

**THE EFFECT OF POW + TREE STRATEGY TOWARDS
STUDENTS' WRITING ABILITY OF THE SECOND
YEAR STUDENTS AT SMAN 14 PEKANBARU**

A THESIS

*Intended to Fulfill One of the Requirements For
The Awards of Sarjana Degree in English Language
Teaching and Education*



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WRITING ABILITY OF THE SECOND YEAR STUDENTS AT
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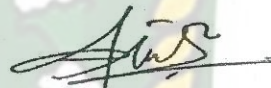


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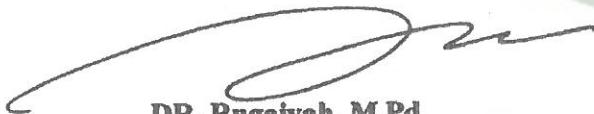
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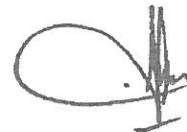
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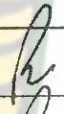











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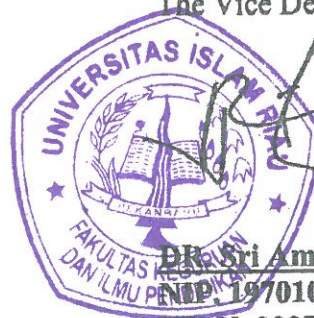
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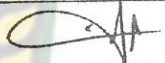












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Atas perhatian Bapak/Ibu kami mengucapkan terima kasih.

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ABSTRACT

POW+TREE is a strategy that helps students to convey their opinion. The POW components of the strategy are designed to help students pick their idea, organize (plan) and write their paragraph. The TREE component is intended to help students organize their notes. POW + TREE Strategy helps students write and develop the ideas easily. However, not all of students were able to write the text types. The objective of this research to find out whether there is significant effect of POW+TREE Strategy towards students' writing ability of the second year students at SMAN 14 Pekanbaru.

This research was experimental research which had two classes experimental class and control class. This research focused on writing hortatory exposition text. The researchers applied the POW+TREE Strategy in experimental class. While, in control class the researcher did not apply the strategy. Further, the researcher gave two tests for the students, pre and post test.

The result of students' score in control class were, the researcher got mean score of pre-test was 53.63. While, in post-test, the reseracher got mean score was 60.07. However, the researcher got students' mean score in experimental class was 49.90. After the researcher applied the POW+TREE Strategy, the mean score of students become 73.60. Based on the researchers' analysis by using SPSS 22.0 program, the researcher got the $t_{\text{calculated}}$ was 8.063. While, the t_{table} based on df 58 was 2.00. Thus, the $t_{\text{calculated}}$ higher than t_{table} . In brief, there was significant effect of POW+TREE Strategy towards students' writing ability of the second year students at SMAN 14 Pekanbaru.

Keywords: *Writing, POW+TREE Strategy, Experimental Research.*

ABSTRAK

POW + TREE adalah strategi yang membantu siswa untuk menyampaikan pendapat mereka. Komponen POW strategi dirancang untuk membantu siswa memilih ide mereka, mengatur (merencanakan) dan menulis paragraf mereka. Komponen TREE dimaksudkan untuk membantu siswa mengatur catatan mereka. Strategi POW + TREE membantu siswa menulis dan mengembangkan ide dengan mudah. Namun, tidak semua siswa dapat menulis jenis teks. Tujuan dari penelitian ini untuk mengetahui apakah ada pengaruh yang signifikan dari Strategi POW + TREE terhadap kemampuan menulis siswa kelas dua di SMAN 14 Pekanbaru.

Penelitian ini adalah penelitian eksperimen yang memiliki dua kelas, yaitu kelas eksperimen dan kelas kontrol. Penelitian ini difokuskan pada penulisan teks eksposisi. Para peneliti menerapkan Strategi POW + TREE di kelas eksperimen. Sementara di kelas kontrol, peneliti tidak menerapkan strategi. Selanjutnya, peneliti memberikan dua tes untuk siswa, tes sebelum dan sesudah.

Hasil skor siswa di kelas kontrol adalah, peneliti mendapat nilai rata-rata pre-test adalah 53,63. Sedangkan, pada post-test, peneliti mendapatkan skor rata-rata 60,07. Namun, peneliti mendapatkan nilai rata-rata siswa di kelas eksperimen adalah 49,90. Setelah peneliti menerapkan Strategi POW + TREE, skor rata-rata siswa menjadi 73,60. Berdasarkan analisis peneliti dengan menggunakan program SPSS 22.0, peneliti mendapatkan t-hitung adalah 8.063. Sementara, t-tabel berdasarkan df 58 adalah 2,00. Dengan demikian, t-hitung lebih tinggi dari t-tabel. Secara singkat, dapat disimpulkan ada pengaruh yang signifikan dari Strategi POW + TREE terhadap kemampuan menulis siswa kelas dua di SMAN 14 Pekanbaru.

