

CHAPTER I

INTRODUCTION

This chapter covers some aspects dealing with background of study, identification of the problem, scope of the study, statement of the problem, the purpose of study, and the significance of study.

1.1 Background of Study

Writing is one of four skills that cannot be separated from the learning process. Ahangari and Behzady (2011) stated writing in learning process as the best way for known, and it also develops our knowledge about the material. Comprehend the material is the key to improve ideas in writing. Uusen (2009) stated writing is steps to show ideas in written form using letters, word that develop meaning. In writing the ability to compose ideas and sentence is crucial. It is because writing can help students in remembering the material during the learning process. According to Walker (2012), there are several reasons why writing is important, it is because writing improves communication skill, it helps students to review and remember something, writing can help students to express students' creativity and it is important for self-understanding.

However, students still consider writing as a big challenge. Grossmann (2009) stated that difficulties of writing are caused by two crucial factors such as linguistics and limited writing skills. In the linguistics problem students need to learn how to organize ideas in complex sentences and paragraphs in whole

content. Then, in limited writing skill students need more exposure and opportunity from the teacher in writing class because the success of writing is influenced by student and teachers' strategy in teaching. Mukminin (2015) found that the problem of writing faced by students because students have difficulties in exploring ideas, arranging good sentences and students lack confidence in writing because they were accustomed writing freely without any steps. So that, it is also the problem of teacher in teaching writing in which they should be emphasized the stages of writing in teaching strategy. The strategy that is used which is less effective in teaching writing will make students too hard in writing process. Lestari (2008) stated that the stereotype pattern of teaching writing which is students will be given a topic and asked to write. It makes the students cannot produce their writing that had good component of writing such as cohesion, coherence, and unity because according to Rinnert and Kobayashi (2009), writing is a complex activity that should be considered with various aspects of knowledge.

Students' problem in writing can be solved by several strategies in the literature. One strategy can be used to help student's writes is POWER strategy. POWER strategy is an easy and good strategy to be implemented in all stages since this strategy provides explicit instruction on how to write effectively through five steps. This strategy has systematically steps or process that will be good for students and easy to be memorized. Silliman (2004) defines POWER strategy as major stages of writing process with plan, organize, write, edit and also revise.

POWER strategy will make the post writing of students is more details because there is editing and revising steps. Fazio & Gallagher (2009) adds that POWER strategy stands as a tool that teacher can use in teaching writing. It can develop the quality of their writing because in every stage's guidance by the teacher in writing process. It is also stated by Roohani (2012), POWER strategy is used to lead students in writing process in structure of the sentences and it can increase the quality of the writing because students have an opportunity in editing, and revising. Agustina (2018) stated POWER strategy have strength in post writing is more detail because there are edit and revise stage so that it avoids the failed of writing.

The effectiveness of POWER strategy in teaching writing has been conducted by previous researcher. An experimental research was conducted by Nadlifah (2019) to evaluate the effectiveness of POWER strategy on senior high school students' descriptive text writing achievement. Overall, the result of the study showed POWER strategy was effective in teaching writing descriptive text. Another experimental research was done by Susanti and Novia (2016) to investigate the effect of using POWER strategy in students' writing skill. The result of this study, there was a significant different in writing achievement of students who are taught using POWER strategy because based on the analysis there is improvement of students' achievement.

However, the application of POWER strategy in teaching writing still has limitation. This strategy still has limitations on the accuracy of the contents even though students are able to complete their writing independently (Ratminingsih 2014). POWER strategy is a strategy that is almost similar with explicit

instruction about the steps in writing. So, this makes the teacher still needs to pay attention to the contents of students writing. Furthermore, the students will difficult in planning and organizing stage because so many steps should be done. In the planning stage there is prewriting, its step is done including generating ideas, understanding the ideas, collecting information, note-taking, free writing and brainstorming (Coffin et al., 2003). Brown (2001) also stated, in the prewriting stage the teacher should be directed the students to generating and developing ideas through brainstorming because it will influence next steps of writing process. According to Coffin et al. (2003), the difficulties of writing also found in organizing stage, mapping, clustering and outline are done. It makes the planning and organizing stage in POWER strategy is considered difficult to be done by students.

