

Instructional Strategy: Improving Writing Descriptive Text through *POWER* Strategy

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Abstract

This study explored the effectiveness of the POWER (Prepare, Organize, Write, Edit, Revise) strategy in improving seventh-grade students' ability to write descriptive texts at MTS Miftahul Ulum Bandar Lampung. Employing a classroom action research approach, the study followed four stages: planning, action, observation, and reflection. It was conducted over three cycles with 20 students from class VII-A during the 2024/2025 academic year. Data were collected using both quantitative and qualitative methods. Quantitative data were derived from written tests administered at each stage, while qualitative data were gathered through observation sheets. The results showed that the POWER (Prepare, Organize, Write, Edit, Rewrite) strategy effectively improved the descriptive writing ability of Grade VII-A students at MTs Miftahul Ulum, Bandar Lampung. The students' average score improved from 50.75 in the pre-test to 80.35 in the post-test in the third cycle, with 85% of the students achieving the KKM score. This strategy helps students to understand the writing process systematically and enhances their independence. Learning becomes more purposeful, interactive and enjoyable. The POWER strategy is recommended as an effective method for teaching descriptive writing.

Keywords: *classroom action research, descriptive text, POWER Strategy*

INTRODUCTION

Writing is a powerful way to produce language and express ideas, feelings, and opinions (Harmer, 2006). It serves as a medium for persuading others, exploring personal identity, combating loneliness, and chronicling experiences. Writing about one's feelings and experiences can have significant psychological and physiological benefits (Graham & Perin, 2007). In line with this, Hyland stated that (Hyland, 2019) Writing is an intricate process that engages various brain functions and requires distinct skills. The writer must generate ideas, arrange and sequence points logically, choose suitable vocabulary, maintain grammatical accuracy, spell correctly, use punctuation effectively, and ensure clear handwriting. This complex process involves the simultaneous and sequential integration of attention, language, long-term and working memory, motor skills, critical thinking, and metacognition.

Hess and Wheldall (Hess & Wheldall, 1999) reported that students with learning difficulties often struggle with planning, sequencing ideas, and editing or revising their work. These challenges include organizing their thoughts, arranging ideas logically, and making improvements through revision. Such difficulties are common among these students and can significantly impact their academic performance. Additionally, some students face mechanical challenges, such as issues with handwriting, spelling, and punctuation (Westwood, 2004). Writing

ability refers to a student's capacity to comprehend and master given material and express it in their own words (Zulaikah et al., 2018).

Effective writing requires not only fine motor and cognitive coordination but also an understanding of language, social norms, and cultural patterns. In English language education, writing plays a vital role in helping students achieve success. (Abdullah et al., 2022). Teachers often ask students to compose texts to demonstrate and deepen their understanding of themselves, their relationships, and their world. Furthermore, writing is essential for professional success, serving as a gateway to employment and promotion. Research suggests that the demand for proficient workplace writing will continue to grow in the future (Troia, 2014). The increasing need for strong writing skills in professional environments highlights its significance. As workplaces evolve and rely more on clear communication through emails, reports, proposals, and other written materials, the ability to write effectively and professionally will become even more essential for success.

When teaching writing, it is crucial for students to understand the process of planning, composing, and revising their work. Given the challenges students often face in writing, particularly when creating descriptive texts, teachers must adopt effective strategies to address these difficulties. To support this, teachers should introduce each strategy clearly, explaining its purpose and how it can help students improve their writing. After explaining, the teacher can model the strategy and guide students through practice sessions, such as brainstorming ideas in small groups. By using appropriate strategies, students are more likely to stay motivated and develop the skills needed to write well-structured and engaging descriptive paragraphs.

Cohen (Cohen, 2006) said an instructional strategy, also referred to as an instructional method, is a chosen approach for effectively delivering or teaching information. It is essentially a planned approach to ensure that learners understand and engage with the material in the best possible way. This highlights the importance of having a well-thought-out strategy to ensure the success of the learning process. Effective teaching requires more than just sharing knowledge; it involves understanding how learners absorb, retain, and apply information. To achieve this, educators must use techniques and methods that cater to different learning styles, create engaging experiences, and ensure that learners can connect with the material.

