
THE EFFECT OF POW + C-SPACE STRATEGY ON STUDENT'S WRITING SKILL OF NARRATIVE TEXT IN MA NEGERI 4 TANJUNGPINANG

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ABSTRAK

Studi ini mengeksplor penerapan strategi menulis pada siswa sekolah menengah atas dengan teks naratif bertema maritim dalam pembelajaran bahasa Inggris sebagai bahasa asing (EFL) masih terbatas. Penelitian ini bertujuan untuk mengetahui pengaruh strategi POW + C-SPACE terhadap kemampuan menulis teks naratif siswa kelas XI SMA Negeri 4 Tanjungpinang. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pra-eksperimental *one-group pre-test-post-test*. Populasi penelitian berjumlah 479 siswa kelas XI, sedangkan sampel terdiri atas 37 siswa yang dipilih menggunakan teknik *simple random sampling*. Data dikumpulkan melalui tes menulis sebelum dan sesudah perlakuan, kemudian dianalisis menggunakan uji Shapiro-Wilk dan uji Wilcoxon *Signed-Rank*. Hasil penelitian menunjukkan bahwa strategi POW + C-SPACE secara signifikan meningkatkan kemampuan menulis teks naratif siswa ($Z = -4,424$; $p < 0,001$). Temuan ini menunjukkan bahwa strategi tersebut membantu siswa merencanakan, mengorganisasikan, dan mengembangkan ide secara sistematis sekaligus mengintegrasikan konteks maritim dalam pembelajaran menulis. Dengan demikian, strategi POW + C-SPACE dapat menjadi alternatif pedagogis yang efektif untuk meningkatkan pembelajaran menulis bahasa Inggris sebagai bahasa asing di sekolah menengah atas.

Kata kunci: *Kemampuan Menulis, Teks Naratif, Strategi POW + C-SPACE*

ABSTRACT

This study explored the application of writing strategies to high school students with maritime-themed narrative texts in English as a Foreign Language (EFL) learning, which is still limited. However, its application among senior high school students using maritime-themed narrative texts in English as a Foreign Language (EFL) classrooms remains limited. Therefore, this study aimed to examine the effect of the POW + C-SPACE strategy on the narrative writing skills of eleventh-grade students at SMA Negeri 4 Tanjungpinang. This study employed a quantitative approach using a one-group pre-test–post-test pre-experimental design. The population consisted of 479 eleventh-grade students, while 37 students were selected through simple random sampling. Data were collected through pre-test and post-test writing assessments and analyzed using the Shapiro–Wilk normality test and the Wilcoxon Signed-Rank test. The findings revealed that the POW + C-SPACE strategy significantly improved students' narrative writing skills ($Z = -4.424$, $p < .001$). The findings further indicate that the strategy enabled students to plan, organize, and develop their ideas more systematically while integrating maritime contexts into narrative writing activities. Therefore, the POW + C-SPACE strategy can serve as an effective pedagogical alternative for enhancing EFL writing instruction at the senior high school level.

Keywords : Writing Skill, Narrative Text, POW + C-SPACE Strategy

INTRODUCTION

English plays an important role as an international language in education and communication. Among the four language skills, writing is considered one of the most challenging because it requires students to organize ideas, apply appropriate grammar and vocabulary, and produce coherent texts.

This was in line with Fitriyah (2021), who stated that students' difficulties in writing were caused by the structure, limited vocabulary, weak grammar, and difficulty in organizing ideas logically. Therefore, the writing process required concentration, creativity, and critical thinking to transform ideas into coherent text. Writing was more than just putting thoughts into words, but also a thinking process that required strategies so that ideas can be arranged coherently.

Given these challenges, effective writing instruction should equip students with structured guidance throughout the writing process. Effective writing instruction should provide explicit guidance, meaningful practice opportunities, and constructive feedback to help students generate, organize, and develop ideas into coherent texts (Butterfuss et al., 2022). Similarly, recent studies have emphasized that explicit strategy-based instruction promotes students' writing performance by developing metacognitive skills such as planning, monitoring, and evaluating the writing process (Han, 2024). These principles are embodied in the POW

+ C-SPACE strategy, which guides students through a structured process of planning, organizing, and expanding ideas before composing a complete text. This perspective is further supported by Samosa et al., (2021), who stated that effective learning strategies can increase student engagement and help them manage their thinking processes during writing activities. One instructional strategy that embodies these principles is the POW + C-SPACE strategy.

