

ENHANCING ENGLISH WRITING SKILL THROUGH POEW STRATEGY

Ismu Laily Mufidah*

*English Language Education Department, Faculty of Teacher Training and Education,
Universitas Billfath, Indonesia*
fida04.ppsd@gmail.com

Anita Rahma Dewi

*English Language Education Department, Faculty of Teacher Training and Education,
Universitas Billfath, Indonesia*
anitarahmadewi92@gmail.com

Received: 29-04-2021

Accepted: 23-11-2021

Published: 29-11-2021

Abstract: This research intended to explain the factors of students' problems at eighth grade of SMP NU Al-Hidayah Maduran on English writing. It aimed to investigate the effect of POEW (Predict, Observe, Explain, Write) strategy used on English writing to enhance student's English writing skill. In addition, it elaborated the significant after using POEW strategy on student's narrative English writing. This research conducted using a quantitative design a quasi experimental research by two classes of pre-test and post-test. The researchers implemented this research to eighth grade of SMP NU Al-Hidayah Maduran in academic year of 2021/2022. The participants of this study taken from eighth grade of SMP NU Al-Hidayah Maduran, which consisted of two classes and divided by experimental class and control class. It was found from the result of the test that students in experimental class got higher score than students in control class. However, based on the normality testing, this research was not normally distributed. In addition, the data declared that this research was not homogeneous. Thus, the researchers did Mann Whitney U Test. Relating to the test, the result of Asymp. Sig. (2-tailed) was smaller than the probability ($0.000 < 0.05$). It meant that H_a was accepted. However, it can be concluded that there was an effect of the use POEW strategy at eighth grade of SMP NU Al-Hidayah Maduran on English writing skill.

Keywords: *narrative; POEW; writing*

INTRODUCTION

A good writing skill enables students to convey their thoughts and communicate their ideas. Hence, it can be understood by others well, as explained by Kingston et al. (2013) that student's achievement exactly on English learning which include of writing learning assessed by language skill or productive skill. However, few students are not confident to write something even if they should do that. Purwani and Dewi (2021) said that although English is a compulsory subject, students find it difficult. Moreover, when they should write it into English language. They will face many problems. Other side, writing skill is claimed to be a difficult language skill than speaking skill, because writing has a structured way and correct grammar. It obviously happens at eighth

grade of SMP NU Al-Hidayah Maduran which the students burden much problems.

However, it happens at eighth grade of SMP NU Al-Hidayah Maduran which has many problems and obstacles to write well. Students really confuse on English learning. Most of them dislike to the lesson and some of them interest to the lesson. In addition, the learners hard to arrange sentences greatly. They hard to understand in playing words appropriately. Other side, the students spell their writing correctly, but they write the words differently. Most of them place all part of words improperly. They also use the style of writing unsuitably. Whereas, Brown (2004) argues that micro skill of writing involves of the use appropriate word order

*Corresponding Author:
fida04.ppsd@gmail.com



pattern, moreover correct use of tenses and the accurate grammar in the sentences.

Thus, students need other strategy used to enhance students English writing skill. POEW (Predict, Observe, Explain and Write) is a strategy which can be used to this English writing skill problems. POEW strategy is developed by combine POE (Predict, Observe and Explain) and TTW (Think-Talk-Write) strategy (Nurfutriani, 2018). However, White and Gunstone (1992) develop POE (Predict, Observe and Explain) strategy to express student's predictions and reasons to be more specific thing (Joyce, 2006).

Through POEW strategy, vocabulary can be improved in *Predict* and can be observed in stages. The researchers divide the class into control class which taught by grammar translation method and experimental class which taught by POEW strategy only. Based on the factors and the problems which are explained above which contributed to writing difficulty at eighth grade of SMP NU Al-Hidayah Maduran, the researchers are fascinated to do a research study to investigate the effect of POEW strategy as one of strategy to enhance English writing skill, exactly at eighth grade of SMP NU Al-Hidayah Maduran by narrative text to have a nice learning with think freely through experience or imagination.

Writing

Narrative, descriptive, expository, persuasive, technical, poetics and many others are the example of genres in writing. Becoming a good writing is something special in this era. Through writing, people able to get money, knowledge, experience, and everything. People said that writing is a process they express their idea. Nunan (2003) says that writing is an activity which not only to find an idea but also to express the idea and manage it to a clear paragraph which people easy to understand. It makes all people find a lot of reason to say that writing is one of difficult skills which need to be learnt.

In spite of those, there are three genres of written language which has explained by Brown (2004) in his book *Language Assessment*, as a

follow:

1. Academic writing which consists of papers and general subject reports, essays, compositions, academically focused journals, short-answer test responses, technical reports (e.g., lab reports), theses and dissertations.
2. Job-Related writing which consists of messages (e.g., phone messages), letters or emails, memos (e.g., interoffice), reports (e.g., job evaluations, project reports, schedules, labels, signs, advertisements, announcements and manuals.
3. Personal writing which consists of letters, emails, greeting cards, invitations, messages, notes, calendar.

