

An Experimental Study of The Effectiveness POEW MODEL Through Applying Quartet Card in Teaching English Writing Utara

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ABSTRACT

This research deals with an experimental research in which aimed to investigate the effectiveness POEW model assisted Quartet Card in teaching English writing of recount text. The population and the sample of this research are the students of SMP Muhammadiyah 01 Medan academic year 2019/2020, on Jalan Demak No. 3, Sei Rengas Pertama, Medan Area. There are seven classes of grade VIII totally 270 students in which there are only 2 classes were taken as the sample of the research. The two classes are taught through two different model, the experimental class is taught through POEW model assisted Quartet Card and the control class is taught through lecturing Model. The essay test is applied for exploring the effectiveness of applying the model and it finally found that $t_{\text{observe}} (4.67)$ was higher than $t_{\text{table}} (2.01)$ with the degree of freedom ($df=58$). It means that the alternative hypothesis (H_a) was accepted. In conclusion, the POEW model assisted Quartet Card can effectively promote students' English writing in recount text.

Keyword: POEW Model, Quartet Card, Effectiveness

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1. INTRODUCTION

Teaching English is strongly needs any learning model or media that can make the learning process more effective. According to Sutirman (2013:22), the Learning model is a wrapper or frame of application of an approach, strategy, method, and learning technique. A learning model is a form of learning to carry out activities that are illustrated from the beginning to the end and presented specifically by the teacher. With the existence of the model, the various activities it covers can be controlled. However, the learning model will not float well if it is not accompanied by the media. Media may help the teacher to convey the subject matter to the students so that messages are easier to understand, more interesting, and fun for the learners.

According to the basic competencies of writing skill in the junior high school curriculum, students are expected to produce several texts, for example, letters, short messages, greeting cards, and monologues. There were some monologues texts that taught in junior high schools, such as descriptive text, narrative texts, recount texts, and report texts. As stated in the curriculum, students were suspected to be able to write a short text, especially in recount text. But in reality, there were still many students were not successful with government expectation. Therefore, the aim of writing learning cannot fulfill by the students.

The problem which is commonly occurred in English teaching is related to the implementation of learning. Teachers were still applying conventional learning with begins explaining the material, giving examples, and followed by exercises, to that learning tends to be centered on the teacher. It is because the students were not given the opportunity to develop their creative concepts. Writing is a skill that is most tough for people who learn English. It is more complicated than it seems at first, and often seems hardest of the other skill.

In accordance explanation above, one of the models that can be use in teaching writing recount text that proposes by the researcher is POEW model. POEW stands for Predict-Observe-Explain-Write.

Predict is a section to predict an event before writing, *Observe* is the process to analyze the event, *Explain* is the step to discuss observation result, and *Write* is reflect knowledge in writing from. Through POEW model students can construct their knowledge, communicating their ideas and discussing their result to comprehend the problem well, mastery the concepts, and can also improve their critical-thinking skill. Based on the related previous study teaching writing through POEW model can be used to improve the students' writing ability more significantly than the students who teach in a conventional way. So, POEW model is a very appropriate choice to use in teaching writing that can help students to master English writing. POEW model will be assisted by Quartet Card that can help students in understanding teaching material.

2. LITERATURE REVIEW

A. Writing

Writing any ideas in mind is not as simple as it seems. Students get perplexed to write it. In teaching writing the teacher will guide students to pour out the ideas through several stages such as brainstorming the ideas, outlining them, revising, and so on. By following a constructive writing process, students can express their point of views carefully to produce a coherent written text.

According to Gaves in Johnson (2008:179), there are some specific steps of writing which are:

Step 1: Prewriting

Pre writing is a stage to write by generating ideas. Making a list, brainstorming, outlining, silent thinking, conversations with neighbors, or writing strengths are techniques for generating ideas.

Step 2: Drafting

Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is wordy, disconnected accumulation of ideas. Drafting is very useful for the writer when he does not know what must first be stated in his writing. After making a list the author can replace or cross out the list if he feels it is not in accordance with the flow of writing to be made.