Developed by Graham and Harris within the Self-Regulated Strategy Development (SRSD) framework, the POW + C-SPACE strategy provides students with a structured approach to planning, organizing, drafting, and revising their writing. The acronym POW (*Pick my idea, Organize my notes, Write and say more*) guides students in generating, organizing, and elaborating their ideas before composing a complete text. Meanwhile, C-SPACE (*Characters, Setting, Purpose, Action, Conclusion, Emotions*) helps students construct well-structured narrative texts by focusing on their essential elements. By integrating explicit writing procedures with narrative text organization, the strategy not only supports students in producing more coherent and logically organized texts but also promotes self-regulation, enabling them to monitor and evaluate their own writing throughout the writing process.

The POW stage helps students plan and develop ideas before writing, while the C-SPACE stage

(Characters, Setting, Purpose, Action, Conclusion, and Emotions) serves as a structural guide in composing the main elements of narrative texts (Olgumus, 2021). The combination of these two stages makes the writing process more focused, systematic, and controlled, enabling students to produce more complete and coherent narrative texts.

The POW + C-SPACE strategy consists of two main parts that complement each other. The first part (POW) focuses on the thinking and planning stages of writing, whereas the contents that students will write is guided by the second section (C-SPACE). Here are the steps for using the POW + C-SPACE strategy:

1. Pick My Idea

The process of choosing the primary concept that will serve as the writing's foundation. At this stage, Students are encouraged to choose the topic of the narrative and writing goal, as well as to start thinking about the direction the story will take.

2. Organize My Notes

The process of organizing the selected ideas into a structured outline. Students begin to arrange the sequence of events, determine the characters, setting, and conflicts that will appear in the story using the following C-Space components:

a) Characters

Students determine who the characters in the story are, both main and supporting characters. Characters must have clear personalities, traits, and characters so that readers can understand the storyline well.

b) Setting

The setting includes the place and time of the events. Students need to describe the setting in detail so that the story becomes vivid and realistic.

c) Purpose

The purpose here refers to the intention of the story or the moral lesson that the author intends to communicate. Students are guided to write with an awareness of the values or lessons that readers can take from the story they have created.

d) Action

This element contains the series of main events that form the plot of the story. Students arrange the characters' actions from beginning to end, paying attention to the elements of complication and resolution. This stage trains students' ability to compose a complete narrative structure: orientation, complication, resolution, reorientation.

e) Conclusion

The conclusion is the closing part of the story that explains the final outcome of the conflict or events experienced by the characters. In this section, students are asked to write a logical and satisfying ending to the story.

f) Emotions

Emotions are an important element that brings a story to life. Students need to describe the characters' feelings, either through direct description or dialogue.

3. Write and Say More

Students are asked to double-check whether they have written all parts of the narrative in the text. Then, students add content that is not yet in the narrative. This stage develops their ability to revise and reflect on their writing.

To support the theoretical advantages of the POW + C-SPACE strategy, several empirical studies have examined its implementation in different educational settings. One of the earliest studies was conducted by Asmara (2016) investigated the effectiveness of the POW + C-SPACE strategy in improving junior high school students' narrative writing skills in Surakarta. The findings revealed that students who were taught using the POW + C-SPACE strategy outperformed those who learned through the Guided Writing method, indicating that the strategy enabled students to produce more organized and well-structured narrative texts.

This evidence has been supported by several subsequent studies conducted in different educational contexts. Kurniaman et al., (2021) investigated the implementation of the POW + C-SPACE strategy to improve elementary school students' narrative writing skills. The study was motivated by the finding that students experienced considerable difficulties during narrative writing instruction. Many students were unable to identify the essential elements of narrative texts, organize sentences coherently, select appropriate vocabulary, and apply correct punctuation. In addition, they

struggled to generate and develop ideas into well-structured narratives, leading them to perceive writing as a difficult and uninteresting activity.