There are many problems to teach English writing in junior high school as stated by Amalia, Abdullah, and Fatimah (2021) that teaching writing in junior high school such find challenges and solutions which involves of students' low grammatical competence, students' inability to develop their English ideas, student's lack on english vocabulary, students' lost motivation on english writing, insufficient time to manage English writing, limited sources and facilities, than tries to get the solution of the problems. Many factors and solutions done by teachers and researchers to solve the students problems in English learning. However, other problems usually appear in the learning teaching process. Therefore, teachers need strategies in learning process (Taseman et al., 2020).

On the other hand, sometimes teachers teach language by oral, but writing helps them to know the important benefit of visual demonstration. Writing such one of the solution to solve their English learning. It means that writing reinforces their grammatical structures, idioms and also vocabularies. It can also develop their language. By writing skill, they will use the suitable words for their good idea. Thus, they will find more languages that they do not know before. Writing can be learning style to get a good result of their learning.

However, writing is a basic skill in English language. In around of education, students should understand the way to write letter, writing report, writing CV for a great business, write a good paragraph and etc. Furthermore, writing can be the way students express their idea.

Narrative text

Narrative text is retelling a story which has happened (Purba, 2018). It means that narrative text is paragraphs which tells stories to the reader. It can be actual story or perhaps imagination. In addition, Eliyawati (2020) states that narrative text is imaginative story which used to entertain the reader. It can be seen that narrative text is a story which has sets of chronological events that are interconnected. However, the characteristic of narrative text achieves three goals which contains of (Meyers, 2005):

1. Tells story of events.
2. Arrange in chronological orders which they occurred in time.
3. Narrators purposed to tell story.

On the other hand, there are lots kind of narrative text which includes of fable, legend, myth, fairy tales, folk tale, love story and others such a type of science fiction.

1. Fable : stories describe about animals.
2. Legend : stories of community or traditional beliefs which describes how the origin of a place came about.
3. Myth : mythical stories which are widely circulated in society and generally considered factual stories.
4. Fairy tales : stories of community which are usually referred to as fairy tales or children's stories, contain a lot of sophistication in the story characters and often contain moral messages.
5. Folk tale : stories which told from generation to other generations, so that it becomes part of the traditions of a society.
6. Love story : It emphasizes the theme of the story which contains the struggle to get love for the main character.
7. Others (apart from those above) there are also kinds of narrative text such as; science

fiction, horror, mystery, history, slice of life, personal experience and etc.

Furthermore, Brown (2000), points out that there are five aspects in writing. They are explained as follows:

1. Content

It must be clear to read, so that the readers will be understand the information and message which is delivered. In spite of those, the writer should be completed and unified the content to get a good content of writing.

2. Organization

Organization means arrangement of several parts in writing which usually includes of coherence and order of important. Nevertheless, general to specific or otherwise, chronological order and spatial pattern are also included. Such the explanation below:

- a. Coherence is the whole ideas should be sticking together, in correct arrangements and easy to interpret.
- b. Order of important is organizing and building ideas to get strong feeling of paragraph in the ending of the text.
- c. General to specific is organizing topic sentences, in order to make general statements which is followed by a set of supporting sentences. On the other side, specific to general is the opposite of those.
- d. Chronological order is the sequence of events which is arranged in the order in which they occur in time, such as a timeline.
- e. Spatial pattern is writing how the story get the feels and looks. It also means to describe something effectively.

3. Vocabulary

While, other aspect of writing is vocabulary which is being basic thing to write. The use of effective words is needed to be a good writer. The use of effective words is also dealing with connotative or figurative languages.

4. Grammar/Language Use

Language use or grammar involves part of speech like verbs, nouns, pronouns and

etc. Sometimes, writers have many opportunities to use error words and incorrect words in verbs and pronouns. But, errors in verbal forms, subject-verb agreement, and pronoun antecedent agreement and in case of noun and pronoun should be avoided.

5. Mechanics

Capitalization, punctuation, and spelling appropriately are in the form of mechanics. This aspect leads the reader to understand recognize immediately what exactly the writer means. The use of favorable mechanics in writing will make the readers easy to understand the conveyed ideas or the messages that is stated in writing.

POEW strategy

POEW (Predict, Observe, Explain and Write) such one of strategy which can used to this English writing skill problems. POEW strategy is developed by combine POE (Predict, Observe and Explain) and TTW (Think-Talk-Write) strategy (Nurfitriani, 2018). Supriyati (2015) argues that POEW strategy used to loose students misconceptions. The research study explains her students misconceptions which come from students limited understanding of nature and surrounding environment. POE is born from constructivism which introduced by Piaget. According to constructivism, human brain is not basically like empty glass that ready to be filled by water. Filling water means filling information from the teacher. And TTW such one of learning models in mathematics which has similarity from POE strategy.