Step 3: Revising

Revising is the process rereading the paragraph then make changes and reshapes many times. Revising is the step to make a change in content, organization, coherence, logic, and word choice so that, the writing is more effective, clearer, accurate, and interesting. During the revision stage of the writing process, the writers may add of parts, take parts, remove and keep printing.

Step 4: Editing

Editing is the phase where grammar, spelling, and punctuation errors are corrected. Johnson adds that important for teachers to teach students do writing process such as used by real writers, which the original authors edited their writing in the end and also relied on the editor, spelling check, and grammar checks. This can be done by forming a peer editing group and teaching students how to use the grammar and spelling functions in a word processor.

Step 5: Publishing and sharing

Publishing and sharing are the last processes where students' writing is shared with the viewers. Writing becomes real and lively at this point. Publishing can involve compiling class books, collections of writing, school or class newspaper, school or class magazines, or displaying samples of short writing in the hall or in the community.

B. Writing Assessment

To know students' ability in writing there is some assessment of the test. Huges (2003:104) states that there are five components to assess the writing namely: content, organization, vocabulary, language use, and mechanics. The specific criteria are described in detail by the following stages.

Table 1. Components of Writing Assessment

Score	Requirement	Level	Criteria
Content	Capability to write ideas and information in the form of logical sentence.	30-27	EXCELLENT TO VERRY GOOD: Knowledgeable – substansive – etc.
		26-22	GOOD TO AVERAGE: Some knowledge of subject – adequate – etc.

		21-17	FAIR TO POOR: Limited knowledge of subject – little substance – etc.
		16-13	VERY POOR: Does not show knowledge of subject – non-substantive – etc.
Organization	Ability to write ideas and information in good logical order	20-18	EXCELLENT TO VERY GOOD: Fluent expression – ideas clearly stated – etc.
		17-14	GOOD TO AVERAGE: Somewhat choppy – loosely organized but main ideas stand out – etc.
		13-10	FAIR TO POOR: Non-fluent – ideas confused – etc.
		9-7	VERY POOR: Does not communicate – no organization – etc.
Vocabulary	Capability in using words or idiom to express idea logically, using the synonym and antonym, prefix and suffix exactly	20-18	EXCELLENT TO VERY GOOD: Sophisticated range – effective word/idiom choice and usage – etc.
		17-14	GOOD TO AVERAGE: Adequate range – occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i> .
		13-10	FAIR TO POOR: Limited range – frequent errors of form, choice, usage – <i>meaning confused or obscured</i> .
		9-7	VERY POOR: Essentially translation – little knowledge of English vocabulary – etc.
Language Use	Ability to write the sentences either simple, complex or compound sentences, correctly and logically, using agreement in sentences.	25-22	EXCELLENT TO VERY GOOD: Effective complex constructions – etc.
		21-18	GOOD TO AVERAGE: Effective but simple construction – etc.
		17-11	FAIR TO POOR: Major problems in simple/complex construction – etc.
		10-5	VERY POOR: Virtually no mastery of sentence construction rules – etc.

Mechanics	Capability in using words appropriately, using punctuation correctly, paragraph, and the text can be read correctly	05	EXCELLENT TO VERY GOOD: Demonstrate mastery conventions – few errors of spelling, punctuation – etc.
		04	GOOD TO AVERAGE: Occasional errors of spelling, punctuation, capitalization – etc.
		03	FAIR TO POOR: Frequent errors of spelling, punctuation – etc.
		02	VERY POOR: No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.

C. *Recount Text*

Dirgeyasa (2014:24) argues that recount is a text that retells events or experiences in the past. Sometimes we would like to share others about our activities in the past. We can pour it into writing. The result of the writing will be in the form of a recount text. There is no complication among the participants in this text. It is focused to document a series of events that have occurred. It recounts can be either in factual or imaginative.