One appropriate strategy to address these challenges is the *POWER* (Prepare, Organize, Write, Edite, Rewrite) strategy. *POWER* is an instructional strategy to enhance writing quality by guiding students through the stages of the writing process, helping them develop and strengthen their ideas (Nur Istianah, 2020). The *POWER* strategy follows a structured, step-by-step approach to enhance writing skills. It's widely recognized in education, particularly for its effectiveness in helping students systematically organize and develop their thoughts. The components and theoretical foundations of the *POWER* strategy are as follows: Prepare: This step focuses on brainstorming ideas and establishing goals for writing. It's rooted in cognitive development theory, which suggests that planning allows students to organize their knowledge and set a clear direction; Organize: After planning, students arrange their ideas into a logical structure; Write: In this stage, students start writing based on their outline, following their structured ideas; Edit: This step emphasizes correcting grammatical, punctuation, and stylistic

issues; Rewrite: Revising involves refining ideas and improving clarity. Process writing theory supports this step, which emphasizes writing as a recursive process.

Additionally, several studies have reported that *POWER* strategy can help the students improve their writing ability. This is supported by (Muhari, n.d.) who used this strategy to teach descriptive text. The result showed a significant improvement in students' descriptive writing achievement. Similarly, (NADLIFAH, n.d.) also applied *POWER* strategy in teaching writing and the finding indicated that it helped students not only to start their writing but also to organize and complete their texts more effectively. Another study by (Muhari, n.d.) further demonstrated that *POWER* strategy encourages active students participation in learning activities. This strategy also enhances students' engagement with the text they write. Thus, it can be concluded that using *POWER* strategy as a learning approach enables students to generate and organize their ideas more easily. Overall, these findings suggest that the *POWER* strategy can facilitate the writing process for students. Based on these studies, it is hoped that the *POWER* strategy will assist both teachers and students in overcoming challenges in writing, particularly in crafting descriptive texts.

Descriptive text is a form of functional writing that many students find difficult to master. This challenge mainly occurs because, when composing descriptive texts, students often have trouble choosing the appropriate tense. Descriptive text is used to portray an object in written English, which can be either tangible or intangible. Examples include describing a person, an animal, a tree, a house, or even an event such as camping. Essentially, it can cover any topic (Siahaan & Shinoda, 2008). A descriptive text typically consists of two parts: the introduction and the description. The introduction serves to present the object, while the description elaborates on its characteristics or qualities.

Writing should be recognized as an essential component of the school experience. This includes its integration into curriculum development, the selection of instructional materials, the prioritization of opportunities, the allocation of time and effort for instruction, and the evaluation of student outcomes. Writing instruction and practice should take place daily and across all subjects, enabling students to build confidence and competence in writing for diverse purposes and audiences. For effective and efficient learning, teachers must carefully select, organize, and develop appropriate instructional methods. Education often relies heavily on teachers and textbooks as primary learning resources, but teachers must also implement suitable teaching methods to ensure success. By providing students with a clear understanding of concepts and theories, teachers can offer meaningful and direct learning experiences that enhance students' educational journeys.

The researcher, motivated by previous studies and the context of the problem, seeks to conduct a similar investigation to obtain more comprehensive data. This study aims to determine whether implementing the *POWER* strategy enhances junior high school students' writing abilities, particularly in crafting descriptive texts. By examining the effects of this strategy, the research will provide insights into its effectiveness in improving students' organization, coherence, and overall writing proficiency. Additionally, this study may offer valuable recommendations for educators seeking innovative teaching methods to strengthen students' descriptive writing skill.