Kata kunci: Menulis, Strategi POW + TREE, Penelitian Eksperimental.

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Finally the writer realize that this thesis in still far from being perfect. therefore,constructive criticism and suggestion expected from the reader for the perfection of this thesis.

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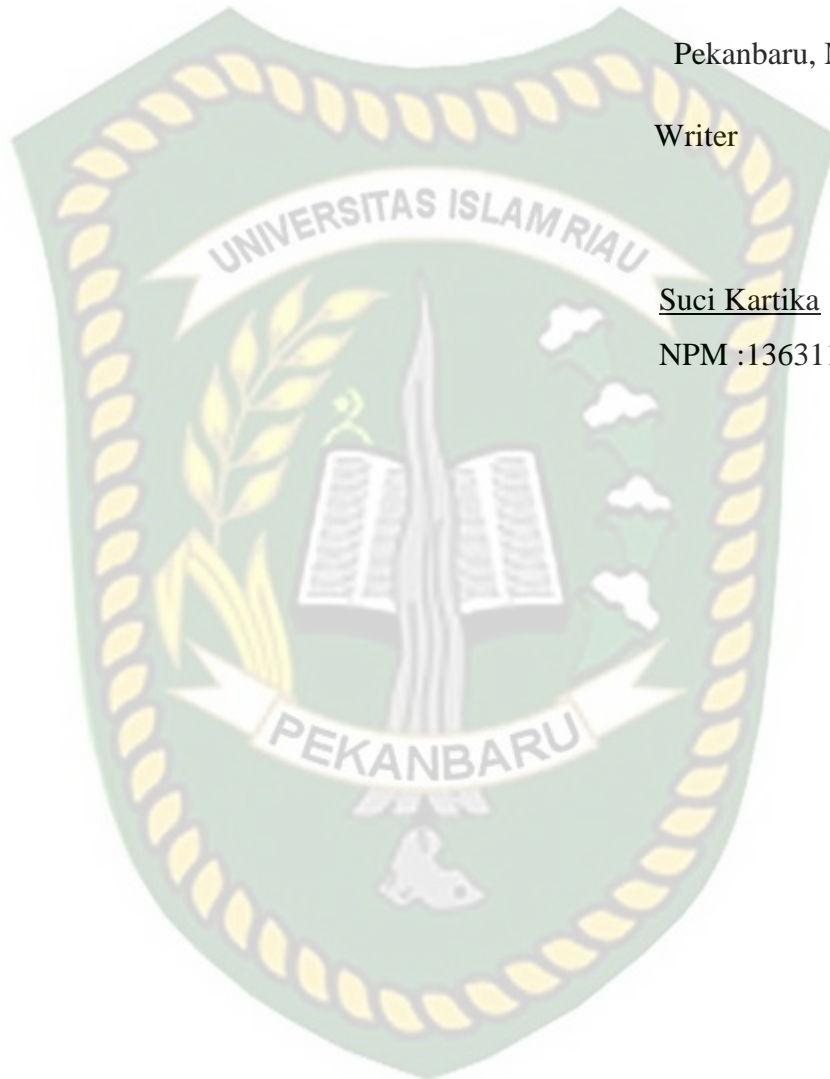


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CHAPTER I

INTRODUCTION

1.1. Background of the Problem

Writing is one of the language skills that must be acquired by learners. It has a complex process that is needed to be mastered by the students at Senior High School. Warburton (2015: 9) states writing is a kind of thinking. It means that through writing, the learners can express their opinion, ideas, feeling in written form, communicate and explain their ideas or information based on their thinking. There are many texts that should be students learn at Senior High School. They are narrative, descriptive, recount, report, analytical exposition, and hortatory exposition text.

Furthermore, hortatory exposition text is one of the text that the researcher used in this research. Further, hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. It is one of the text which was studied by second year students at Senior High School.

This research conducted at SMA N 14 Pekanbaru. SMAN I4 Pekanbaru is one of Senior High School in the Province of Riau. Referring to Based on School Curriculum 2006 (KTSP), the students of SMA N 14 Pekanbaru are expected to develop and produce written simple functional text in the report text, narrative text,

analytical exposition, and hortatory exposition. This research focused on writing Hortatory Exposition Text.

Based on researchers' observation and teaching practice at SMA N 14 Pekanbaru, many problems that researcher found in writing English. The students have limited vocabulary, they were difficult to develop main idea in writing text, they have low motivation in learning English, and were difficult to write text with corect grammar.

First, students were lack of vocabulary mastery. Students found some difficult words when they wrote the texts. Second, when the students wrote their idea, they were difficult to develop their idea. Third, students have low motivation in writing English. Last, students were difficult in arranging the words into a good sentence. It connected with students' ability in grammar. In hortatory text, students should master of present tense first before writing hortatory exposition text.

