

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Theoretical Framework**

This chapter focuses on hypotheses related to the problem title and their formulations. Theories are used to clarify specific ideas or terminology applied in the analysis, ensuring clarity and avoiding misunderstandings through detailed explanations. The literature relevant to this study is discussed as follows:

##### **2.1.1 The Concept of POWER**

###### **2.1.1.1 Definition of POWER**

According to Kamilasari (2013), the POWER (Plan, Organize, Write, Edit, Revise) strategy aids students in promptly organizing and exploring their ideas. In practice, students begin by brainstorming ideas on the topic and structuring them into paragraphs. They then develop these ideas systematically during the writing phase. Finally, the strategy encourages students to review and revise their writing based on feedback. The POWER strategy aims to cultivate students' independence and success in writing by promoting organized and methodical writing practices.

Writing requires more than just language skills; it demands creativity from students. Creativity is considered essential as it significantly influences their writing capabilities. In theory, creativity encompasses imagination, originality, productivity, problem-solving skills, and the ability to produce meaningful results. As stated by Craft (2001), creativity is a mental state that involves navigating ambiguity and complexity. Emphasizing the importance of creativity in writing, it is suggested that promoting creative writing can improve students' language skills and encourage them to use more complex syntactic constructions (Adam & Babiker, 2015).

Dr. Thomas D. Clark (1994) asserts that the POWER method efficiently structures the entire writing process, viewing it as a cohesive sequence of interconnected steps adhered to by proficient writers. Initial stages include analyzing the situation and audience, gathering information, drawing conclusions, and planning the message. Writing stages involve drafting the initial version and incorporating relevant visual aids as needed.

Raphael, Anderson, Anthony, and Stevens (1991) agree that the POWER writing strategy systematically arranges every phase of the writing process. This approach instructs students on composing papers utilizing four distinct organizational formats: narratives, comparison-contrast, explanations, and problem/solution. The POWER method consists of five stages and utilizes a mnemonic to delineate the writing process steps: planning,

organizing, writing, editing, and revising (Englert et al., 1988). These stages are elaborated upon below.

During the planning stage, students address two key questions: "Who is my audience?" and "Why am I writing this?" These questions help them identify the intended readership and the purpose of their writing. Additionally, students engage in discussions to draw upon their existing knowledge related to the topic.

During the organizing phase of writing, students employ pattern guides designed to assist them in structuring their ideas effectively. These guides, such as those for narrative, comparison/contrast, explanation, and problem/solution writing, offer frameworks tailored to various types of writing tasks. For instance, the narrative guide encourages students to outline essential story elements such as Who?, When?, Where?, What happened?, and How did it end? Similarly, the comparison/contrast guide helps in detailing the characteristics, similarities, and differences of topics being compared. The explanation guide provides steps for describing a process, while the problem/solution guide aids in identifying a problem, exploring its causes, and proposing potential solutions. These pattern guides serve as valuable aids for students to systematically organize their ideas before beginning the writing process.

During the writing phase, students start by creating an initial version of their composition. Depending on each student's requirements, the teacher might demonstrate how to incorporate information collected during the planning and organizing stages into the draft. Techniques such as using the "think aloud" method, where the teacher verbalizes their thinking while writing, can be particularly beneficial. Students may collaborate in groups or pairs initially to offer mutual support before transitioning to independent writing. This collaborative approach helps students refine their drafts effectively.

During this stage, students engage in self-evaluation and peer editing processes to refine their drafts. In the self-evaluation phase, students review their drafts, identifying sections they find particularly strong and marking unclear areas with question marks in the margins. They then formulate two questions for their peer editors. During peer editing, the writer reads their draft aloud while the peer editor listens and provides a summary of the assignment. They exchange suggestions for improvement and collaborate to enhance the assignment. This stage is facilitated with the use of editing guides and scoring rubrics, which provide structured feedback and evaluation criteria. These tools help students effectively revise and refine their work collaboratively.

Students make revisions and enhancements to their assignments as they rewrite them during the revising stage.

### **2.1.1.2 Purpose of Using POWER Strategy**

The POWER technique aims to enhance students' writing abilities in a structured manner across five stages: planning, organizing, writing, editing, and revising. It starts with planning, where students begin by brainstorming to kickstart their writing process. Moving into the organizing stage, they structure their main ideas cohesively. Emphasis is placed on accurate writing, followed by thorough editing and revising before submission to the teacher. This approach provides numerous benefits that greatly enhance the learning experience. It assists students in efficiently organizing their writing schedules and reduces disruptions while they write.