METHOD

Classroom Action Research (CAR) was applied in this study to enhance the quality of teaching and learning. This approach focuses on classroom practices and evaluates the effectiveness of alternative teaching methods in improving student outcomes. Practical action research is specifically designed to address particular issues within a classroom, school, or community (Moore et al., 2010). It serves as a problem-solving method that involves taking real actions while developing the ability to identify and resolve challenges. One of its key objectives is to recognize problematic situations or issues that may involve teachers, students, administrators, or even parents (Burns & Kurtoğlu-Hooton, 2016). Through action research, educators can pinpoint difficulties in the learning process and implement strategies to address them. In this study, the researcher identified several challenges related to students' writing ability. The CAR process includes four phases: planning, taking action, observing, and reflecting. These steps were carried out in two cycles, with each cycle following the same sequence of planning, implementing actions, observing outcomes, and reflecting on improvements.

The research subject were the 20 students in class VII A. While conducting the research, the researcher was not only the researcher, but she also developed the lesson plans, a pre-test, and a post-test for each cycle of the Classroom Action Research (CAR). The researcher involved the teacher as collaborator or observer. The purpose was to assess the teaching-learning process using alternatives that the researcher provided to the students in the class. After receiving the alternative methods, the students' writing abilities, especially in writing descriptive text, improved.

The study incorporated both qualitative and quantitative data. An observation sheet was used to collect qualitative data, while tests provided quantitative data. The researcher employed observations to evaluate the real-time teaching and learning process. To gather results for the study, two writing assessments were created: a pre-test and a post-test. The pre-test was administered before any changes or interventions were made in the classroom. This allowed the researchers to assess students' initial writing ability and establish a baseline. After the classroom action research (which likely involved some teaching strategies or methods) was implemented, the post-test was given to see how much improvement or change occurred in the students' writing abilities. By comparing the results of the pre-test and the post-test, the researchers could evaluate the effectiveness of the intervention or strategies used during the research period.

In analyzing the qualitative data, the researcher explored social phenomena, providing detailed descriptions of classroom dynamics and participant interactions, student's responses, engagement, and challenges when implementing the *POWER* strategy in lessons. The observational data helped analyze classroom behaviors and responses in-depth. The quantitative analysis focused on students' writing test scores. The researcher calculated the mean score to evaluate the effectiveness of the intervention, offering a measurable perspective on student performance outcomes. The research was considered successful if at least 80% of the students achieved a score of 70 or higher, which is the minimum mastery criterion (KKM) for English. Furthermore, students exhibited greater engagement compared to the earlier learning process before applying the *POWER* strategy. They demonstrated increased interest, concentration, and actively asked more questions throughout

each cycle of the teaching-learning process. To assess the students' writing performance, the researcher utilized Heaton's scoring system.

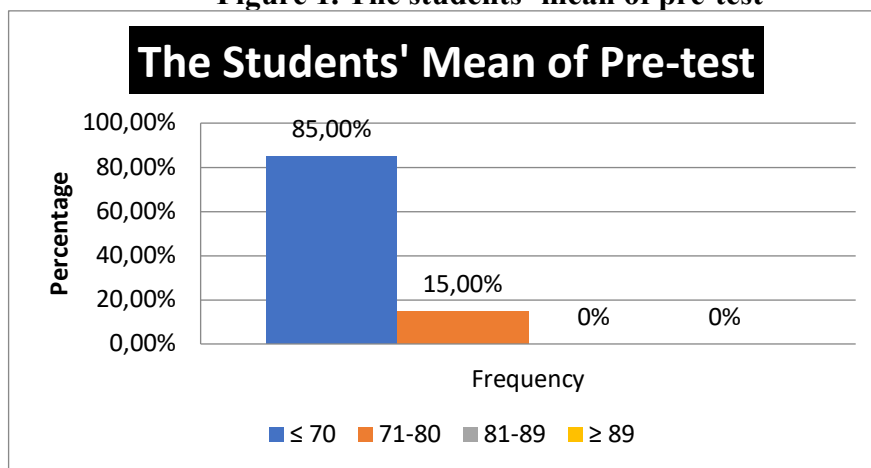
RESULTS

The study took place in class VII-A with a total of 20 students and was carried out in three cycles. Each cycle followed the four phases of action research: planning, implementation, observation, and reflection. The first cycle, which included a pre-test, spanned three sessions—one for the pre-test and two for the activities in cycle one. The second and third cycles were each completed in two sessions. At the conclusion of every cycle, students took a post-test: Post-test I after cycle one, Post-test II after cycle two, and Post-test III after cycle three.