Based on the problem above, there is a strategy to help the students' ability in writing text, especially in writing hortatory exposition text. The name of strategy is POW+TREE Strategy. POW is the acronym of (pick my idea, organize my note, write and say more). Then, TREE stand for (topic sentence, reasons, examples, and ending). According to Scruggs and Mastropieri cited by Wiyanti (2013) POW+TREE is a strategy that can be increased ability to make a thoughtful, considered argument in writing, and could be of particular benefit. It means that

POW+TREE can help students write the text easily and can increase their ability in writing.

Based on the explanation above, the researcher interested in to conduct the research by applying of a POW + TRE Strategy in teaching writing to the Second year students of Senior High School. The title of this research is **“The Effect of POW + TREE Strategy Towards Students’ Writing Ability of The Second Year Students at SMA N 14 Pekanbaru.”**

1.2. Setting of the Problem

Based on explanation above, Writing is important to improve students’ competence in English. In fact the students at SMAN 14 Pekanbaru still have problem in writing text. According to background of the problem as stated before, the problem can be identified as below :

First, the students have limited vocabulary mastery. It made the students feel confused when they write a paragraph such choice of words. For example if the students have many ideas when start to write a text, but they did not know the words in English language and they cannot choose the appropriate words based on the topic of the text. Thus, it made their writing short and poor.

Second, the students were difficult to develop their main idea in writing texts. When the students writing the text, they can develop their idea with Indonesian

language, but they were not able to develop their idea in English. It is caused by the limited of knowledge of vocabulary that students have.

Third, the students have low motivation in learning English, especially in writing text. When the students learn English, they did not want to give attention to the teacher, and they did not focus on teaching learning process. It caused of they were difficult to understand the language and they feel bored in teaching learning process.

Fourth, the students were not easy to write the sentence with correct grammatical. It is caused of the students more use electronic dictionary such as google translate application to translate the Indonesian Language into English Language in write the text. So, the students were lazy to arrange the sentence with correct grammatical.

1.3. Limitation of the Problem

The research is focused to solve students' problems in develop the ideas by applied POW + TREE strategy in writing hortatory exposition text (thesis, argumentation, recommendation). The researcher assessed the students' result test according to indicator of hortatory exposition and indicator of writing (Organization, Grammar, Vocabulary, Cohesion and Mechanics).

1.4. Formulation of the Problem

The problems going to be explored to this study are then formulated in the form of the following question : Is there any significant effect of POW + TREE Strategy towards students' writing ability ?

1.5. Objective of the Research

To know there is significant effect of POW + TREE Strategy on students' writing ability in Hortatory Exposition text.

1.6. Significant of the Research

1. For the teacher

The researcher hopes that POW+TREE Strategy can give the positive effect for the English teacher. The English teacher can use POW+TRE strategy to improve students writing ability especially in teaching writing.

2. For the students

The results of this study may help the students to improve their ability in writing hortatory exposition text. Besides that, it may help them to solve their problem in writing text.

3. For the school

It will make a right decision to use some strategy, techniques, approach or methode for supporting teaching and learning process.

1.7. Definition of the Key Terms

To avoid misunderstanding and misinterpretation of using terms in this research, the researcher defines the key terms as follow :

1. POW + TREE :

POW+TREE is a strategy that helps students to convey their opinion in essay. The POW components of the strategy are designed to help students pick their idea, organize (plan) and write their paragraph. The TREE component is intended to help students organize their notes. (Lienemann and Reid (2008: 335))

2. Writing

Writing is Kinds of thinking. Through writing, the learners can express their opinion, ideas, feeling in written form, communicate and explain their ideas or information based on their thinking (Warbuton 2015:9)

3. Hortatory Exposition Text

Hortatory exposition text is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done (Daryanto 2006:149)

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1. Relevance Theories

In this point, the researcher mentioned and explained the theories that related of the research. Further, the theories that the researcher mentioned in order to support the research. Thus, the researcher mentioned the theories about writing, components of writing, process of writing, advantage and purpose of writing, strategy for writing, and the text that the researcher use in this research.

2.1.1. The Definition of Writing

Writing is one of four skills that must be mastered in learning English language. In writing, the people can express their opinion, feeling , emotion, ideas, and estimate well. According to Nunan cited by Ziamalina (2013) writing is how to express the idea and organizing them into statements and paragraph. Meanwhile, Boardman and Frydenberg cited by Afridola.L (2013), writing is a continuous process of thinking and organizing, rethinking and reorganizing.

Based on two points above, it can be concluded that writing is the process of writers to express, organize, and think their ideas into a statement or paragraph. Through writing, the people can communicate to others. They can share their ideas, information and opinion. In writing, the writers do not only focus in thinking their

ideas, but also the facts of their ideas that they write. Thus, if the writers support their ideas with the facts, the readers can believe and accept about what they say.

In addition, Oshima and Hogue cited by Fadhlialul, (2016) give their idea that writing is not easy. It takes study and practice to develop this skill. It means that, in writing text, the writer should master the process and the steps of writing to get a good writing.

