A. Conclusions

By conducting this research, the researcher did treatment at grade XII students of SMA N 1 Koto Baru in academic year of 2014/2015. The One-Group Pretest-Posttest Design which is part of the Pre-Experimental Design that used to know the effect of POWER strategy on the students’ writing achievement. The treatment was given about six meetings. After that the researcher gave post-test for the students to know the students’ writing achievement.

Based on the data analysis the researcher found the difference of the scores both Pre-Test and Post-Test was 1.35. The researcher found that $t$-calculated was 3.93, it was bigger than $t$-table (2.069) at the degree of freedom 24 and at the level of significance 0.05. Therefore, it could be concluded that there was a positive effect of POWER Strategy to increase students’ writing achievement.

It was also found that POWER Strategy was a good strategy that can be applied by the teacher in teaching writing. This strategy made the students had interest in writing. The students could recognize their ideas easily and could make coherent text. Next, POWER Strategy could improve students’ interest in writing and they did not feel bored and lazy in writing activities. Moreover, POWER Strategy also gave positive effect in students’ writing achievement. The students did not only understand
about text but also they understood in making noun, pronouns and conjunction.

B. Suggestions

Based on the conclusions above, the researcher would like to give some suggestions for the English teachers:

1. English teacher should find the appropriate strategy in teaching English, one of them is POWER Strategy. It can help the teacher to increase students’ writing ability in the material Discussion text and Explanation text and encourage the students to be active in learning activities.

2. In applying POWER Strategy, the teacher should consider and prepare the material that ready to use, and performing the demonstration each step slowly and carefully.