However, White and Gunstone (1992) developed POE (Predict, Observe and Explain) strategy to express student's predictions and reasons to be more specific thing (Joyce, 2006). Meanwhile, Huinker and Laughlin (1996) develop TTW (Talk, Think and Write) to complete POE strategy (Nurfitriani, 2018). The effect is awful for many students. Through this strategy student can be fast to write greatly. Generally, students are less able to write because of their less vocabulary. Through POEW strategy, vocabulary can be improved in *Predict* and can be observed in stages.

However, (Jasdilla, Fitria, & Sopandi, 2019) POE strategy gives many students opportunity to develop their knowledge, observe their environment, communicate thought or opinion and write well the results of the discussion and Purwani (2021) said that discussion is the right teaching method to accommodate the learning process. It shows that POE strategy raises students enthusiastic to the learning. Students be more active and focus to the teacher's explanation. Beside those, students are able to think critically to solve their problems, the teaching and learning process be more interesting, train the students to communicate and explain more the prediction and observations to other students, thus the learning process be meaningful for others.

POE strategy helps students to find their knowledge, to practice and teamwork, it is effective to improve their quality learning (Arsy, Prasetyo, & Subali, 2020). By *predicting*, they make an outline to draw their opinion. Second, they *observe* the translation and other more words. It shows that they read what they will write. In addition, they try their speaking skill by *explaining* their opinion. Occasionally, the researchers gave videos about narrative text. Indirectly, the students train their listening skill. And last, they *write* what they thought through teamwork. POEW strategy has several advantages when it conducted in English writing skill, particularly at eighth grade of SMP NU Al-Hidayah Maduran. There are much benefits of the effect from POEW strategy, here are the benefits:

1. Students being active and involved directly in the learning process.
2. Students be more creative, especially to explain the predictions. Explaining activities is useful for expressing students' understanding and new knowledge to their teacher and friends (Arsy et al., 2020).
3. The learning session be more interesting by students direct observations. Observation activities help students to

verify the truth of their prediction, it also help students able to differentiate between claims and facts such as make decisions about problem solving solutions (Arsy et al., 2020).

4. Students able to communicate the predictions and the result of the observations. Observation activities are an explanation or an answer to the problems.
5. Students construct their own knowldege.

There are several studies related to POEW strategy. Some of them only use the POE strategy and other use TTW strategy to increase students skill. One of the researchers who conducted the research about POEW strategy is Sani and Sinaga (2012). The research probes the execution of Predict, Observe, Explain and Write (POEW) learning models at senior high school by improving student competency in physics through classroom action research. The subjects of their research were senior high school students. The study was conducted because he found out that the students' achievement in physics was far from being satisfying and the students' problem is very low achievement of physics at SMA Negri 1 Berastagi. Based on the research, it is found that POEW strategy could succesfully improve students' achievement in physics.

The other relevant research study about the execution of POE strategy is a study conducted by Arsy et al., (2020). The researcher conducted the research at SDN Muktiharjo Kidul 01 Semarangin 2020 to find out the effect of Predict-Observe-Explain (POE) strategy combine with Group Investigation (GI) strategy on students'critical thinking skills and learning achievement. The findings show that by using the two both POE and GI strategy, most students thought that the two strategies are nice to use in the learning process because it was consistent and interesting for them. Furthermore, it is stated that through the use of POE strategy and GI strategy, students' critical thinking skills and learning achievement were successfully enhanced.

Therefore, based on the successful execution of POEW strategy in the previous relevant study, the researchers decide to

investigate the execution of POEW in writing skill at SMP NU Al-Hidayah Maduran in which the students require to do the projects collaboratively. On the other hand, many research studies used POE strategy which combine other strategies to get the effect in teaching and learning problems, but they are mostly use on chemistry, physics and biology to practice their experiment. Thus, the researchers try to use this strategy on English writing skill, exactly on narrative text at eighth grade students by working collaboratively.

METHOD

Research design was type of inquiry inside qualitative, quantitative and mix method approaches which present spesific direction for procedures in research design (Creswell, 2014). According to Creswell (2014), research design divided into three types, they were quantitative, qualitative and mixed method design. However, researchers could conducted the research design depend on the types of the research problems which the researchers needed to do in their research study. Furthermore, Creswell (2014) explained that inquiry strategies associated with quantitative research that demanded post positivist worldview which inlcudes of true experiment and quasi experiment (less rigorous experiment).

Thus, this research used a quantitative approach a quasi experimental research, and kind of nonequivalent control group design, because there were 2 classes which would be observed. It contained of control class which taught by grammar translation strategy and experimental class which taught by POEW strategy only. However, both of them were given pre-test and post-test then tried out by independent t-test, because contained only 2 classes. This research conducted in experimental research to investigate the effect of POEW (Predict, Observe, Explain, Write) strategy used on English writing to enhance student's writing skill in narrative text at SMP NU Al Hidayah Maduran in academic year of

2021/2022.