In cycle 1, during the first meeting, the researcher started by introducing the *POWER* strategy (Prepare, Organize, Write, Edit, Rewrite). In this session, the researcher explained the learning objectives, the structure of descriptive text, and the steps of the *POWER* strategy. Students were asked to brainstorm ideas according to the chosen topic (Prepare) and to create a writing outline (Organize). The aim was to help students understand the basics of the *POWER* strategy and how to apply it to writing. Furthermore, in the second meeting, students began writing descriptive text based on the outline they have made (Write), then improved their writing with teacher guidance and peer feedback (Edit). Finally, students made final revisions to produce better writing (Rewrite).

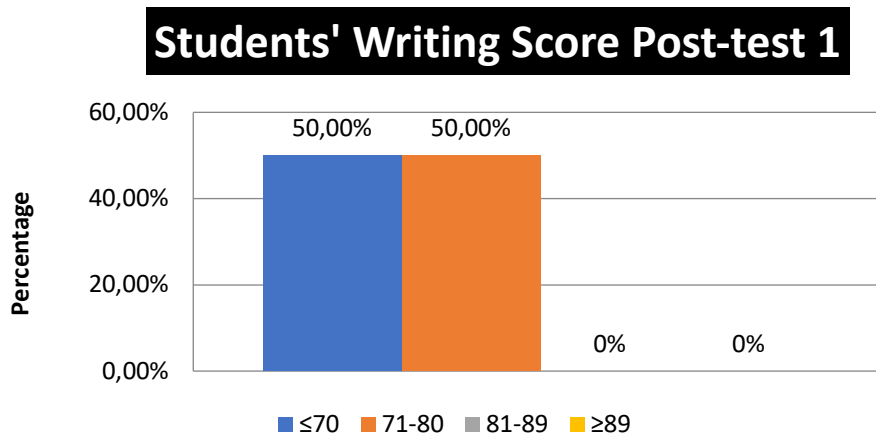
Based on pre-test and post test data, it was found that most students were enthusiastic, but many struggled with the organizational stage (creating an outline for writing). A few students were able to write well without much revision. Students were less active in asking questions and some seemed confused by the editing and rewriting stages. This is based on the Cycle 1 pre-test and post-test as follows.

Figure 1. The students' mean of pre-test



From the data presented in Figure 1, it is evident that the students' writing skills in the English class are still under performing. Out of all the students, only 3 were able to meet the passing grade, which represents 15% of the total, while 17 students, or 85%, failed. This clearly indicates that the overall writing proficiency of the students in the class remains quite low.

Figure 2. Students' writing score post-test 1



Considering the post-test results from Cycle 1, the total score obtained by the students was 1,333. With 20 students participating, the average score per student was calculated as follows:

$$X = \frac{\sum X}{N}$$

$$X = \frac{1,333}{20}$$

$$X = 66.65$$

According to the data analysis, it was observed that students' English writing skills were improving, although they remained relatively low. This was evident from the students' average score of 66.65, as well as the proportion of students who met the minimum mastery criterion (KKM) of 70 (P1) and those who did not (P2). To determine this, the researcher applied the following formula.

$$P = \frac{f}{n} \times 100\%$$

$$P1 = \frac{10}{20} \times 100$$

$$P1 = 50\%$$

$$P2 = \frac{10}{20} \times 100$$

$$P2 = 50\%$$

The data showed that there was an increase in scores from the pre-test scores. The pre-test score was 50.75 and the post-test 1 score was 66.65. Ten students or 50% scored above the minimum mastery criterion (KKM) while the other 10 students scored below the criterion. It can be concluded that the students' ability to write descriptive text improved in post-test 1, but it was still categorized as unsuccessful. Reflection indicated the need for more intensive guidance during organizing stage, so the researcher planned to continue the second cycle.