Thus, POWER Strategy is anticipated to assist students, particularly those in college, in adapting to campus life. It equips them with the skills to assess and resolve challenges they encounter effectively over time.

### **2.1.1.3 How to Use POWER Strategy**

The POWER strategy is structured into three phases. The initial phase is prewriting, which entails planning and organizing before starting to write. The second stage involves writing, encompassing the actual drafting process. The third stage is post-writing, which includes editing and revising (Stevens, D. D., 1991).

#### **a. Plan.**

1. Begin by choosing a particular topic and ensuring clarity about your intended subject matter.
2. Gather all necessary information required for your paper at this stage.
3. Brainstorm and compile a list of all ideas related to your chosen topic.
4. Identify topics that require further information and create a list accordingly.
5. Gather information from various sources, including the internet and library materials..
6. Create notecards containing all pertinent information for your paper, focusing on capturing sufficient details initially to avoid needing additional retrieval later. Use phrases rather than complete sentences.
7. Record concise phrases that represent your ideas on the notecards.
8. Include comprehensive references for all gathered information to facilitate later inclusion in a bibliography.

During the first step of the POWER strategy, students gather and organize their ideas, much like brainstorming. Visual or graphic organizers are especially advantageous here as they aid in preparing for subsequent steps. These tools offer a concrete method beyond traditional outlining by enabling students to visually arrange information and understand relationships between ideas. This visual method improves students' capacity to

illustrate connections more effectively and fosters fluency, flexibility, and creativity in both thinking and writing. For example, a basic graphic organizer could include a larger circle for the main idea and several smaller circles for supporting details.

Having this framework in place enables students to focus on the core elements of their writing assignments, addressing each section systematically. Graphic organizers come in various types, and it is advantageous to introduce these tools to students early in their writing process.

### **b. Organize**

Next, students fill out an organizing think sheet, which serves as a pattern guide to assist them in structuring their papers. This sheet reflects the textual organization being focused on.

1. Go over your ideas and note cards again.
2. Develop a framework using the primary concepts of your paper as the main headings.
3. Record each of these key points on individual notecards, using larger or differently colored card.
4. Organize and label the notecards in order.
5. Organize each planning stage notecard under the corresponding main idea card.
6. Begin anew and craft an outline featuring main headings, subheadings, and detailed information.

This step helps students sequence information within their writing by using graphic organizers to determine the order of ideas. Emphasizing the importance of strong organizational skills is crucial, as Effective writing heavily depends on these skills. Students who struggle with organizing language-related information may find it challenging to achieve clarity, conciseness, and overall effectiveness in their writing assignments. Therefore, it is essential for these students to understand how to structure tasks according to their specific goals. Visual tools such as pre-writing worksheets, frames, graphic organizers, mind maps, and clusters are highly beneficial in helping students overcome these organizational challenges.

### **c. Write**

The teacher models and clarifies their thought process to illustrate to students how they can utilize the information collected during the planning and organizing phases to compose their first draft.

1. Use your outline and notecards to write your paper.
2. Transform the phrases on the notecards into complete sentences.

3. Focus on including all ideas clearly and in the correct order, disregarding errors at this stage.

#### **d. Edit**

This step instructs students to assess their own writing and pinpoint areas needing clarification or support, a crucial skill in self-evaluation. Utilize your outline to guide the writing process. Editing involves a two-part process: self-evaluation by the student and peer editing:

1. Self-assessment requires students to review their drafts, identify strengths, and mark unclear sections with question marks in the margins. They then formulate two questions to discuss with their peer editors..
2. During peer editing, students read their papers aloud to a peer editor, who summarizes the content afterward. The peer editor evaluates the paper, focusing on important aspects that could suggest revisions or improvements. This might include suggesting additional keywords or restructuring for clearer communication. They use the SCOPE strategy to meticulously review spelling, capitalization, punctuation, word order, and grammar.
3. Use the quick strategy to ensure that your ideas are clearly expressed.
4. Read your paper aloud to check for errors.