In line with the statement above, it can be described that writing is an act to channel the ideas become a statement or paragraph that can give information to the readers. It is the difficult thing that the writers have, because to give the information to the readers are not easy. Further, the writers should pay attention on the content, grammar, vocabulary, punctuation, and mechanics when doing the writing activity. They need the rules to achieve it. It will help the writers improve their skill in writing.

Moreover, Nunan (1991:8) says that writing means of transmission of a message from one of to another. Meanwhile, O'Malley and Lorraine (1995: 136) state that writing is a personal act in which the writer expresses the idea through written form. It means that writing is a way to express ideas or opinion through paper. It means that writing is a tool for communication. By writing, the people can connect the idea and to share informations to other people in daily life. So that the writing is the act communication that is important for human life.

From the explanation above, it can be summarized that writing is one of important skill should be mastered by students because it is a communicative act a way of sharing information, thoughts or ideas to the readers. In this way, the students need to know how to write well and effectively. Writing determine how to communicate in written form. To be able to communicate in written communication, the readers need to understand the message sent by writer. In other words, the writers need to know how to write well and effectively in order to create a good text.

In addition, Crimon cited by Rugaiyah (2015) states that writing is the act of one writer. There are two major reasons for writing. The first reason is someone writes to learn. It is usually for private and personal purpose. The second one is for communication. It is usually for public purpose. Writing in English is a mean to fill the gaps that exist between the ability to express some things in written form in English language

From the ideas above, it can be concluded that writing is the writers' ways to give informations to the readers. It is an important means of communication and skill to master. To master the skill, the writers should develop their skill in writing. The development of the writing skill needs the accurate use of grammar and a good vocabulary or linking the written word. Then, the writers should have a good critical thinking to put on all of their aspirations into a paragraph or essay. By having good critical thinking in writing skill, the writers will be confident to put the ideas into the

paper and write their papers easily. In brief, the writers should pay more attention in writing and on how to express the ideas, thoughts, and opinions in the written form.

2.1.2. The Components of Writing

Writing is a complex process which requires several components in order to create an effective writing. According to David cited by Najemi et al. (2014) states there are general components of a good writing :

1. Content : the substances of the writing; the idea expressed.
2. Form : the organization of the content.
3. Grammar : the employment of grammatical forms and syntactic patterns.
4. Style : the choice of structures and lexical items to give particular tone of flavour to the writing.
5. Mechanics : the use of graphic convention of the language.

In addition, Haris cited by Najemi et al.(2014) there are five general components of writing. They are :

1. Grammar : the use of grammar.
2. Vocabulary : the choosing of proper vocabulary in writing.
3. Mechanics : the use of good graphic convention of the language; such as punctuations, quotations mark, full stop, etc.

4. Fluency : the ability of the students in arranging the students in
arranging the students smoothly and easily.
5. Organization: the way how the writer organizes their idea so that it can
function as good means of communication.

However, Mather, et al cited by Wiyanti (2013) add that there are some major components of written language, including; handwriting, spelling, usage, vocabulary and text structure. These components are important aspect in writing. Before writing, students should relate each of components that will be supported in writing activities. Without having the aspects of writing, students cannot extend the text as well.

Moreover, Harris cited by Wiyanti (2013) defines there are several components of writing that are important in a good writing, as followings: (a) Content, the substance of writing or the ideas expressed. (b) Form, the organization of the content. (c) Grammar, the placement of grammatical and syntactic pattern. (d) Style, the choice of structural and lexical item to give particular tone of writing. (e) Mechanics, the use of graphic conversion of the language.

Based on the explanations above, all of the theories are mentioned the same opinions about the components of writing. Apparently, to write a text is not easy. The writers should master all of the components in writing text. They should pay attention on each of components. In this research, the researcher used the

components of writing to measure the students' writing ability in writing hortatory exposition text.

2.1.3. The Purposes of Writing

Writing is an important in life especially for the students because by writing they can share information and ideas. Based on Curriculum of KTSP 2006, the purpose of students' writing is based on basic competence. The basic competence of writing for second semester of the secondary year students of senior high school are : expressing meaning in short functional written text using a variety of written language accurately, fluently and acceptable in the context of daily life, and expressing meaning and rhetorical of written text accurately, fluently and acceptable in daily context to gain knowledge in narrative, spoof, and hortatory exposition text (Depdiknas: 2006).

Based on the explanation above, it can be summarized that the purpose of writing in senior high school is to express meaning in daily context to gain knowledge in narrative, spoof, and hortatory exposition text. According to the function of those text, the students are able to entertain/amuse, inform, and persuade the readers. Firstly, entertain. In which gives the reader enjoyment. It includes colorful language to help the writers' ideas come alive on the page. Secondly, inform. In which provides interesting details and facts to hold an audience's attention. The writer can inform and share the information or opinion to the audience or the reader. And last, persuade. Writing helps a writer to share opinions, and try to

convince a reader to think, or act a certain way. Thus, the writer always uses facts to back up an opinion.