There were two classes of students, they were experimental class and control class. The experimental class would be taught by using POEW strategy and control class would be taught by using grammar translation method. Even though they taught by different method, they both given pre-test and post-test at the beginning to know the students skill before giving the treatment and the end of the class to know the result of using both method. This following two pretest and posttest which was used by the researchers.

Table 1. *Nonequivalent control group design*

Class	Pre-Test	Treatment	Post-Test
E	O ₁	X ₁	O ₂
C	O ₁	X ₂	O ₂

Adapted from Gay, Mills, & Airasian (2012)

Explanation:

- E : Experimental Class
- C : Control Class
- O₁ : Pre-Test
- O₂ : Post-Test
- X₁ : The treatment for experimental class
- X₂ : The treatment for control class

Research participants

The main subjects of this research were the students at eighth grade of SMP NU Al-Hidayah Maduran in the academic year of 2021/2022. In total, there were 50 students in two classes, consisting of 25 students in A class and 25 students in B class which divided into 2 categories, they were experimental class and control class.

Data collecting technique

The data in this research were gained through **questionnaires** which was arranged in the three times including before treatment, in treatment and after treatment which aimed to get more information about students' English writing skill, **observation** during teaching learning process by POEW strategy including observed the students actions during the learning and also observed the places, school and whole facilities which was provided,

interviews which used to know more about students and English teacher problems and looked for solution to be implemented in the treatment, **pre-test** was given to the students before giving the treatment in each experimental class and control class, **post-test** was given to the students both in experimental class and control class to measure the effect of both strategy after giving the treatment, and **documents** which helped more the research study to get more proof and information.

Data analysis technique

A researcher could not begin the research before understanding the problems. Teachers also could not teach effectively without knowing the students. Thus, the researchers were started the research by looking for the students' problems. The researchers tried to find more information by observation, interview and gave a paper of questionnaire. Observation used not only to see the students and class condition, but also to see the teaching learning process before doing the research. However, by interviewing the teacher and the students, the researchers would get more information about the teaching and learning process. Besides those, students' activities to fill the questionnaire also thoroughly support the research to know more about students' problems.

According to Creswell (2014), in data analysis, the researchers should present information about the steps which following the research stages. It aimed to help the reader understand step by step doing in the research study. The steps of this research study are **assembling the data**. In this stage, the researchers collected the data through various kinds of resources and looked for the broad patterns of the data that seemed to be able to answer the research question. Such questionnaires, data interview and documents. The second step was processing the data of pre-test and post-test by using **Statistical Product and Service Solution (SPSS) version 20**.

Research validity and reliability

According to Kimberlin and Winterstein (2008), validity was the stage to which instruments measured what it admitted to measure. Validity needed the instruments to be reliable. Otherwise, an instrument could be reliable without being valid. In validity, the researchers did the comparison between r arithmetic value and r table value.

1. If r arithmetic value was bigger than r table, it meant that the data was valid (r arithmetic > r table = valid)
2. If r arithmetic value was smaller than r table, it meant that the data was not valid (r arithmetic < r table = not valid)

Validity content

While, validity was not an asset of the test itself. Thus, validity depend on the test's intended use. In this research study, the researchers used content validity. Content validity was the admit to which an instrument accurately measures all of construction aspects (Heale and Twycross, 2015). It meant, research instrument measures a whole content of constructions. The subject of this research was eighth grade of SMP NU Al-Hidayah Maduran. Thus, the researchers used the research intruments related to the material especially narrative text about that evidence.

Table 2. *Validity correlations*

		C	O	G	V	M	Total
C	Pearson Correlation	1	.175	.682**	.223	-.157	.682**
	Sig. (2-tailed)		.225	.000	.120	.276	.000
	N	50	50	50	50	50	50
O	Pearson Correlation	.175	1	-.008	.071	.652**	.680**
	Sig. (2-tailed)	.225		.955	.622	.000	.000
	N	50	50	50	50	50	50
G	Pearson Correlation	.682**	-.008	1	.016	.044	.593**
	Sig. (2-tailed)	.000	.955		.913	.759	.000
	N	50	50	50	50	50	50
V	Pearson Correlation	.223	.071	.016	1	.355*	.441**
	Sig. (2-tailed)	.120	.622	.913		.011	.001
	N	50	50	50	50	50	50
M	Pearson Correlation	-.157	.652**	.044	.355*	1	.589**
	Sig. (2-tailed)	.276	.000	.759	.011		.000
	N	50	50	50	50	50	50
Total	Pearson Correlation	.682**	.680**	.593**	.441**	.589**	1
	Sig. (2-tailed)	.000	.000	.000	.001	.000	
	N	50	50	50	50	50	50

** Correlation is significant at the 0.01 level (2-tailed).
 * Correlation is significant at the 0.05 level (2-tailed).

Based on the table above, item total was correlation score or r-arithmetic. R-arithmetic was compared with r-table with N=50 and r-table was 0.273, by significant degree 95% (0.05). It could be seen that r-arithmetic of content was 0.682 (0.682>0.273). While, r-arithmetic of organization was 0.680 (0.680>0.273). R-arithmetic of grammar was 0.593 (0.593>0.273). Furthermore, r-arithmetic of vocabulary was 0.441 (0.441>0.273) and r-arithmetic of mechanics was 0.589

(0.589>0.273). It was obtained that total was 1 (1>0.273). R-arithmetic>r-table, hence, the test item was valid.

