGY

From author/researcher

MARDIANA

ID: 10535619614

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23 December 2021 M

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807
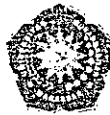
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Nomor : 0873/FKIP/A.1-II/VIII/1440/2019
Lampiran : 1 (Satu) Rangkap Proposal
Hal : **Pengantar LP3M**

Kepada Yang Terhormat
LP3M Unismuh Makassar
Di-
Makassar

Assalamu Alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa Mahasiswa tersebut yang namanya di bawah ini :

Nama : **MARDIANA**
NIM : 10535 6196 14
Jurusan : Pendidikan Bahasa Inggris
Alamat : Taeng Kab. Gowa

Adalah yang bersangkutan akan mengadakan penelitian dan penyelesaian skripsi.

Dengan judul : **increasing Students' Writing Skill through POWER (Plan, Organize, Write, Edit, and Revise) Strategy**

Demikian disampaikan atas kerja sama yang baik kami ucapkan terima kasih

Wassalamu Alaikum Wr. Wb

Makassar, Agustus 2019

Dekan,

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

PEMERINTAH KABUPATEN GOWA
BADAN KESATUAN BANGSA DAN POLITIK
Jln. Mesjid Raya No. 30. Telepon. 884637. Sungguminasa – Gowa

Sungguminasa, 06 September 2019

Nomor : 070/1346 /BKB.P/2018
Lamp : -
Perihal : *Rekomendasi Penelitian*

K e p a d a
Yth. Ka. SMP Pesantren Putri Yatama Mandiri

Di-

T e m p a t

Surat Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sul-Sel Nomor: 22431/S.01/PTSP/2019 tanggal 30 Agustus 2019 tentang Rekomendasi Penelitian..

Dengan ini disampaikan kepada saudara bahwa yang tersebut di bawah ini :

Nama	: **MARDIANA**
Tempat/Tanggal Lahir	: Sinjai, 08 Maret 1995
Jenis kelamin	: Perempuan
Pekerjaan/Lembaga	: Mahasiswi (S1)
Alamat	: Jl.Sultan Alauddin No.259 Makassar

Bermaksud akan mengadakan Penelitian/Pengumpulan Data dalam rangka penyelesain Skripsi/Tesis di wilayah/tempat Bapak/Ibu yang berjudul *"INCREASING STUDENTS WRITING SKILL THROUGH POWER (PLAN,ORGANIZE,WRITE,EDIT AND REVISE) STRATEGY"*

Selama	: 30 Agustus s/d 30 November 2019
Pengikut	: Tidak Ada

Sehubungan dengan hal tersebut di atas, maka pada prinsipnya kami dapat menyetujui kegiatan tersebut dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan kepada yang bersangkutan harus melapor kepada Bupati Cq. Badan Kesatuan Bangsa dan Politik Kab.Gowa;
2. Penelitian/Pengambilan Data tidak menyimpang dari izin yang diberikan.;
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) Eksemplar copy hasil penelitian kepada Bupati Gowa Cq. Kepala Badan Kesatuan Bangsa dan Politik Kab.Gowa.

Demikian disampaikan dan untuk lancarnya pelaksanaan dimaksud diharapkan bantuan seperlunya.

An. KEPALA BADAN
KABID. BINA IDEOLOGI DAN WAWASAN KEBANGSAAN.

ANDI TENRI, SE
Pangkat Pembina Tk. I
N I P 19670703 199309 2 002

Tembusan :
Bupati Gowa (sebagai laporan);
Kepala Kantor Kementrian Agama Kab.Gowa;
Ketua LP3M UNISMUH Makassar di Makassar ;
Yang bersangkutan;
Pertinggal,-