Similar findings were reported by Olgumus (2021), who examined the effectiveness of the POW + C-SPACE strategy for students with Specific Learning Difficulties (SLD) in resource room settings. The study highlighted that writing is one of the most complex literacy skills because it requires the integration of cognitive, linguistic, and motor abilities. Consequently, students with SLD often experience substantial difficulties in organizing ideas, processing information, expressing thoughts in written form, and producing coherent stories, which ultimately affect their academic performance. Furthermore, although several instructional approaches had been developed to improve writing skills, evidence regarding the implementation of SRSD-based strategies, particularly POW + C-SPACE, for students with SLD remained limited. By implementing the strategy, the study found that students' story-writing skills improved significantly and that these improvements were maintained over time.

Expanding the application of the strategy beyond classroom instruction, Olgumus (2021) also investigated the effectiveness of the POW + C-SPACE strategy when delivered by parents to children with writing difficulties. This study was motivated by the recognition that school-based support alone is often insufficient to address students'

writing difficulties, while many parents lack the knowledge and instructional skills needed to assist their children at home. Moreover, previous studies had not explored the implementation of the POW + C-SPACE strategy through parent-mediated instruction, creating an important research gap. The findings demonstrated that parent-mediated implementation effectively improved children's story-writing skills and confirmed that the strategy can be successfully implemented not only by teachers in formal educational settings but also by parents in home environments.

Overall, previous studies have consistently demonstrated the effectiveness of the POW + C-SPACE strategy across various educational contexts and learner characteristics. However, differences in students' developmental stages, curriculum expectations, and learning contexts suggest that further investigation is necessary before these findings can be generalized to senior high school settings. Therefore, the present study extends previous research by examining the implementation of the POW + C-SPACE strategy among senior high school students within the Merdeka Curriculum using maritime-themed narrative texts.

To further justify the need for this investigation, a preliminary study was conducted at SMA Negeri 4 Tanjungpinang to examine students' actual writing conditions and identify the challenges encountered in narrative writing. The findings of interviews conducted with English

teachers, students frequently wrote without much thought, do not comprehend the steps involved in the writing process, and struggle to articulate their ideas in writing. This resulted in their writing being poorly structured. For the example, students often misplaced elements and stages of narrative structure. When characters in a story were faced with a conflict or problem that should appear in the complication section, some students place it in the reorientation or conclusion section instead. This mistake showed that students did not yet understand the function of each narrative structure, resulting in a story plot that is illogical, incoherent, and did not follow the rules of narrative writing. In addition, their writing also contained many repetitions of ideas and did not comply with the rules of narrative writing that refer to the text structure consisting of orientation, complication, resolution, reorientation, and the language features used, such as past tense, adverbs of time, time conjunctions, action verbs, and direct speech.

This condition indicated that students continued to experience difficulties in developing relevant ideas and producing well-organized narrative texts. Therefore, this study implemented the POW + C-SPACE strategy at SMA Negeri 4 Tanjungpinang by integrating local maritime-themed narrative texts, such as sailor stories and sea legends, into the writing process. This study aimed to examine the effect of the POW + C-SPACE strategy on students' narrative writing skills.

Furthermore, the study contributes to the existing literature by extending the application of the POW + C-SPACE strategy to senior high school students within a maritime local context, an area that has received limited attention in previous studies. The findings are also expected to provide practical insights for English teachers in integrating contextual learning materials with structured writing strategies to improve EFL writing instruction.

METHODOLOGY

This study employed a pre-experimental research design using a one-group pre-test and post-test design. According to Creswell (2018), a pre-experimental design investigates the effect of an intervention on a single group without involving a control group for comparison. The research was conducted at SMA Negeri 4 Tanjungpinang during the second semester of the 2025/2026 academic year. The population consisted of all eleventh-grade students (12 classes), while the sample was Class XI 2.1, comprising 37 students, selected through random sampling.