2.1.4. The Advantages of Writing

Writing is a process of thinking started with the thought of ideas which will be presented. It has many advantages for the writer. According to Brookes, A. and Grundy, P.(1998), there are three advantages of writing.

First, Writing allows us to transcend time and space when we leave a note for someone to pick up later or when we send a letter through the post. The second advantage is, it helps us to store a much greater volume of information than the human brain can remember. And the last advantages is, while we write we compose, this dual process filters and shapes our experience.

In addition, according to LLC (2005: 8) state that there are three distinct advantages in writing.

1. In writing, you can take it back.

The spoken word, however, can not be revised. Once you make a statement verbally, it affects your listeners in a particular way and you can't "take it back" or rephrase it to the point that the first statement is forgotten. However, if you write a statement and, after looking at it, realize that it sounds offensive or incorrect, you can revise it before giving it to the intended audience. Writing is a careful, thoughtful way of communicating.

2. Writing forces you to clarify your thoughts.

If you're having trouble writing, it's often because you're not yet finished with the thinking part. Sometimes, just sitting down and writing whatever is on your mind helps you discover and organize what you think.

3. Another advantage is permanence.

Ideas presented in writing carry far more weight than spoken ideas. Additionally, they can be reviewed and referred to in their exact, original form. Spoken ideas rely upon the sometimes in accurate memories of other people.

Based on the ideas above, it can be concluded that writing is nothing more than thought on paper considered and organized thought. It appears possible that writing, which is a formalized form of thinking, helps people derive information from their experiences that helps them guide their perceptions, actions, thoughts and emotions in the present. Thus, many advantages that the people get in writing. All of the advantages above can adress the people become a good writers.

2.1.5. The Process of Writing

Writing is a complex process. Walberg (2004: 15) It is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting and editing.

Hinkel (2004: 6) states that there are three steps in writing process. There are pre writing, writing, and revising. Whereas, Oshima and Hogue (2008: 34) divide

that there are four main stages in the writing process. There are pre writing, planning, writing, and revising draft. The first stage is pre writing. Pre writing activities are useful for narrowing a topic and generating idea. This stage has to do by the students before they start to write a text, because it is related with their writing if the teacher gives or certain about the topic. Then they will do brainstorming. In brainstorming they will explore their ideas about the topic.

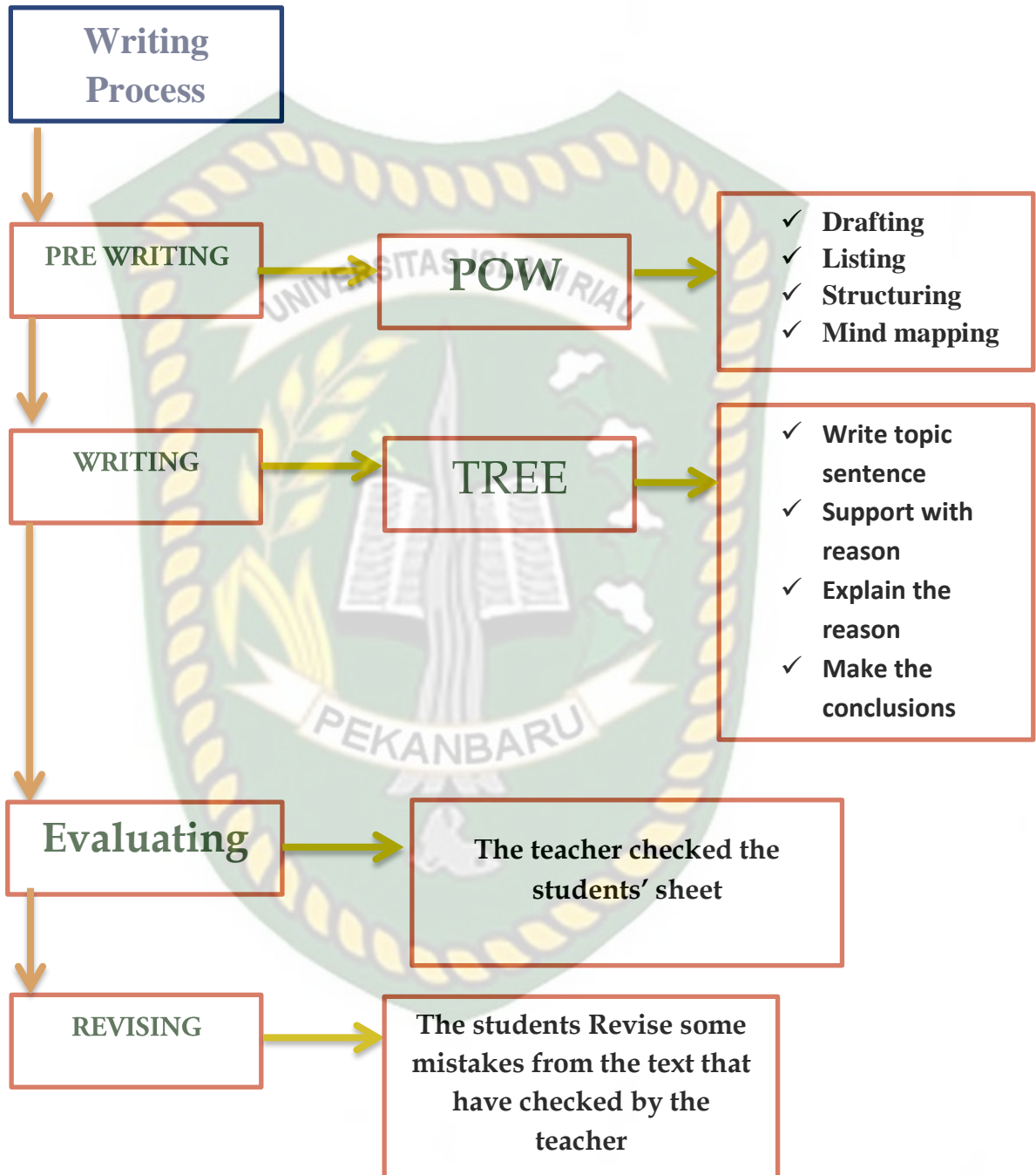
The second stage is planning (outline), organize the ideas by brainstorming. In this stage the students have to be ready for that in the process of writing. They will generate their ideas by doing it. Next, the students will mark all points that related with the same ideas. They try to make the ideas into a sentence to cover the points listed. After that, they try to make an outlining. It is done to make easy to arrange the sentences into paragraph. The next stage is writing. Writing is one major point; the students might come up with the idea for another major point. The last stage is revising draft. Revising draft is change on what the students have written in order to improve it. The students check it over for content, organization, including unity and coherence also logic more quickly.