On the other hand, reliability connected to the consistency of a measure (Heale and Twycross, 2015). However, people should have approximately by the same response in each time the test was completed when the people completing the research instruments meant to measure students skill.

Table 3. The classification of Cronbach's Alpha coefficient

Cronbach's Alpha Coefficient	Interpretation of Cronbach's Alpha Coefficient
$\alpha \geq 0.9$	The internal consistency of the scale is high, it means <i>perfect reliability</i>
$0.7 \leq \alpha < 0.9$	The scale has internal consistency, it means <i>strong reliability</i>
$0.6 \leq \alpha < 0.7$	The internal consistency of the scale is acceptable, it means <i>sufficient reliability</i>
$0.5 \leq \alpha < 0.6$	The internal consistency of the scale is weak, it means <i>moderate reliability</i>
$\alpha \leq 0.5$	The scale has no internal consistency, it means <i>low reliability</i>

Adapted from Sürücü and Maslakçi (2020)

The table above, cronbach's alpha was 0.558. The researchers were determined coefficient correlation by finding r-table. It was found that N=50 and it could be seen that r-table was 0.273 by significant degree 0.05. So that, the researchers were concluded that $r_0 > r$ ($0.558 > 0.273$). It meant that test item was reliable.

Table 4. Reliability statistics

Cronbach's Alpha	N of Items
.558	5

RESULTS

Identification of the problems

A researcher could not begin the research before understanding the problems. Teachers also could not teach effectively without knowing the students. Thus, the researchers were started the research by looking for the students' problems. The researchers tried to find more information by observing, interviewing and giving a paper of questionnaire.

Based on the data above, the researchers found lots of problems which discussed in the following table:

Table 5. Identification students problems

No.	Categories	Problems
1.	Teaching Style - Strategy - Learning Model - Approach - Method	- The teacher's teaching style actually was good, but it was boring which made the students uninterested in the learning. - The teacher only used a book to teach the students. - The teachers used old method like grammar translation method and lecture method. - The teacher did not use learning approach. - The teacher only explained the material and got the students to do some exercise.
2.	Media	- The media for the students was only a textbook and white board. - LCD was broken, thus, cannot be applied. - Nothing can be used to support the learning and teaching.
3.	Motivation	- The students' motivation was low. It could be seen by knowing their responses to the teacher.
4.	Participation	- Some of the students actively participated on the learning and teaching process, but most of the students lazily concentrated to the teaching learning process.

5. Writing Skill
- The teacher was actually habituated the students to write in English, but the teacher only got them to do the exercise on their book. It could be concluded that, students writing skill was less attentioned.
 - The students did not like writing because it was different between the written and the spelled.

On the other side, the researchers gave the questionnaire three times to know the student's writing skill. The result of the data explained in the following sentences:

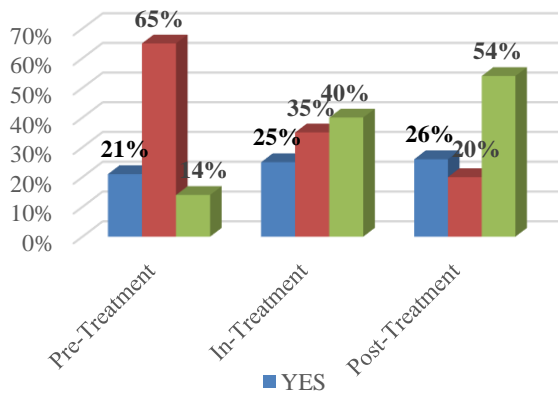


Figure 1. Questionnaire interpretation of experimental class

Relating to the Figure 1, it showed that students who decided to choose “yes” increased slowly. In pre-treatment, there were 21% students chose “yes”. However, the researchers found that 25% students chose “yes” for the questionnaire in-treatment. It increased in post-treatment, 26% students chose “yes”. It meant that very few students were interested to writing. Only some students understood and enjoy to learn writing. On the other hand, most students chose “no” in pre-treatment, there were 65% students who certainly chose “no”, but only 35% students chose “no” on the fourth meeting or in-treatment. However, it decreased in post-treatment, only 20% students chose “no”. It showed that they changed their mind of choosing “no”.