#### **e. Revise**

1. Based on their self-evaluation sheets and feedback from peers, students determine which changes to implement.
2. The teacher demonstrates how to insert or rearrange information as needed.
3. The teacher and student collaborate to discuss improvements in writing mechanics.
4. Revise your paper using the SCOPE and FAST editing methods.
5. Read your paper aloud to identify any errors.

### **2.1.2 Writing**

#### **2.1.2.1 Definition of Writing**

According to Sanders, Tingloo, and Verhulst (1992), writing is considered a skill that boosts creativity by generating ideas. It is acknowledged as a multifaceted human activity that includes forming conceptual frameworks, representing mental knowledge, and exploring diverse topics. It serves as a medium of communication, enabling individuals to convey thoughts and emotions through written language (Harmer, 2001). Sapkota (2012)

further defines writing as the process of using written symbols to effectively communicate language and convey information to readers.

Furthermore, writing is a crucial skill for students to acquire. Despite its importance, many students find mastering it challenging. This difficulty arises because writing involves more than simply putting words on paper; it requires proficiency in vocabulary, spelling, punctuation, language usage, and mechanics.

Writing is highly regarded as a fundamental language skill that allows students to enhance their comprehension of other languages. It provides them with the freedom to articulate ideas, thoughts, feelings, opinions, beliefs, arguments, and perspectives through written expression. Writing serves as a method to convey messages to readers for various purposes, including self-expression, information dissemination, creative literary works, and persuasive communication.

According to Pavlik (1949), writing is a complex process involving encoding various types of messages, translating thoughts into written language. It goes beyond merely producing graphic symbols, much like speech extends beyond producing sound. Symbols are organized into words following conventions, and words into sentences, which in turn form paragraphs. These sentences are intentionally arranged in a specific order and linked in particular ways. Writing entails transforming ideas, thoughts, or opinions into written words, acting as a means of communication between writers and readers.

Allah SWT instructed us to write or taking notes :

1. QS. Al-Alaq : 4

الَّذِي عَلَّمَ بِالْقَلَمِ ۚ

“Who was tough (the writing) by the pen.” (translated by Al-Hilali & Muksin :1996 from <https://noblequran.com/> ).

2. QS. Al-Qalam : 1

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

The meaning: “Nun, by the Pen and what everyone writes”. ( Al-Qalam :1, translated by Al-Hilali & Muksin :1996 from <https://noblequran.com/> ).

Writing is a fundamental skill that must be mastered as it facilitates the sharing of information. It serves as a means of communication where concepts, emotions, and thoughts are expressed graphically. The writing processes described in the two passages above are interconnected, as stated by Hamka in Tafsir Al-Azhar.

These verses highlight the significance of the pen in human life on Earth's surface. It underscores how knowledge, recorded through writing, empowers humanity to advance

civilizations. Hamka (2015) emphasizes the importance of understanding knowledge and its role in fostering entrepreneurial endeavors.

The Prophet in one hadith said:

قَيِّدُوا الْعِلْمَ بِالْكِتَابِ

The meaning :”*Tied the knowledge by the book*”. H.R at-Thabrani (Translated by Sahih Al-Bukhori:3756b from <https://www.prophetmuhammad.com> )

### 2.1.2.2 Purpose of Writing

Every time a learner writes, they do so with a specific cause or purpose in mind. It's challenging to conceive of writing without a rationale behind it. This critical point underscores the importance of clearly defining the purpose when undertaking any writing task. Doing so aids in making informed decisions about the type of paragraph to write, determining the objectives for the writing project, selecting relevant data to include, and discerning what information to exclude. When writers have a clear sense of intent, they are motivated to write with clarity and authority. There are three levels of intent for any writing that they do:

#### a. General Purpose

- Inform: Provide information about a specific problem or subject.
- To educate: A textbook on human development could extensively cover the stages of emotional development in children, aiming to expand readers' awareness and understanding in this field.
- To entertain: For entertainment purposes, a celebrity magazine may publish gossip regarding a celebrity's wedding.
- To Inspire: A piece discussing the trials and triumphs of marathon running could motivate readers to value the dedication involved, regardless of whether they personally engage in marathons.
- To persuade means to suggest that some action be taken.

#### b. Specific Purpose

Once the general purpose of our writing project is defined, the next step is to focus on specific details or concepts that we aim to convey to our audience. While there are many details one could include, it's essential to narrow down options and select a specific rationale or objective.