In addition, according to White and Arndt (1991: 5) process writing is an interrelated set of recursive stages which include; (1) Drafting, the activity of writing to organize the informations or ideaas. (2) Structuring, the ordering information and experimenting with arrangements. (3) Reviewing, the activity to checking context, connections, assessing impact, and editing. (4) Focusing, that is making sure you are

getting the message across you want to get across. (5) Generating ideas and evaluation, the process to assessing the draft and/or subsequent drafts.

Based on the ideas above, it can be concluded that the writing process is the starting point for developing students' writing ability, the teachers must recognize that students need a range of writing experiences to develop as writers. The process of writing consists of many stages includes; pre writing, planning, writing, and revising. The researcher will apply those stages in teaching writing. The first stage is pre writing. It is an activity for students to thinking about topic and generating their idea. The second stage is planning. In this activity, the students will organize their idea and list their idea before writing sentences to be a good paragraph. The third stage is writing. The students start to write the text based on the ideas that their write. The final stage is revising. It is the time for the students review their works, checking for clarity of the message, word choice, and organization. These complicated stages become one of the reasons why writing is regarded as the difficult skill. Therefore, the students are expected to do many maximal efforts in each stage in the process of writing.

Figure 2.1.5. Writing Process in The Research



2.1.6. Teaching Writing

Teaching is the process of attending to people's needs, experiences and feelings, and making specific interventions to help them learn particular things. Moreover, teaching is an interaction between teacher and students to give knowledge to students with effective way. Further, In teaching writing the teachers should have good strategy, technique, approach, and method. By using those, it will make the students are easy to develop their idea, support the idea, choice the word and give the example.

According to Brown cited by Ratna Ningsih (2016), teaching may be defined as showing or helping someone to learn how to do something, give instructions, guide in the study of something, provide with knowledge, and cause to know or understand. He also adds that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning. In teaching writing especially the teacher should guide students in order that the students have good skills in writing many kinds of texts that should be taught based on the student's grade.

Based on explanations above, it can be concluded that teaching writing is a very important part of teaching the English language and it needs special attention. It is an activity, process, and guide the students to create their idea in writing the text. Then, the teacher should be creative in teaching writing, because many components of writing that should students apply in writing text. In this research, the researcher

will apply the strategy in teaching writing. The strategy is POW+TREE strategy. It will help the students in writing hortatory exposition text. There are steps in this strategy. First, pick an idea. The students should think the idea before write the text. Second, organize the idea. The students organize the idea after pick an idea. Third, write and say more. It is the activity of students to write or making notes and list the idea. The next step is the students write the topic sentence based on the idea that their write. Then, the researcher guides the students to make the arguments and reasons based on the topic sentences that their write. finally, asking the students to give explanation based on the reasons to support their arguments. Thus, it needs the effective ways to make the students are able to write the text.

2.1.7. Principles for Teaching Writing

In teaching writing, the teachers need the principles to help them in teaching process. Principle is a kind of rule, belief, or idea that guides the people to reached for something. Furthermore, the principle of writing can help the teacher in teaching learning process. The following is a few principles that every teacher should consider while planning a course, whether it is a writing course, or a course in which writing will play a part. These principles can (and should) be adapted to the many different learning situations. According to Magie Sokolik in Nunan (2013: 92), there are four principles of teaching writing.