Furthermore, students who decided to choose “sometimes” increased quickly. In pre-treatment, there were 14% students chose “sometimes”. However, the researchers found that 40% students chose “sometimes” for the

questionnaire in-treatment. It increased in post-treatment, 54% students chose “sometimes”. It meant that students in the middle of like and dislike. They were confused to choose between “yes” and “no”.

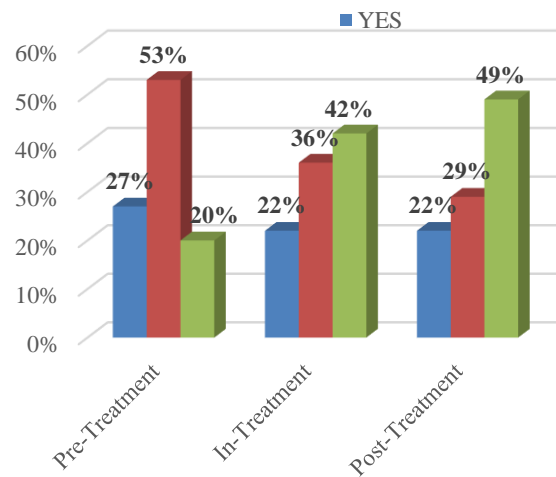


Figure 2. Questionnaire interpretation of control class

The Figure 2 indicated that students who decided to choose “yes” decreased slowly. In pre-treatment, there were 27% students chose “yes”. However, the researchers found that 22% students chose “yes” for the questionnaire in-treatment. It had the same total in post-treatment, 22% students chose “yes”. It meant that students who decided to chose “yes” changed their mind to chose other choice. In other words, it could be meant that they did not like writing after giving the treatment. On the other hand, most students chose “no” in pre-treatment, there were 53% students who certainly chose “no”, but only 36% students chose “no” on the fourth meeting or in-treatment. However, it decreased in post-treatment, only 29% students chose “no”. It showed that they changed their mind of

choosing “no”.

Furthermore, students who decided to chose “sometimes” increased quickly. In pre-treatment, there were 20% students chose “sometimes”. However, the researchers found that 42% students chose “sometimes” for the questionnaire in-treatment. It increased in post-treatment, 49% students chose “sometimes”. It meant that students in the middle of like and dislike. They were confused to choose between “yes” and “no”. On the other hand, after giving different treatment, both classes were actually opposite, because students skill in experimental class improved well than students in control class. Experimental class were excellent than control class. Experimental class improved well to write narrative text. However, by giving them questionnaire, factually they were still confused to decide between like or dislike in English writing skill. They were in the middle of like and dislike by choosing “sometimes” on their questionnaire.

On the other hand, it was complicated research, because most students in experimental class got high scores. Most their scores were higher than KKM (Kriteria Ketuntasan Minimal). However, relating to the questionnaire on final result, most students chose “sometimes”. It meant that they were confused to chose between “yes” or “no”. They were in the middle of like and dislike. It could not be a conclusion of the questionnaire final result. In spite of those, Polpo and Mahakaew (2019), on their research explained that those factors happened because few of their competencies or aspects of writing were low. Their research findings stated that writing skill should be possessed by every students, because writing skill was important for them. However, many problems happened to students learning process. One of those was vocabulary knowledge.

Furthermore, one of the factors affecting writing skill was “vocabulary knowledge” as the research findings which explained by Polpo and Mahakaew (2019). Relating to the questionnaire which the researchers gave to the students, it was found that few students chose “yes” in the items of generating and revising. It meant that on those items students had not

mastered well. In revising, students were still complicated to write their words grammatically. They were also still low in capitalization and punctuation. They were also confused in placing vocabulary appropriately. In generating, students were still difficult to adjust the topic in order to get appropriate content of their writing. By observing students questionnaire, the researchers concluded that students were low in the item of generating because they did the work collaboratively. Thus, they could not express their pure idea freely and independently.

In addition, other research stated that many factors affecting writing skill. It could be external factors and internal factors. Yakoob (2015) stated that one of factors affecting writing skill was “self efficacy” or students’ belief in their skills to achieve goals of learning. It meant that students needed to cultivate their confidence. By observing students questionnaire, the researchers found that students were not trust that they could be a writer. It also such factors of choosing “sometimes” on their questionnaires. It indicated that the researchers found lots factors affecting writing skill on students in experimental class, they were factors in items of generating and revising and self efficacy in every students to trust that they could be a writer.

Data presentation

The result of this research was pre-test and post-test that analyzed by using spss version 20.0. In addition, the result of student’s writing skill both pre-test and post-test shown in the following table.