In the second cycle, during the third meeting, the researcher provided feedback on the results of the first cycle, focusing on improvements in the organizing stage. Students were trained to organize the outline more thoroughly and to develop their ideas logically. In the fourth meeting, students returned to writing descriptive texts using the *POWER* strategy, with a focus on improving their idea development. Students were then given the opportunity to revise their writing both independently and with the help of peers.

During the implementation, students became more enthusiastic as they began to understand the steps of the *POWER* strategy. Observations showed an increase in students' participation in group discussions during the Preparing and Organizing stages. Most students were able to complete their writing in a more structured way compared to the first cycle. This was based on the data obtained from the pretest and posttest of cycle 2 as follows.

The total student score was 1,480 and the number of students was 20, so the student mean was:

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

$$X = \frac{1,480}{20}$$

$$X = 74.00$$

From the above data analysis, it was found that the students' writing ability in English had improved. The mean score of the students was 74.00 and to calculate the number of students who passed the minimum proficiency criterion-KKM (70) or P1 and those who didn't pass the minimum proficiency criterion-KKM or P2, the researcher used the following formula.

$$P = f/n \times 100\%$$

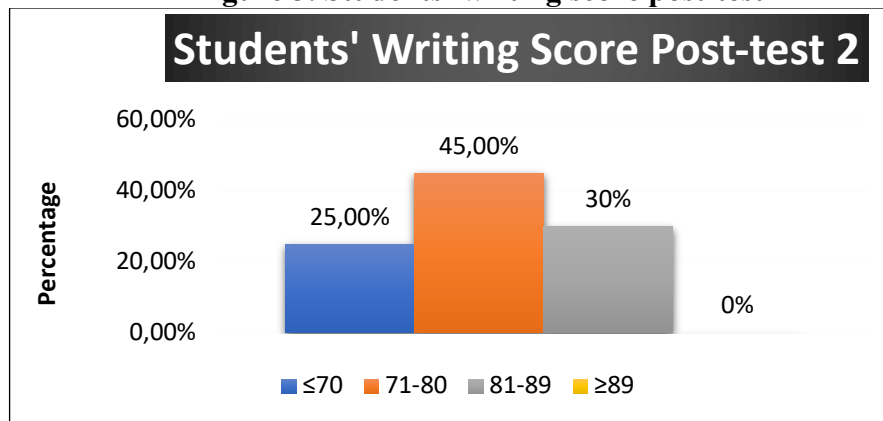
$$P1 = \frac{15}{20} \times 100\%$$

$$P1 = 75\%$$

$$P2 = \frac{5}{20} \times 100\% P$$

$$P2 = 25\%$$

Figure 3. Students' writing score post-test 2



Based on diagram 3 in post-test 2, the researcher concluded that students' descriptive text writing achievement improved. This is shown by the average score of post-tests 2, which is 74.00. There were 15 or 75% of students who scored above the Minimum Completion Criteria (KKM), while the remaining 5 students scored below the KKM. Observations indicated an increase in student participation during group discussions in the preparation and organization stages. Most students were able to complete their writing in a more structured manner compared to the first cycle. Reflection showed that a small number of students still needed further assistance in the revision stage (editing and rewriting). Thus, to avoid non-uniformity in students' success and to ensure that students' ability in writing descriptive text has truly improved, the researcher will continue the research in cycle 3.