First, understand your students' reasons for writing (make sure there is a match between what the student, the teacher and the curriculum demand). Second, provide many opportunities for students to write (practice as much and as many

varied types of writing as possible, like if you are learning a sport/new skill). Third, make feedback helpful and meaningful (provide varied constructive comment on both content and code, develop students' self-awareness/criticism). Fourth, clarify the evaluation procedures in operation (where the emphasis lies: creativity? grammatical accuracy? format? recently taught items? accuracy of spelling/punctuation?).

Based on the expert point of view above, it can be concluded that teaching writing is not easy. The teachers should apply the principle to help them in teaching learning process especially in teaching writing. The students can have a good writing if the teachers have good skill and principles when teach writing. All of the principles above are appropriate principles that should be applied in senior high school students. It can help the teacher and students in teaching writing process. Thus, the teacher can achieve the goal of writing in senior high school.

2.1.8. The Definition of Hortatory Exposition

Based on Curriculum (KTSP) for English subject, there are 12 genres of texts that should be mastered by Senior High School students. They are narrative, recount, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review text. In this research, the researcher chooses Hortatory exposition text to be the focus of the material. Hortatory Exposition text is text to persuade the readers or listener that something should or shouldn't be the case. According to Hartono cited by Ziamalina,et.all (2013) says that hortatory exposition text is a factual genre which social function is to persuade

reader or listener that something should or should not be the case. Thus, hortatory exposition is a kinds of text that contain the writer's arguments about the factual information or phenomenon.

Based on the statements above, it can be concluded that hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. The text can be found in scientific books, journal, magazines, newspaper articles etc. Thus, the writer should need some arguments as the fundamental reasons of the given idea.

2.1.9. The Generic Structure of Hortatory Exposition Text

In general, the generic structure of hortatory exposition usually has three components includes; (1) Thesis, it is the writer's point of view about the topic discussed. Preview of the argument that will follow in the next section and a question or emotional. (2) Argument, it is the series of argument which the strengthen the thesis stated before. (3) Recommendation, it is the writer's activity to gives recommendation to the readers.

According to Priyana cited by Aswandi, et all (2014) state that the generic structures of hortatory exposition are thesis as a general statement of topic discussed, arguments are arranged according to writer's choice, and recommendation which contains what should or should not happen.

From the explanations above, it can be concluded that hortatory exposition text has three generic structures. There are; thesis, arguments, and recommendation. In writing the text, the writers should pay attention on the generic structures. If the

writer do not focus on three components of hortatory exposition text, the writer can not achieve the goal of the text, that is to persuade the readers.

2.1.10. The Language Feature of Hortatory Exposition Text

Hortatory exposition text also has the language features. There are :

Use of simple present tense.

Use of subjective opinion using pronoun I or we.

Use of mental process to state what happen.

Use of relational processes to state what it should or shouldn't be.

Use of passive sentence.

Use connective. Such as firstly,secondly.