#### c. Personal Purpose

As a student or employee, writing is a frequent requirement for academic success or job performance. Often, maintaining motivation can be challenging when the subject matter lacks personal interest. To stay motivated while completing necessary writing tasks, it's beneficial to identify a personal reason that may or may not directly relate to the subject matter at hand. This personal motivation can help sustain enthusiasm and focus throughout the writing process.

### **2.1.2.3 The Components of Writing**

Jeremy Harmer (1991) categorizes good writing skills into several key areas: grammar, mechanics, vocabulary, content, and organization. Each of these components plays a crucial role in effective writing.

#### **a. Grammar**

Brown (1995) defines grammar as the set of rules that dictate the correct arrangement and connections between words in sentences. It involves careful attention to prepositions, verb tenses, nouns, adjectives, conjunctions, and articles. Grammar dictates the form and structure of words, influencing how their arrangement alters the meaning of sentences. Therefore, variations in sentence structure or word order can significantly impact the intended message conveyed.

#### **b. Mechanics**

Mechanics in writing refer to the correct usage of elements such as capitalization, punctuation, and spelling. These mechanics are crucial for guiding readers to accurately understand the intended meaning of written communication. By employing proper mechanics, writers can effectively convey their ideas or messages to readers with clarity and precision.

Correct mechanics in writing, including capitalization, punctuation, and spelling, are essential for clear and effective communication. Capitalization plays a crucial role in clarifying ideas and avoiding ambiguity within sentences. By correctly capitalizing words such as people's names, organization names, and the first and last words of titles, writers help readers distinguish between different sentences and understand the intended meaning more easily. Similarly, proper punctuation marks, such as commas, periods, and question marks, indicate the structure of sentences and clarify the relationships between different parts of the text. This ensures that readers can interpret the message accurately and comprehend the writer's intent. Furthermore, maintaining correct spelling through adherence to rules like suffix addition, plural formation, and word changes enhances the professionalism and credibility of written work. These aspects collectively contribute to effective written communication, facilitating clear expression of ideas and messages to the audience.



### c. Content

Writing content involves the skill of creative thinking and idea development while excluding irrelevant information. Clarity is essential for readers to easily understand the message and derive knowledge from it. Additionally, the content should be cohesive and comprehensive, embodying unity and completeness, which are hallmarks of effective writing. These qualities ensure that the information presented is organized and cohesive, enabling readers to grasp the intended message clearly and thoroughly.

### d. Vocabulary

Vocabulary plays a crucial role in composition writing as it enables writers to effectively express their ideas. A strong command of the English language ensures that the words used are relevant to the topic, allowing readers to understand and connect with the content more deeply. Limited vocabulary can hinder effective expression, whereas an expansive vocabulary aids writers in articulating their thoughts clearly and accurately. Therefore, using appropriate words enhances the quality and impact of writing, facilitating clearer communication and conveying ideas more effectively to the audience.

### e. Organization

Organization in writing refers to the skill of developing relevant ideas and structuring them cohesively. It involves how writers arrange and organize their thoughts or messages effectively within a piece of writing. Different strategies, such as coherence, hierarchical order, moving from general to specific, from specific to general, chronological sequence, and spatial patterns, are used to achieve clear and logical organization of ideas. By mastering organizational techniques, writers can enhance the readability and comprehension of their writing, guiding readers through a structured and cohesive narrative or argument.

#### **2.1.2.4 Genre of Writing**

Genres play a crucial role in determining the style and purpose of texts. They define the form and intention behind the writing, shaping how language is used in socially acceptable ways. Genres are abstract categories that reflect common patterns in language use within specific communities or contexts. Members of these groups typically recognize and understand these patterns through repeated exposure to similar texts. This familiarity allows them to effectively read, comprehend, and even produce texts that adhere to genre conventions, facilitating communication and understanding within their respective communities (Direct Science, 2007)

According to Pardiyono (2007), there are nine genres of writing: narrative, descriptive, process, accounting, interpretation, debate, study, anecdote, and exposition. Each genre has distinct characteristics and specific goals that distinguish it from the others.

In this study, the focus is on descriptive writing, which aims to vividly portray and describe a person, place, object, or event using sensory details and imagery.