Problem of writing application using POWER strategy was founded by several researchers. Susanti and Novia (2016) research about investigate the effect of using POWER strategy in students' writing skill found problems in prewriting and organizing stage. It was done but it was very difficult to do because the teacher cannot control the content of writing. Problem in prewriting, also founded by Muhari et al. (2017) in research about improving students' writing ability in narrative text by using POWER strategy combined by animated film in junior high school. Animated film is used to organize or brainstorm the ideas and provided this media as supplementary to support the implementation of POWER strategy. Kamilasari (2013) also found problem in prewriting process then conducted the research by combined RAFT in POWER strategy to find ideas and develop ideas. Sabria (2016) from the results of her study about evaluate

significant difference on students' writing achievement using SBI (strategy based instruction) encompasses Oxford's 6 kinds of language learning strategies, cooperative learning strategies and POWER strategy showed that POWER strategy only has advantages in post writing so it can be concluded at initial stage that is prewriting still has weaknesses.

Therefore, considering the previous studies about the application of POWER strategy in teaching writing several researchers found problems in prewriting and organizing stage. Moreover, several researchers also combined POWER strategy with other strategy or media to solve the limitation of POWER strategy especially in prewriting and organizing stage. So that, the researcher was interested in analyzing the problems faced by previous researchers when applying POWER in teaching writing competency, find solutions to solve the problem faced by previous researchers in teaching writing competency using POWER strategy and also synthesize the best way to apply an effective POWER strategy in teaching writing competency. The researcher will conduct narrative review research from the result of previous researcher about the application of POWER strategy in writing competency. Narrative review will conduct by literature research, analysis the data and synthesizes the solutions. The result of this study is expected to be able to provide alternatives so that, the application of POWER strategy in learning is more effective.

1.2 Identification of Problem

Students' problem in writing can be solved by POWER strategy. POWER strategy is an easy and good strategy to be implemented in all stages since this strategy provides explicit instruction on how to write effectively through five

steps. This strategy has systematically steps or process that will be good for students and easy to be memorized. POWER strategy as major stages of writing process with plan, organize, write, edit and also revise. This strategy will make the post writing of students is more details because there is editing and revising steps. POWER strategy stands as a tool that teacher can use in teaching writing. It can develop the quality of their writing because in every stage's guidance by the teacher in writing process.

However, the application of POWER strategy in teaching writing still has limitation. This strategy still has limitations on the accuracy of the contents even though students are able to complete their writing independently. Furthermore, the students will difficult in planning and organizing stage because so many steps should be done. In the planning stage there is prewriting, its step is done including generating ideas, understanding the ideas, collecting information, note-taking, free writing and brainstorming. Moreover, in the prewriting stage the teacher should be directed the students to generating and developing ideas through brainstorming because it will influence next steps of writing process.

Therefore, considering the previous studies about the application of POWER strategy in teaching writing several researchers found problems in prewriting and organizing stage. So, it is important to analyze the problems faced by previous researchers, find solutions to solve the problem and also synthesize the best way to apply an effective POWER strategy in teaching writing competency. The researcher will conduct narrative review research from the result of previous researcher about the application of POWER strategy in writing competency. Narrative review will conduct by literature research, analysis the

data and synthesizes the solutions. The result of this study is expected to be able to provide alternatives so that, the application of POWER strategy in learning is more effective.

1.3 Scope of the Study

Based on the problem identified, this study is limited on analyzing the problems faced by previous researchers when applying POWER in teaching writing competency, find solutions to solve the problem faced by previous researchers in teaching writing competency using POWER strategy and also synthesize the best way to apply an effective POWER strategy in teaching writing competency.

1.4 Statement of the Problem

Based on the background and limited to the particular topic there are problems of the study which can be stated:

1. What are the problems faced by previous researchers when applying POWER in teaching writing competency?
2. What are solutions to solve the problem faced by previous researchers in teaching writing competency using POWER strategy?
3. What is way to apply an effective POWER strategy in teaching writing competency?

1.5 Purpose of Study

1. To analyze the problems faced by previous researchers when applying POWER in teaching writing competency.
2. To find solutions to solve the problem faced by previous researchers in

teaching writing competency using POWER strategy.

3. To synthesize the way to apply an effective POWER strategy in teaching writing competency.

1.6 Significances of the Study

The result of this study is expected to bring theoretical and practical significance and contribution:

1.6.1 Theoretically

Theoretically, the result of this study is intended to have contribution for English teaching strategy. Moreover, this study also gives a contribution to the Theoretical insights in teaching English as a Foreign Language (EFL), especially the development of teaching writing through the implementation of POWER strategy facilitate as well as enhance students' competency in writing activities.

1.6.2 Practically

- a. For the teacher

The result of this study is expected to give the alternative strategy which can be used by the teacher to help student's problems in writing with the teaching strategy that has been researched. It can give idea and inspiration for the teachers on how to conduct writing more effectively.

- b. For other researchers

This study can be used as a reference or alternative source by other researchers who are going to conduct similar research or expand it into further research.