In Cycle 3, meeting 5, the researcher focused on the editing and rewriting stage by providing more detailed guidance and involving peers in providing feedback on students' writing drafts. Students were taught how to identify and correct errors in grammar, vocabulary and text structure. Next, in the sixth meeting, students completed their descriptive texts independently, applying the feedback they had received earlier. The final writing is assessed to evaluate the outcome of the *POWER* strategy.

From the data of the post-test in cycle 3, the total score of the students was 1,607 and the number of students was 20, so the mean score of the students was:

$$X = \frac{\sum X}{N}$$

$$X = \frac{1,607}{20}$$

$$X = 80.35$$

From the above data analysis, it was found that the students' writing ability in English was increasing. The mean of the students was 80.35 and to calculate the number of students who passed the minimum proficiency criterion-KKM (70) or

P1 and those who didn't pass the minimum proficiency criterion-KKM or P2, the researcher used the following formula.

$$P = \frac{f}{n} \times 100\%$$

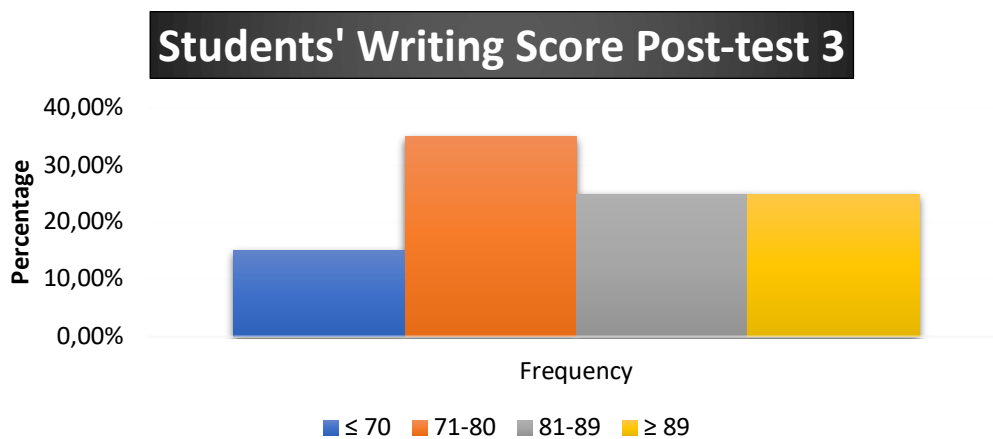
$$P1 = \frac{17}{20} \times 100\%$$

$$P1 = 85\%$$

$$P2 = \frac{3}{20} \times 100\%$$

$$P2 = 15\%$$

Figure 4. Students' writing post-test 3



From the data analysis of post-test 3, the researcher concluded that the students' writing performance had increased. It could be seen from the mean score of the students which was 80.35. There were 17 students who were successful or it was 85%. On the other hand, 3 students got unsuccessful score or it was 15%. It can be inferred that the students' writing ability in post-test 3 in cycle 3 was categorized as success and improvement.

There was a slight improvement in the mean score of the students' writing from the pre-test to the post-test in cycle 3. The researcher calculated the percentage of improvement using the following formula:

$$P = \frac{(y3-y)}{y} \times 100\%$$

$$P = \frac{(80.35-50.75)}{50.75} \times 100\%$$

$$P = 68,27\%$$

From the above explanation, the students' writing skills were categorized as very good during the action research on cycle 3. Therefore, the researcher stopped the research. This is the result of the students' writing skill score based on the topic: my family, my best friend, animals and place.

Table 1. Students' Average Score on Pre-Test and Post-Test

Stage	Total Score	Average Score	Passed KKM
Pre-Test	1,015	50,75	3
Post-Test Cycle 1	1,333	66,65	10
Post-Test Cycle 2	1,480	74,00	15
Post-Test Cycle 3	1,607	80,35	17

Table 1 indicates a consistent increase in students' scores across cycles from Cycle 1 to Cycle 3. The pre-test results show a total score of 1,015, with an average of 50.75, and only three students meeting the minimum proficiency criterion (KKM). After the first post-test, the total score rose to 1,333, with an average of 66.65, and ten students passing the KKM. In the second post-test, the total score further increased to 1,480, with a mean score of 74.00, and 15 students meeting the KKM. By the third post-test, the total score reached 1,607, with an average of 80.35, and 17 students achieving the minimum mastery criterion. These results suggest that the *POWER* strategy effectively enhanced students' writing skills in descriptive texts, demonstrating its success in improving learning outcomes in class VII-A.