Table 6. *Students pre-test on writing skill*

		Statistics	
		Experimental	Control
N	Valid	25	25
	Missing	0	0
Mean		50.84	46.64
Std.Deviation		11.101	6.383
Variance		123.223	40.740
Range		29	17

Minimum	37	37
Maximum	66	54
Sum	1271	1166

It could be seen from the table above that both of class contained of equal students. There were 25 students in each class. It also showed that the mean score from pre-test in control class was lower than the mean score pre-test in experimental class. As long as, both class taught

by the different strategy. Experimental class was taught by POEW strategy but control class was taught by grammar translation method. The standard deviation, variance, range, minimum, maximum and sum of experimental class were higher than control class. The result of the pre-test also could be seen from the table below.

Table 7. Students score interpretation in pre-test

No.	Interval	Interpretation	Frequency		%	
			Experimental Class	Control Class	Experimental Class	Control Class
1.	0%-19%	Very Poor	0	0	0%	0%
2.	20%-39%	Poor	7	6	28%	24%
3.	40%-59%	Fair	11	19	44%	76%
4.	60%-79%	Good	7	0	28%	0%
5.	80%-100%	Very Good	0	0	0%	0%
Total			25	25	100%	100%

Based on the table above, it could be seen that students in both two classes were categorized fair, and it was about 40%-59%. Some of them were categorized good, others were poor. There was no students were categorized in very poor and very good. It could

be inferred that no one students were able to write greatly in narrative text. Both of experimental class and control class were equal before giving the treatment. But, it was difference between the test after giving the treatment. However, the post-test table showed in the following below.

Table 8. Students post-test on writing skill

		Statistics	
		Experimental	Control
N	Valid	25	25
	Missing	0	0
Mean		76.92	62.88
Std.Deviation		6.557	3.822
Variance		42.993	14.610
Range		17	8
Minimum		67	59
Maximum		84	67
Sum		1923	1572

To sum up the result of pre-test, it could be seen by the table above. It explained that POEW strategy was effective strategy to enhance English writing skill, because the mean, standard deviation, variance, range,

minimum, maximum and sum in experimental class were highest than control class. It showed that there were much significant improvement on experimental class. The more explanation was shown as followed:

Table 9. Students score interpretation in post-test

No.	Interval	Interpretation	Experimental Class		Control Class	
			Frequency	%	Frequency	%
1.	0%-19%	Very Poor	0	0%	0	0%
2.	20%-39%	Poor	0	0%	0	0%
3.	40%-59%	Fair	0	0%	12	48%
4.	60%-79%	Good	13	52%	13	52%
5.	80%-100%	Very Good	12	48%	0	0%
Total			25	100%	25	100%

It presented that a half students in experimental class were very good, others were good. Besides those, a half students in control class were categorized good but others were fair. Their scores were about 40%-59%, but no one was categorized very poor and poor.

Normality Testing

In analyzing data, the data should be normally distributed. Thus, the researchers should test the normality testing before conducting farther analysis. The data could be normally distributed, if Sig score or significant value was more than 0.05. Nevertheless, the data cannot be normally distributed, if Sig score or significant value was less than 0.05.

Table 10. Tests of normality

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk			
	Statisti	Df	Sig.	Statistic	df	Sig.	
Students Learning Result	Pre-Test	.250	25	.000	.810	25	.000
	Post-Test	.344	25	.000	.752	25	.000
	Pre-Test Control	.221	25	.003	.842	25	.001
	Post-Test Control	.325	25	.000	.688	25	.000

a. Lilliefors Significance Correction

Relating to the data, it could be seen from kolmogorov-smirnov that significance value of pre-test experimental class was 0.000 and significant value of pre-test control class was also 0.000. While, significant value of post-test experimental class was 0.003 and significant value of post-test control class was 0.000. Furthermore, other table from shapiro-wilk showed that significance value of pre-test experimental class was 0.000 and significant value of pre-test control class was also 0.000. However, significant value of post-test experimental class was 0.001 and significant value of post-test control class was 0.000. Both

table of data were actually had the same conclusion. It could be concluded from the data that this research was not normally distributed.

Homogeneity testing

Homogeneity testing was also needed for independent t-test, considering that, it conducted to know homogeneous variance in both of the experiment.

Relating to the table of the data, it indicated that the significant value was 0.008. It meant that the significant value was lower than 0.05. It could be seen that the data was not homogeneous.

Table 11. Test of homogeneity of variance

		Levene	df1	df2	Sig.
Students	Based on Mean	7.611	1	48	.008

Learning	Based on Median	.744	1	48	.393
	Based on Median	.744	1	41.928	.393
Result	Based on trimmed	6.552	1	48	.014

Table 12. *Test statistics^a*

	Students Learning
Mann-Whitney U	.000
Wilcoxon W	325.000
Z	-6.137
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Class

Mann Whitney U test

As independent sample t test, the Mann Whitney U test was also used by researchers in order to set whether there was a difference in the mean of the two unpaired samples. In this different test, the samples used was containing the same number of students. Meanwhile, the fundamental difference between these tests were that the independent sample t test was part of the parametric statistical method, while the Mann Whitney U test was part of the non-parametric statistics. Parametric statistical methods, in this case the independent sample t test required research data to be normally distributed by normality test, considering that if the research data was not normally distributed then the results of the data analysis were deemed ineligible or not credible.