Prior to the implementation of the study, ethical considerations were taken into account. Permission to conduct the research was obtained from the school administration, and informed consent was obtained from the participants in accordance with the school's research procedures. Participants' identities were kept confidential, and the collected data were used solely for research purposes.

Following the ethical procedures, the study was implemented within the framework of the Merdeka Curriculum, particularly Phase F learning outcomes, which emphasize students' ability to independently produce various text types according to their purpose and context. In line with the principles of the Merdeka Curriculum, the learning activities were contextualized by incorporating local maritime themes, such as *The Adventure in the Sea*, *The Secret of a Hidden Island*, *Underwater Life*, and *The Life of a Fisherman*. These themes were selected because the students live in a coastal area where maritime life is closely related to their daily experiences, enabling them to generate ideas more easily when writing narrative texts.

The research instrument was a writing test consisting of a pre-test and a post-test in the form of a short narrative essay. In both tests, students were given 60 minutes to write a narrative text based on the assigned maritime theme. The pre-test was administered before the implementation of the POW + C-SPACE strategy, whereas the post-test was conducted after two treatment sessions. During the treatment, students were guided through the stages of Pick my Idea, Organize my Notes, and Write and Say More (POW) while developing narrative texts based on the Characters, Setting, Purpose, Action, Conclusion, and Emotions (C-SPACE) framework.

The treatment was conducted in two instructional sessions. In the

first session, students were introduced to the POW + C-SPACE strategy and its components through explicit instruction. A sample narrative text was provided and analyzed collaboratively to identify the elements of Pick my Idea, Organize my Notes, Write and Say More (POW), as well as Characters, Setting, Purpose, Action, Conclusion, and Emotions (C-SPACE). Afterward, students worked in groups to plan and write a narrative text based on a maritime theme of their choice, allowing them to practice the strategy collaboratively. In the second session, students independently applied the POW + C-SPACE strategy to write a new narrative text, enabling them to demonstrate their individual understanding and application of the strategy before completing the post-test.

After the implementation of the two treatment sessions, students' writing outcomes were assessed their narrative writing performance using an analytic scoring rubric adapted from Wirda (2021), based on Jacobs (1981). The rubric consisted of six assessment aspects: content, organization, vocabulary, language use, mechanics, and narrative structure accuracy. To establish content validity, the adapted rubric was reviewed by an expert in English language education to ensure the relevance and appropriateness of the assessment criteria for evaluating students' narrative writing. The collected data were analyzed using descriptive and inferential statistics. The Shapiro–Wilk test was first

employed to examine the normality of the data. Since the post-test data were not normally distributed, the Wilcoxon Signed-Rank Test was used to determine whether there was a significant difference between the pre-test and post-test scores.

RESULT AND DISCUSSION

The results of the pre-test and post-test indicated an improvement in students' narrative writing skills after the implementation of the POW + C-SPACE strategy. The total pre-test score was 2,543 with a mean score of 68.73, whereas the total post-test score increased to 2,842 with a mean score of 76.81. In addition, the highest score improved from 85 in the pre-test to 88 in the post-test, while the lowest score increased from 46 to 53.

Table 1. Normality Test

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest1	.099	37	.200 ^a	.975	37	.576
PostTest1	.155	37	.025	.907	37	.005

^a. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The normality test using the Shapiro–Wilk test showed that the pre-test data were normally distributed (Sig. = 0.576 > 0.05), whereas the post-test data were not normally distributed (Sig. = 0.005 < 0.05). Therefore, the Wilcoxon Signed-Rank Test was employed to examine the significance of the difference between the pre-test and post-test scores.

Table 2. Wilcoxon Signed Rank Test

Test Statistics^a

	PostTest1 - PreTest1
Z	-4.424 ^b
Asymp. Sig. (2-tailed)	<.001

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The Wilcoxon Signed-Rank Test revealed an Asymp. Sig. (2-tailed) value of < 0.001, which was lower than the significance level of 0.05, with a Z value of -4.424. These results indicated a statistically significant difference between the students' pre-test and post-test scores.