- ❖ The narrative Text, which can be insightful or fascinating, tells the story of world events, which can be historical or current.
- ❖ Recount Text, which includes a timeline of past events.
- ❖ Article text containing current information about a Data presentation-supported thing or reality, characteristic definition
- ❖ Sorting or tabulating.
- ❖ Text for discussion, latest information, or opinions on a current hot topic This is a contentious issue at times. Typically, the text ends with a conclusion or recommendation drawn from the presented data, following a presentation of multiple arguments supporting the controversial topic.
- ❖ Explanation text details an object or phenomenon based on its characteristics or processes.
- ❖ Exposition Text is composed of an argument, points of view, a subject, or a specific thing.
- ❖ Procedure Text contains instructions for a series of actions or a do-it-yourself procedure.
- ❖ There is a sense or share in Anecdote Text about something absurd, shameful, amusing, extremely unusual, or exceptional.
- ❖ Descriptive text is employed to portray a particular person, location, or object.

#### **2.1.2.5 The Process of Writing**

Wishon (1990) defines the writing process as involving the generation of ideas, their development and organization, and the subsequent revision and editing until the writer is satisfied with the outcome. Effective writers engage in these stages to ensure their writing achieves its intended purpose. Teaching students how to write effectively is crucial, requiring regular writing opportunities across all school subjects. Consistent implementation of the writing process across disciplines, along with explicit instruction from subject teachers, supports students in improving their writing skills. Exposure to models of strong writing within each subject area, coupled with constructive and formative feedback, is essential for fostering students' development as writers.

#### **2) Idea Generation**

Students need to cultivate proficiency across all subjects to effectively articulate their knowledge about a topic, generate ideas, and gather additional information. It is essential for writers to evaluate if their writing stays on topic and achieves its intended goal. They should be proficient at defining the writing task and the approach they use to complete it.

Experienced writers anticipate the information and ideas that readers will consider pertinent or essential to the subject matter.

### 3) Idea Generation and Organization

Students should be capable of structuring their understanding of any topic or assignment in a coherent manner. This involves crafting a compelling introduction that captures the reader's attention, connecting ideas logically across paragraphs with sufficient supporting details, and concluding effectively to leave a lasting impact.

Skilled writers utilize diverse strategies to structure their ideas and information, allowing them to establish connections, recognize relationships, and consider potential directions and formats for their writing. These strategies enable students to effectively rearrange, group, categorize, classify, and cluster their notes.

### 4) Proofreading and editing

Students need to develop the ability to evaluate their own and their peers' work for content, clarity, structure, style, and errors in grammar, punctuation, and spelling. While students are responsible for the correctness of their own work, they should also learn to support each other in improving their writing skills.

## 2.1.3 Descriptive Text

### 2.1.3.1 Definition of Descriptive Text

According to Hyland (2004), a descriptive text fulfills a social function by narrating imagined or real events. Hyland notes that these texts often employ the present tense and make use of verbs such as "be" and "have"

Alice Savage and Patricia Mayer (2005) define descriptive text as a genre of writing aimed at vividly depicting a subject. The objective of descriptive writing is to utilize sensory details to illustrate the visual appearance, sounds, smells, tastes, or textures of something. Moreover, descriptive texts are intended to elicit a reader's reaction, encouraging engagement with the content from both the perspective of the writer and the reader.

According to Hayden (2000), description involves capturing the sensory qualities of things—how they look, smell, taste, feel, or sound. Beyond sensory details, description can evoke emotions like happiness, loneliness, or fear. It is employed to paint visual pictures of individuals, locations, and time periods such as days, moments of the day, and seasons. Description isn't limited to superficial appearances; it can also reveal deeper aspects of a person's character or personality traits.

In descriptive writing, authors employ sensory details such as visuals, sounds, smells, tastes, sensations, and textures to evoke vivid mental images for readers. Skilled writers often rely on their sensory memories of specific experiences to recall these details

effectively. Additionally, spatial order is frequently employed to organize the description logically. This method involves arranging details based on their spatial relationships, which can include sequences such as top to bottom, bottom to top, right to left, left to right, near to far, far to near, inside to outside, or vice versa. This method helps to vividly depict a person, place, object, or scene in the reader's mind.

Moreover, descriptive text serves to depict particular objects, locations, or individuals, employing the present tense without conjunctions. Additionally, it elucidates specific ideas and examples relevant to its subject matter. Both genres share a common goal: they concentrate on the subject matter to enhance the reader's comprehension of the writing. In general, generic descriptive text structures include:

- a. Identification involves presenting a statement that introduces a topic for description and may specify the particular phenomenon to be described.
- b. Description entails providing details about the object referenced in the identification statement.