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بسم الله الرحمن الرحيم

## KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : MARDIANA

NIM : 105 356 19614

Judul Penelitian : INCREASING THE STUDENT'S WRITING SKILL THROUGH POWER (PLAN, ORGANIZE, WRITE EDIT AND REVISE) STRATEGY

Tanggal Ujian Proposal : 19 february 2019

Tempat/Lokasi Penelitian : SMP Pesantren putri yatama Mandiri

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Senin, 30 Agustus 2021	Diagnostic Test	Diska Agussanti, M.Pd	
2	Rabu, 1 September 2021	The First meeting	Diska Agussanti, M.Pd	
3	Senin, 13 September 2021	The second meeting	Diska Agussanti, M.Pd	
4	Rabu, 15 September 2021	Application of power strategy	Diska Agussanti, M.Pd	
5	Senin, 20 September 2021	Application of power strategy	Diska Agussanti, M.Pd	
6	Rabu, 22 September 2021	Test of Cycle I	Agussanti, M.Pd	

بسم الله الرحمن الرحيم

7	Senin, 4 Oktober 2021	Review Students ability	Disca Agussanti, M.Pd	
8	Rabu, 6 Oktober 2021	Review Students ability	Disca Agussanti, M.Pd	
9	Senin, 11 Oktober 2021	The ninth meeting test of cycle 1	Disca Agussanti, M.Pd	
10	Rabu, 13 Oktober 2021	Test of cycle 1	Disca Agussanti, M.Pd	

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Mengetahui,
Ketua Program Studi,
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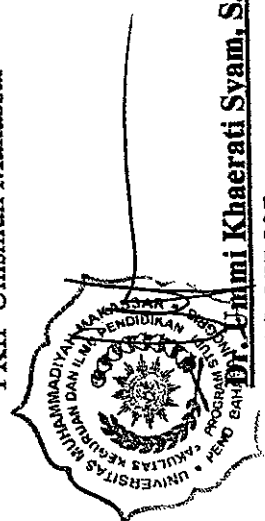
Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM 977 807

Pimpinan/Kepala sekolah/Instansi

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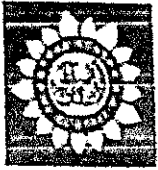
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Nomor : 137/SMA/YY-BKMT/XII/2021

Yang bertanda tangan di bawah ini Kepala SMP Pest. Putri Yatama Mandiri dengan ini menerangkan bahwa

Nama	: MARDIANA
NIM	: 10535619614
Program Studi	S1 Pendidikan Bahasa Inggris
Jurusan	: Pendidikan Inggris

Menyatakan bahwa mahasiswa yang tersebut di atas telah melaksanakan penelitian di SMP Pest. Putri Yatama Mandiri dengan judul penelitian *"Increasing Students Writing Skill Through Power (Plan, Organize, Write, Edit and Revise) Strategy"* sejak tanggal 30 Agustus s/d 30 November 2021

Demikianlah Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Pallangga, 29 Desember 2021
Kepala Sekolah,

Halifah, S.Ag
NIY. 730505 199802 2 001

بســـم الله الرحمن الرحيـــم

LETTER OF ACCEPTANCE
0438/BG-FKIP/LOA/B/II/1443/2022

Dear MARDIANA

It is our pleasure to inform you that, after reviewing your paper:
INCREASING THE STUDENTS' WRITING SKILL THROUGH POWER
(PLAN, ORGANIZE, WRITE, EDIT, AND REVISE) STRATEGY
The manuscript ID: 620

Detail checklist:

| Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

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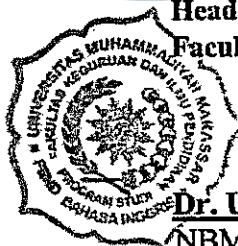
Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

DOCUMENTATION

MARDIANA was born on March 08nd, 1995 in Sinjai. She is the first child from two siblings. Her father is Umar and her mother is Nadirah. She started her study at SDN 140 Batusantung in 2008. She continued her study at SMPN 3 Sinjai Timur in 2011. And then she studied in SMAN 1 Tellulimpoe and graduated in 2014. In the same year, she is registered as a student at English Education Department in Makassar Muhammadiyah University.

At the end of her study, she could finish her thesis with the title "Increasing The Students' Writing Skills Through POWER (Plan, Organize, Write, Edit, Revise) Strategy at the eight grade of smp pest. Putri yatama mandiri".