D. *Generic Structure of Recount Text*

According to Dirgeyasa (2014:27), the generic structure of recount text are:

- a. Orientation, it consists of themes or topics that will be informed, to show the reader about the topic, to attract the reader's attention, and it enables to attract and to provoke the reader so that he/she is willing to continue reading the whole text.
- b. Record of events or sequence of events, to provide details about events that are chronologically informed (the type of plot can vary), it is better to tell chronologically than to recall and zigzag. To have a good chronological sequence the writer can use sequence markers like first, second, third, and that is very important
- c. Re-orientation, this serves to show personal attitudes about activities or events that are informed or told about the record of an event, and this is a conclusion with a personal attitude.

E. *POEW Model*

According to Sholihat (2012) states that POEW model is developed by combination of Predict-Observe-Explain (POE) teaching model and Think-Talk-Write (TTW) teaching strategy. According to Joyce (2016), POEW model was developed by White and Gunstone in 1992 to uncover individual students' predictions, and their reasons for making these into a specific event (as cited in Sana and Syawal, 2017). There are three main steps of POE namely:

- a. Prediction, that is making the hypothesis of an event.
- b. Observation, doing analysis of what happens in the event.
- c. Explanation, giving explanation related to their hypothesis and what has been happened.

According to Sholihat (2012) TTW was developed by Huinker and Laughlin in 1996, it is explained that there are three main stages of TTW, namely:

- a. Think. It means think about the feasible answer of finding out a solution for a problem.
- b. Talk. It refers to the discussion, construction of some ideas related to the problem.
- c. Write. In this stage, the students are instructed to write their ideas as a result of their think and talk to the discussion process.

TTW strategies encourage students to think, speak, and write a specific topic. This strategy is used to develop writing influent and trains the language before writing. Sana and Syawal (2017) assume

that both POE and TTW are kinds of cooperative teaching model. The explain phase in POE and talk in TTW have the same process in doing the discussion. Cooperative learning is a strategy in which students are formed into groups consisting of two or more people with the aim of forming joint attitudes or behaviors in working or helping among others.

Every learning model has its step as a process to use it. The main steps of POEW according to Sholihat (2012) are combining the steps of POE and TTW as in the following description:

- a. *Prediction*. In this step, the students have to think first or predict about a problem as a step to get into their knowledge which is related to the problem.
- b. *Observing*. The main goal of this step is to prove the students' prediction in the first step.
- c. *Explaining*. In this step, the students are doing discussion related to their observation result. By doing the discussion, the students' comprehension can be improved.
- d. *Writing*. In this step, the students reflect their knowledge and opinion in written form.

POEW model is a model of teaching that allows students to make predictions about a topic, then observe what happened related to the topic, after that do a discussion to find a result of observation, and write it into a form of writing in which all activities are carried out by students in the form of cooperative learning.

F. Quartet Card

Quartet card is a kind of card game that is proposed by C. Deauville and D.L Hillerich as a teaching-learning media. On their book, they explain quartet card is one of the games, such as domino, memo, etc. (Mardini, 2018). According to Karsono *et al* (2016) Quartet Card media is a basic card game that in the game have to make pairs of cards consists of 4 series for one pair. A set of Quartet Card consisting of 32 sheets of card, which is divided into eight different themes and one theme is presented with four cards.

Each card consists of a picture with the main theme written in the top center. Under the theme, there are four written names or designations for the image displayed in the center of the card, and the function is to make it easier for students to narrow the principal themes. There are two posts on the left and two on the right. The picture has an important role in developing students' writing skill because they can imagine what they have seen in the picture, and they write their own ideas based on the topic. The quartet card consists of several colored images can make students feel interested, and it can attract students' attention so that learning objectives can be achieved effectively.

The pictures on the card are of various types such as cartoons, actors, animals, and so on. Certainly, the pictures are used in accordance with the material. Quartet Card games consist of writing and pictures so the teacher can make this media by themselves. The card can be made from instant noodle boxes, calendar, some empty name cards and for the picture can be designed by using a computer. Besides helping students can understand the lesson, Quartet Card can also increase the teacher creativity. The Quartet Cards are designed as attractive as possible to interest students' curiosity and stimulate students to practice their writing skill, especially in writing recount text. So, that is why Quartet Card can be used by teachers to help students' writing abilities.