However, the advantage of non-parametric statistical method, exactly Mann Whitney U test was not requirement to the research data must be normally distributed. Thus, it could be concluded that when the research data that you want to test was independent sample t-test turned out to be abnormal, then you should replace the test with the Mann Whitney U test. The hypothesis was defined as a temporary conclusion in research study. However, the hypothesis proposed in this study was H_a = there was a significant difference of students' skill in writing narrative text after being taught by using POEW strategy of the second years students at eighth grade of SMP NU Al-Hidayah Maduran.

1. If the significant value or Asymp. Sig. (2-tailed) was smaller than the probability of

0.05, so that the hypothesis or " H_a was accepted".

2. If the significant value or Asymp. Sig. (2-tailed) was bigger than the probability of 0.05, so that the hypothesis or " H_a was rejected".

Based on the table above, it was known that Asymp. Sig. (2-tailed) was smaller than the probability ($0.000 < 0.05$). Hence, it could be seen that H_a was accepted. In closing, there was a significant difference of students' skill in writing narrative text after being taught by using POEW strategy of the second years students at eighth grade of SMP NU Al-Hidayah Maduran. As long as, there was significant difference, so that the research problems can be answered that "there was an effect of the use POEW strategy at eighth grade of SMP NU Al-Hidayah Maduran on English writing skill"

DISCUSSION

The result of mean calculation

Referring to SPSS calculation and data analysis above. There were 7 students in average interpretation. It indicates that 28% of students were in good interpretation. Those students were in experimental class. However, others were in 44%. It means that there were 11 students of experimental class were fair. In the other side, it demonstrated that there were 19 students were fair in control class which was about 76%, and other students were poor. It was about 24% which includes of 6 students of control class. Whereas, the mean pre-test of experimental class was 50.84 and the mean pre-test of control class was 46.64. All in all, the mean of experimental class was higher than control class ($E > C$) or ($50.84 > 46.64$).

However, there was 12 students in a higher interpretation in post-test. It describes that 48% of students were in very good

interpretation. Those students were in experimental class. However, others were in 52%. It means that there were 13 students of experimental class were good. In the other side, it proved that there were 13 students were good in control class which was about 52%, and other students were fair. It was about 48% which includes of 12 students of control class. Whereas, the mean pre-test of experimental class was 76.92 and the mean pre-test of control class was 62.88. It means that the mean of experimental class improved effectively than control class after giving the treatment. ($E > C$) or ($76.92 > 62.88$).

CONCLUSION

This research study can be concluded that there are several factors related to the problem after giving questionnaire and interviewing English teacher students and staff, such as problem related to teaching style, problem related to media, problem related to motivation, problem related to participation, problem related to writing skill. Thus, the researchers conclude that students teaching and learning process should be different. Students need other strategy to find their confidence in English writing skill. They should enhance their skill in a fun learning. By using POEW strategy, the researchers hope that students were able to enhance their English writing skill.

However, there is an effect of the use POEW strategy at eighth grade of SMP NU Al-Hidayah Maduran on English writing skill, because $MA < MB$ ($50.84 < 76.92$). In addition, there is also different effectiveness between experimental class and control class after giving the treatment by POEW strategy and lecture method because $ME > MC$ ($76.92 > 62.88$). Students are taught by POEW strategy get highest score than students are taught by conventional strategy. The mean value of experimental class is obtained 76.92, while control class is obtained 62.88. In addition, students' score in experimental class was higher than KKM. In other words, students' score reach above KKM. Otherwise, students' score in control class do not reach above KKM yet. It means that students writing result on

experimental class are higher than students writing result on control class. It can be concluded that the use of POEW strategy is effective to enhance English writing.

There is a significant difference of students' skill in writing narrative text after being taught by using POEW strategy of the second years students at eighth grade of SMP NU Al-Hidayah Maduran, because it was known that Asymp. Sig. (2-tailed) was smaller than the probability ($0.000 < 0.05$). Hence, it could be seen that H_a was accepted. It means that there was a significant difference of students' skill in writing narrative text after being taught by using POEW strategy of the second years students at eighth grade of SMP NU Al-Hidayah Maduran. Considering that there is a significant difference, this research study can be answered that there was an effect of the use POEW strategy at eighth grade of SMP NU Al-Hidayah Maduran on English writing skill.

ACKNOWLEDGMENT

The compilation of this research cannot be isolated from the help of various parties. Therefore, the researchers convey thanks to our beloved parents. Thank you for your loving, praying, supporting, and inspiring. We are highly thanks to our lecturers at Universitas Billfath. Thank you for helping and giving us knowledges.

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