DISCUSSION

This research intended to find out the students' significant improvement in students' writing through the use of the *POWER* strategy on their descriptive text. Based on the result of the posttest scores in each cycle, there were notable increases. This indicates that the findings of this research prove the *POWER* strategy significantly affected the seventh-grade students' ability to write descriptive text at MTS Miftahul Ulum Bandar Lampung. The *POWER* strategy notably enhanced by students' writing abilities. According to the research result, this improvement can be attributed to several reasons: The *POWER* strategy is an effective tool to help students write more easily. It assists students in planning their writing, beginning with brainstorming. Then, the students can organize their main ideas during the organizing step. The strategy also guides students to write correctly and edit their drafts before submitting them to the teacher. In pre – writing phase, students become more familiar with the topic through brainstorming activities. The researcher provided topics that were familiar to the students, such as their family, their best friend, animals, and places.

The familiar topics made it easier for students to brainstorm and gather information. Afterward, they organized their ideas by creating an outline, which helped structure the text. By following the outline, students were able to identify the main ideas and supporting details. The outline ensured the text stayed on topic. During the writing activity, the teacher guided the students to write a rough draft individually, using complete sentences. At this stage, students were encouraged not to worry about mistakes but to focus on including all ideas clearly and in the correct. Furthermore, to improve the text, students checked for spelling, punctuation, appropriate vocabulary, grammar, and coherence. They then revised and edited their drafts before finalizing them and submitting them to the teacher.

The results of this research showed that students faced some difficulties in writing. They often felt bored and lacked enthusiasm for studying English. Many

students still struggled with the language, and several were confused about how to organize their ideas in writing. They lacked confidence in their own writing. The students needed explanations from the researcher until they fully understood the writing process. After the research, however, students became more active and enthusiastic about learning English compared to the pre-action period when they were passive and reluctant to learn the language. Based on the students' scores, there was also a significant increase from the pre-test to the post-test in cycle 3. The data showed that the students' score in the pre-test was 1,015, with a mean score of 50.75; in post-test 1, the score was 1,333 with a mean score of 66.65; in post-test 2, the score was 1,480 with a mean score of 74.00; and in post-test 3, the score was 1,607 with a mean score of 80.35. Based on this data, it can be concluded that the mean score of students in each cycle using the *POWER* Strategy in grade VII-A increased from cycle 1 to cycle 3. In conclusion, the researcher inferred that the *POWER* strategy helped students in the writing process, particularly in writing descriptive texts. This result aligns with earlier research by (Nur Istianah, 2020), which demonstrated the effectiveness of the *POWER* strategy in teaching writing. The analysis of the data reveals that the score differences among students with lower creativity are not statistically significant. This implies that the *POWER* strategy works just as well as guided writing for students who find creative expression challenging. As a result, it can be considered a dependable approach to enhancing writing skills, regardless of a student's level of creativity.

CONCLUSION

The study's findings indicate that the *POWER* strategy (Prepare, Organize, Write, Edit, Rewrite) effectively enhanced the descriptive writing abilities of Grade VII-A students at MTs Miftahul Ulum, Bandar Lampung. This improvement is evident in the students' average scores, which rose significantly from 50.75 in the pre-test to 80.35 in the post-test by the third cycle, with 85% of students meeting the KKM criteria. The strategy guided students through a structured writing process, from idea generation to revision, while also fostering greater engagement and independence in learning. As a result, the *POWER* strategy can be considered a valuable and innovative approach to enhancing students' descriptive writing skills.

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