Here the example of Quartet Card:



Fig 1. Quartet Card

3. RESEARCH METHOD

This research is true Experimental Research design which is conducted through two groups namely experimental group and control group. The experimental group had been given a treatment by using POEW model, while the control group had been treatment by using lecturing method. Before giving treatment, both groups are given pre-test to explore the students' understanding about English writing about recount text. After having data, the treatment is given five times until teaching-ended by giving post-test. The instrument of this research is an essay test that is related to the recount text. The test is asked the students make recount text based on 8 given pictures and from 2 main themes, the students are suggested to select among the others. The material of the test was taken from the Student Worksheet Book of VIII class. After post-test is well done, it scored through applying writing assessment that already well designed by researcher based on scientific theory of writing such as the five indicators; Content, Organization, Vocabulary, Language Use, and Mechanic. Shortly, to investigate the effectiveness of applying POEW model assisted by Quartet Card on students' achievement in writing recount text the scores were analyzed by the calculation of mean, standar deviation, standard error, and the difference of standard error.

4. RESULD AND DISCUSSION

Exploring Experimental Group are:

a. Pre-Test

Pre-test was given before running to the treatment. Based on five indicators of writing assessment, the students were mostly got lowest score specifically it clearly seen in *Mechanics*. Generally, the lowest score of Pre-test was 40 and the highest score was 71. The data could be simply detailed into diagram bellow:

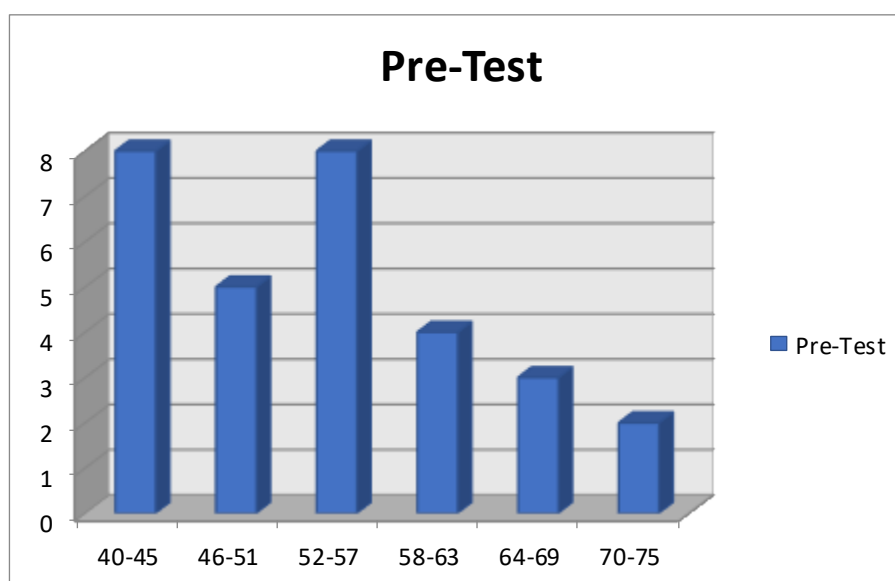


Fig 2. Pre-test Exploring Experimental

The diagram shows that students' ability in English writing recount text was not good. They truly need to be treated as well.

b. Post-Test

After giving treatment through applying POEW model assisted by Quartet Card to the experimental group, the score of post-test are effectively increased with the highest score about 93 and the lowest score is about 75. It also could be seen that all the previous scores component of writing which contains of content, organization, vocabulary, language use, and mechanics are significantly changed and being increased. The data could be detailed into diagram bellow:

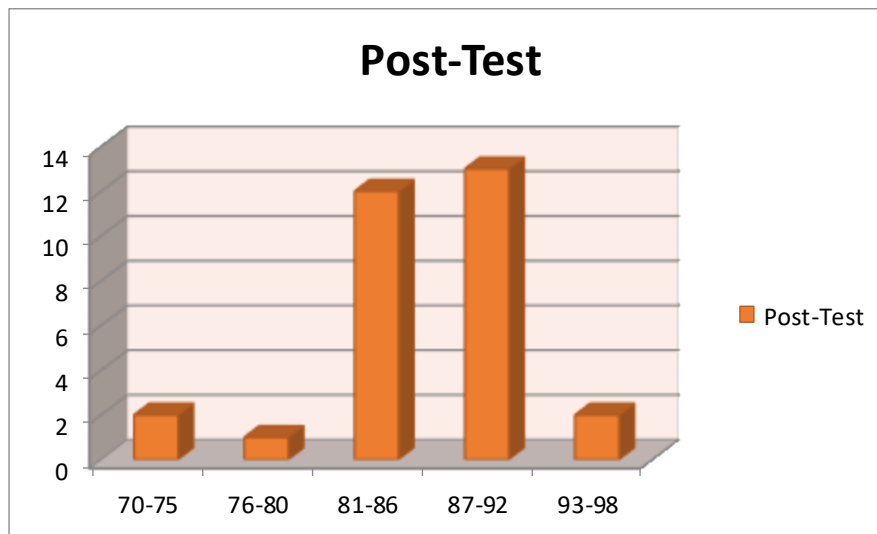


Fig 3. Pro-test Exploring Experimental

The number of students who got points up 70 in pre-test were 2 students. Then, all students got scores up to 70 in post-test. It means that there were considerable difference from the score in pre-test and post-test. It could be concluded that most of the students that were taught by applying POEW model assisted by Quartet Card got a better score.

The Scores Analysis of Control Group are:

a. Pre-Test

Pre-test is given before conducting the treatment by using five indicators of writing assessment, it found that the student' level understanding to recount text is identically similar with the students' condition in Experimental group in which the students are mostly got the lowest scores. The lowest score of pre-test is about 35 and the highest score is about 70. The data could be detailed seen into diagram bellow:

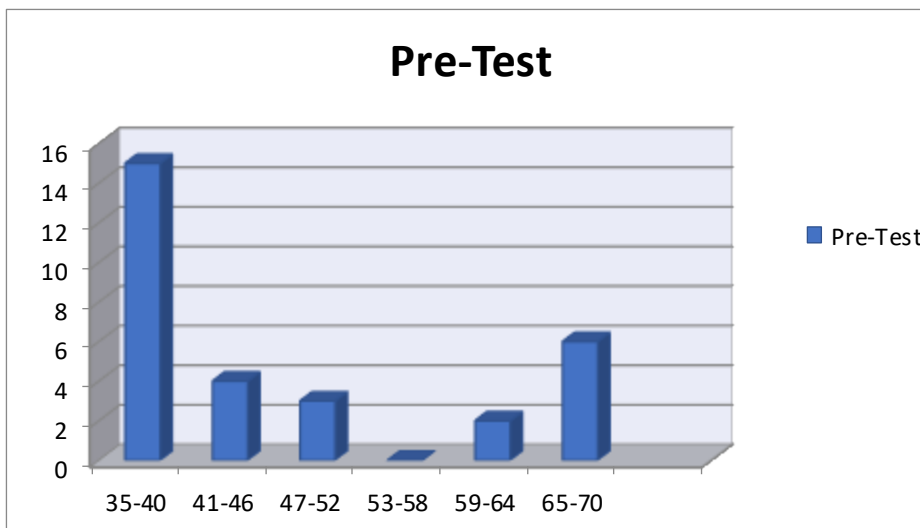


Fig 4. Pre-test The Scores Analysis of Control

b. Post-Test

After having treatment, the post-test is conducted for investigating the effectiveness. The result shows that the lowest score is 60 and the highest score is 80. Simply analysis reveals that actually There is an effect of applying this model but this model is not significantly affected on students' writing achievement as well as POEW model in the experimental group. Look at diagram bellow:

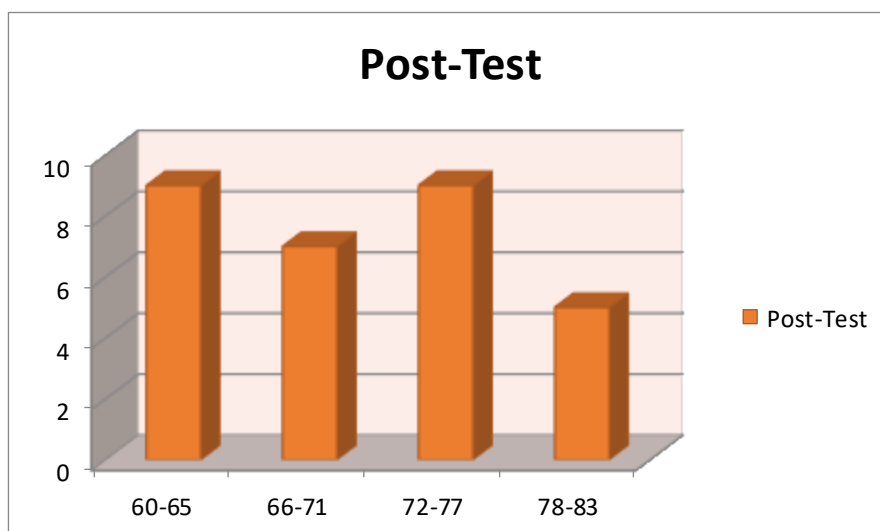


Fig 5. Post-test The Scores Analysis of Control

It could be seen that difference between the score of the pre-test and post-test of this class was not significant at 689 and the students who got scores up 70 in post-test was 18 students from all the number of students who took the test. It means that learning by using Lecturing method did not give the positive influence to the students' achievement in writing.

Shortly, the scores of both groups show that the mean score of experimental group was 33.3, and 22.96 for control group. After calculating the mean score, the standard deviation was calculated. It shown that the standard deviation of experimental group was 8.74, and 8.15 for control group. Meanwhile, the standard error of experimental group was 1.62 and control group was 1.51. In addition, it was also found that there were differences in standard error between M_1 and M_2 was 2.21.

A title of article should be the fewest possible words that accurately describe the content of the paper. Indexing and abstracting services depend on the accuracy of the title, extracting from it keywords useful in cross-referencing and computer searching. An improperly titled paper may never reach the audience for which it was intended, so be specific.

In the first paragraph of the chapter do not use "tabs". The Introduction should provide a clear background, a clear statement of the problem, the relevant literature on the subject, the proposed approach or solution, and the new value of research which it is innovation. It should be understandable to colleagues from a broad range of scientific disciplines. Organization and citation of the bibliography are made in APA style in sign (Name, YYYY), (Name1, Name2 & Name 3, YYYY), (Name1 et al., YYYY) and so on. The terms in foreign languages are written italic (italic). The text should be divided into sections, each with a separate heading and numbered consecutively. The section/subsection headings should be typed on a separate line, e.g., **1. Introduction** [3]. Authors are suggested to present their articles in the section structure: **Introduction - the comprehensive theoretical basis and/or the Proposed Method/Literature Review - Research Method - Results and Discussion - Conclusion.**

Literature review that has been done author used in the chapter "Introduction" such as previous research to explain the difference of the manuscript with other papers, that it is innovative, it are used in the chapter "Research Method" to describe the step of research and used in the chapter "Results and Discussion" to support the analysis of the results. If the manuscript was written really have high originality, which proposed a new method, the additional chapter after the "Introduction" chapter and before the "Research Method" chapter can be added to explain briefly the theory and/or the proposed method.

5. CONCLUSION

The conclusion of this research deals with some findings. after having analysed the data, it can be concluded that the POEW Model assisted by Quartet Card can affectively boost the students to have

English writing competency specifically on recount text in which it had been proved from the result of t_{observe} by using t-test. The result shown that t_{observe} was higher than t_{table} ($4.67 > 2,01$) with $df = 58$ ($30+30-2$). It means that hypothesis H_a was accepted

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