Moreover, descriptive text delineates important aspects including:

- a. Physical resemblance of parts or objects.
- b. Qualities like beauty, excellence, or significance.
- c. Other distinctive characteristics, such as notable features that set them apart (Mulyono and M.J.AriWidayanti, 2010)

Descriptive transition words signal that details are presented in a structured sequence, guided by one or more of these factors:

1. The spatial layout of a person, place, object, or scene.
2. The starting point chosen by the writer for the description.
3. The chronological order relevant to the description (Pearson Education, 2007).

### **2.1.3.2 Some Ways to Write in Descriptive Text**

Mayers (2005) stated that there are several ways to write a descriptive paragraph, including:

- 1) Make a list of the features of the background that you believe are important. For example, imagine viewing flowers and shrubs in the immediate foreground with a vast green park stretching out in the background. This juxtaposition between the foreground and background collaborates to convey a complete depiction of the scene.
- 2) Describe the individuals present in the image. Include details about their attire, facial expressions, and posture to convey their emotional state. For instance, observe whether their demeanor suggests contentment or anxiety, such as a bride who may not seem joyful on her wedding day.

- 3) List the elements in the image that you believe contribute to the mood or atmosphere. What is the general mood conveyed by the image, whether it's a cloudy sky or people with frowning faces set against a picturesque countryside?
- 4) Draw any actions in the image. Someone could be frozen in mid-action, or there could be a powerful waterfall.
- 5) Identify the dynamic elements within the image. These elements often convey details about the story or sequence of events depicted. Integrate your observations of these elements with your analysis of the people depicted in the image. This will help you understand the actions taking place, the activities individuals are engaged in, and their emotional responses to those activities.
- 6) Sort the notes you've made into priority order. You will begin with an introduction, followed by description 1, description 2, and so on.
- 7) Write the conclusion. Consult a thesaurus and dictionary for unfamiliar words. Explore three or four distinct ways to depict the same subject. Use language creatively.

### **2.1.3.3 Strategies in Writing Descriptive text**

Terry (2009) states that effectively writing a descriptive paragraph requires mastering particular strategies and techniques. They are as follows:

- 1) Select a Topic
  - a. In this section, the author introduces a variety of topics. Use the given headings to brainstorm or list a wide range of topics without overthinking. Record your ideas as they come to mind. Afterwards, compare your list with those generated by your classmates.
  - b. Review the freewriting you produced in response to the photograph of the San Antonio River Walk. Identify key ideas suitable for descriptive paragraphs and highlight them. Organize these details in a coherent order.
  - c. Choose a photograph of a unique location. Develop captions, sensory descriptions, and freewriting based on the photograph. Consider questions such as, "What sensory elements are noticeable and how are they arranged spatially?" and "What is the main idea or purpose?" as you brainstorm ideas.
- 2) Draft Your Paragraph
 

Create a draft of your paragraph based on the ideas you brainstormed earlier. Revisit your prewriting notes as needed to add more details. Utilize your own paper to craft your paragraph.
- 3) Revise Your Draft

After writing your description, evaluate it by considering the questions outlined in the "Questions for Revising a Descriptive Paragraph" section found on the following page. Mark your answers directly on your paper, using underlining, checks, or circles for "yes" responses where examples meet the criteria. For "no" answers, note required information in the margins and draw lines indicating where additional details should be added. Reflect on your responses and revise your paragraph accordingly. Experienced writers typically improve their writing through multiple drafts, focusing on specific questions with each revision.

#### 4) Proofread Your Draft

Once you've made the necessary revisions to your paragraph, carefully proofread your paper to identify and correct any errors, such as dangling or misplaced modifiers.

### 2.1.3.4 The Generic Structure of Descriptive Text

Understanding the basic structure of descriptive texts is crucial for facilitating their composition. This approach ensures that readers can effectively comprehend the object or subject being described.

#### 5) Recognition

- a. Recognizing the phenomenon that will be described.
- b. A statement that describes the object in general terms.
- c. The statement should be compelling to keep readers engaged until the end.
- d. Using an adjective or a comparative degree.

#### 6) Description

- a. Describing the object in question.
- b. Analyzing the phenomenon by its components, attributes, or characteristics.
- c. Utilizing accurate grammatical structures, such as verb tenses (present tense/present perfect tense), verbs (be, have, linking verbs), and adjectives, to portray the condition of the object.