The implementation of the strategy in this investigation served as a learning approach that facilitated students in planning, organizing, and developing ideas before and during the writing process. This strategy provided clear guidance so that students did not write spontaneously without planning, but rather through a systematic thinking process. These findings supported by Sa'adah (2020), that writing skills require attention to word choice, sentence structure, cohesion and coherence between ideas so that messages can be conveyed effectively. Similarly, Altun (2023) stated that writing regarding the acquisition of a foreign language is a challenging process that requires the writer's capacity to arrange concepts systematically and produce sentences that make sense.

The improvement in post-test results showed that students not only experienced quantitative improvement but also qualitative

improvement in conveying ideas more clearly, coherently, and structurally. Nevertheless, some students still misplace in organizing a well-structured sequence of events and in conveying the meaning or message of the story clearly.

In addition, the enhancement of students' writing abilities was observed from the language aspect, particularly in their ability to apply the language features of narrative texts appropriately. These features include the usage of temporal conjunctions, adverbs of time, past tense formulations, action verbs, and descriptive language, which contributed to the overall quality and coherence of their writing. Therefore, these findings supported the theoretical framework presented in this study, which asserts that structured and strategy-based writing instruction can enhance students' abilities both in terms of text organization and linguistic accuracy (Kurniaman et al., 2021).

Furthermore, the outcomes of the study were consistent with previous studies by Olgumus (2021), Olgumus and Melekoglu (2021), and Kurniaman et al. (2021), which discovered that students' narrative proficiency in writing can be enhanced by using the POW + C-SPACE strategy. While most previous studies have focused on special education settings or elementary school students, the present study extends the existing evidence by demonstrating the effectiveness of the POW + C-SPACE strategy among senior high school students in an English as a

Foreign Language (EFL) context. This finding suggests that the strategy has the potential to be implemented across different educational levels and learning contexts.

Overall, the statistical results above obtained from the Wilcoxon Signed Rank Test supports these interpretations. Beyond its statistical effectiveness, this study demonstrates the practical value of the POW + C-SPACE strategy for classroom instruction. The strategy provides teachers with a clear instructional framework that can scaffold students throughout the writing process, particularly during idea generation, text organization, and revision. For students, the strategy reduces uncertainty when beginning a writing task and encourages more confident and independent writing. Consequently, the strategy is feasible for regular English classrooms and can be integrated into narrative writing instruction without requiring extensive additional resources. Future studies are encouraged to adapt, develop, or integrate this strategy with other instructional methods or learning media to further improve students' writing skills at various educational levels.

Despite these positive findings, this study has several limitations. The use of a one-group pre-experimental design without a control group limits the ability to attribute the observed improvement solely to the implementation of the POW + C-SPACE strategy. Other factors, such as students' prior learning

experiences, classroom interaction, or increased familiarity with the writing task, may also have contributed to the improvement. In addition, the intervention was conducted in only two treatment sessions, which may not fully capture the long-term effectiveness of the strategy.

CONCLUSION

The application of the POW + C-SPACE strategy greatly enhanced students' narrative writing abilities, according to the results of the pre-test and post-test. Students demonstrated great development after getting instruction using the POW + C-SPACE method, as evidenced by the statistically significant difference between their scores before and after the treatment.

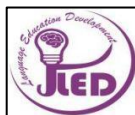
These findings suggest that the POW + C-SPACE strategy provides a structured approach that helps students generate, organize, and develop ideas into coherent narrative texts. The improvement was reflected in students' ability to organize narrative structures and use appropriate language features. Pedagogically, this finding implies that the POW + C-SPACE strategy can be used as an effective instructional strategy to support narrative writing instruction in English classrooms.

However, this study was limited by its pre-experimental design without a comparison group and the short intervention period consisting of only two treatment sessions. Therefore, future studies are recommended to employ more rigorous research designs, such as

quasi-experimental or true experimental designs, examine the correlation between writing skills and the implementation of the POW + C-SPACE strategy, and integrate instructional media with the strategy over a longer intervention period.

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E-ISSN 2621-3796

JOURNAL OF LANGUAGE EDUCATION DEVELOPMENT

Vol. 1 No. 2 (2019)