### 2.1.3.5 The Kinds of Descriptive Text

In the realm of writing, Pardiono (2007) categorizes descriptive text into three forms: locations, individuals, and objects.

#### a. Describe the Location

A description of a place is a text that details the appearance of a location, including its state, surroundings, and other relevant characteristics.

#### b. Personification

A description of people is a text that depicts the physical appearance and behavior of an individual, including details about their face, body, and demeanor.

c. Defining the Thing

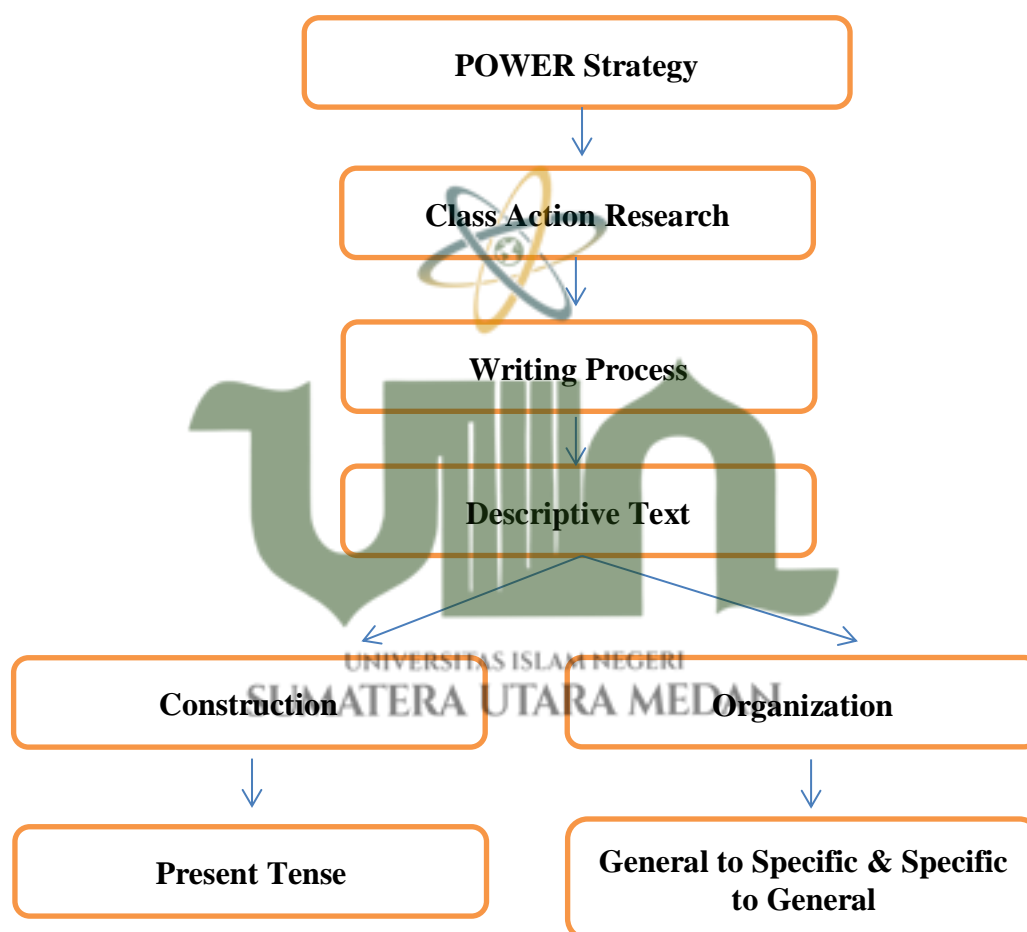
A description of a thing is a text that portrays the appearance, condition, and function of an object or item.

### 2.1.3.6 The Language Features of Descriptive Text

Pearson (2007) outlines the language characteristics of descriptive text as follows:

- 1) Utilizing attributive and identifying processes.
- 2) Incorporating adjectives and classifiers within the nominal group.
- 3) Using the simple present tense.

## 2.2 Conceptual Framework



The POWER (Plan, Organize, Write, Edit, and Revise) strategy is expected to improve student engagement and proficiency in learning to write descriptive paragraphs. This strategy will be implemented in a classroom action research context during the writing process. The study will proceed in two phases. During the first phase, the teacher will guide students through the four stages of the POWER strategy. If any shortcomings are noted or if students do not meet their objectives, the process will move on to the next phase.

## 2.3 Related Study

Researchers look for previous research done by other researchers. As an example, consider the following:

1. Sukmawati Manan (2013). Entitled “Increasing the Students’ Writing Ability to Descriptive Paragraph Through *POWER (Plan, Organize, Write, Edit, and Revise)* Strategy (A classroom action research at the Eight grade of SMP Negeri Barombong).” This research employed Classroom Action Research with two cycles, utilizing observation as the research instrument. The study focused on eighth-grade students from SMP Negeri 2 Barombong during the academic years 2012-2013, comprising 34 students. The implementation of the *POWER (Plan, Organize, Write, Edit, and Revise)* Strategy during teaching and learning significantly enhanced students' proficiency in writing descriptive paragraphs. Results from diagnostic tests showed mean scores of 43.70 in the first cycle, 53.87 in the second cycle, and 74.41 in the third cycle following revisions, indicating substantial improvement.
2. Diah Dwihning Saraswati, et.al (2018). Entitled “Improving Descriptive Text Writing Achievement by Using *Power* Strategy” This study utilized a mixed-method design incorporating both qualitative and quantitative research components. A sample of sixty-two students was selected through convenience sampling. SPSS Version 22 was employed to conduct paired and independent sample t-tests for data analysis. The paired sample t-test yielded a p-value below the significance level ( $0.000 < 0.05$ ), indicating a significant improvement in students' descriptive writing achievement before and after instruction using the *POWER* Strategy. Similarly, the independent sample t-test also resulted in a p-value below the significance level ( $0.000 < 0.05$ ). Text analysis revealed that students initially exhibited poor performance, as evidenced by difficulties in identifying the schematic structure of descriptive text and frequent errors in English grammar.
3. Siti Munawaroh (2013). Entitled “The Effect of Using *POWER (Preparing, Organizing, Writing, Editing, Rewriting)* Strategy Toward Ability in Writing Descriptive Text of The First Year Students at MTs Al Istiqomah Selat Panjang Meranti Island Regency”. The study utilized a pre-experimental design, specifically employing a pretest-posttest methodology, to examine the impact of the *POWER* strategy on the descriptive writing ability of first-year students at MTs Al-Istiqomah Selatpanjang, Meranti Island Regency. It included all first-year students during the 2011/2012 academic year, with participants selected using a total population sampling method. Data analysis involved the Paired Sample T-test. The results indicated a significant improvement in students' descriptive writing ability following instruction with the *POWER* strategy compared to before. Therefore, it suggests that



implementing the POWER strategy enhanced the descriptive writing skills of first-year students at MTs Al-Istiqomah Selatpanjang, Meranti Island Regency.

4. Rissa San Rizqiya, et.al (2017). Entitled “ The Use of POWER Learning as a Learning Strategy to Improve Students Writing Competency”. In this qualitative descriptive study, the main focus was on examining the progression of student writing across different stages: before, during, and after the implementation of P.O.W.E.R. Learning. Secondary data sources included the analysis of questionnaires, interviews, and classroom observations. Participants were selected using the Purposive Participant technique, involving 80 regular students from the 2016 English Study Program at STKIP Siliwangi. The study's findings revealed significant advancements in students' writing skills throughout the P.O.W.E.R. Learning process. Feedback from questionnaires and observations highlighted positive responses from students, indicating that this approach effectively increased motivation. Therefore, it can be concluded that P.O.W.E.R. Learning enhances student learning effectiveness by accommodating diverse learning styles and fostering motivation.
5. Reka Tia Susanti (2016). Entitled “Using POWER Strategy to Teach Writing Skill”. The aim of this study was to determine whether there existed a noteworthy disparity in writing proficiency between students instructed using the POWER strategy versus those who were not. Employing a quasi-experimental approach, participants were chosen via purposive sampling. The written test was used as the main assessment method, and data were analyzed using the t-test. The results showed that the calculated t-value (3.511) was higher than the critical t-value (1.966), and the p-value (0.000) was lower than the significance level (0.05). As a result, the null hypothesis (Ho) was rejected in favor of the alternative hypothesis (Ha). This confirms a significant difference in writing achievement between students who received instruction with the POWER strategy and those who did not.