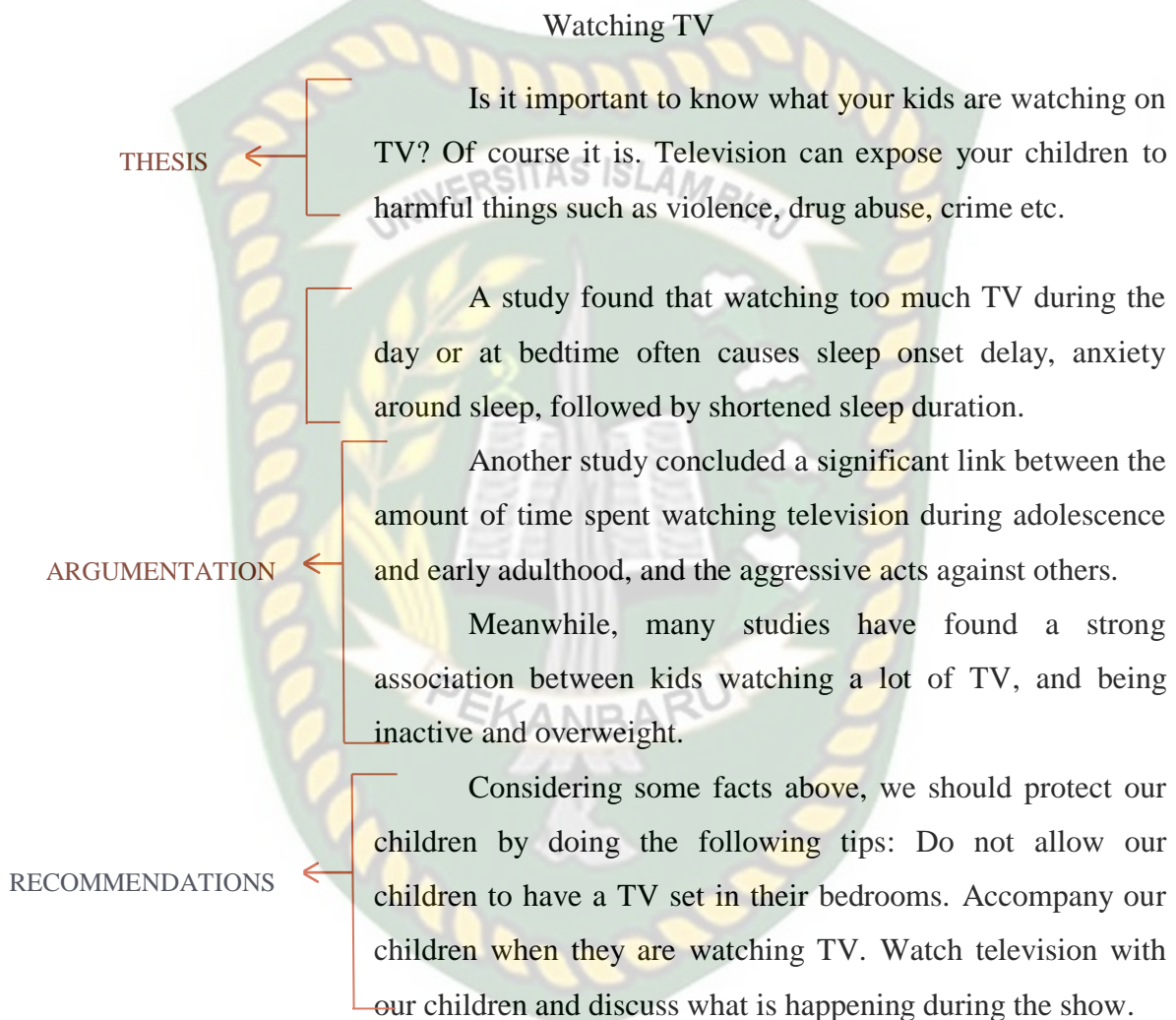
Based on the explanation above, it can be concluded that in writing hortatory exposition text, the students should master in using tenses because it is very influenced in writing text. They also should master in passive sentence and using connective, such as firstly, secondly. In addition, in teaching writing the teachers also teach all of those to support the students' writing ability in hortatory exposition text.

2.1.11. The Purpose of Hortatory Exposition Text

A hortatory exposition is a text that represents the writer's attempt to have the readers or listeners do something or act in certain. Based on the definition of hortatory exposition text, the purpose of hortatory exposition text is to persuade the readers or listeners that something should or should not be the case. In writing the text, the writers must support their information or ideas with the facts. It can make

the readers do the positive thing based on the information or idea that the writers to write. Thus, hortatory exposition can give the benefit for the readers.

2.1.12. The Example of Hortatory Exposition Text



2.1.13. Definition of POW + TREE Strategy

POW + TREE Strategy is part of SRSD (Self Regulated Strategy Development. According to Mason, Harris, and Graham cited by Fahim (2015) argue that instruction on SRSD is a strong approach to address writing deficiencies of

learners with regard to various processes involved in composition, stages such as planning, editing, and managing the writing process.

POW stands for Pick my idea, Organize my notes, Write and say more. The genre-specific strategy for persuasive writing (TREE) was exploited to help the participants to carry out the second step of POW (organizing notes). On the basis of this strategy, students were taught to generate ideas/sentences relevant to persuasive essays. The students were told that mnemonic TREE symbolizes the four main elements of persuasive essays: Topic, Reasons and counter reasons, Explanations, and Ending (wrap it up).

Therefore, Mason et al. (2012) State that SRSD for POW + TREE was designed to provide two strategies to facilitate student learning of skills required to write opinion or persuasive papers (POW: pick my ideas, organize my notes, write and say more; TREE: topic sentence, reasons—three or more, examine, ending).

Based on statement above, it can be concluded that POW+TREE strategy consists of two strategies. There are POW and TREE. The first strategy is POW. It is a general planning strategy that includes three steps: pick an idea or side of a topic, organize ideas into writing using a graphic organizer, and write and say more by modifying and improving the original plan while writing. The second strategy is TREE. It helps students include basic elements of persuasion in their writing. This strategy includes the following: write a convincing topic sentence that tells what you believe, write three reasons why you feel the way you do about a topic, write

explanations to support each reason written, and wrap it up with a good ending or summary sentence

Moreover, Scruggs and Mastropieri (2011: 312) define that POW+TREE is a strategy that can be increased ability to make a thoughtful, considered argument in writing, and could be of particular benefit. It means with POW+TREE students can make a good argument and can consider what good argument that can be used in the text and also they can increase their ability in writing.

In line with the statements above, it can be described that POW+TREE strategy is the writing strategy to make the writers or students write easily. It is the acronym of; pick and idea, organize your word, write and say more, + topics sentence, reasons, explain, and ending. By using those, it will increase the students' writing ability especially in writing hortatory exposition text. It will make students give the good arguments, and also develop their ideas.

2.1.14. Procedure of POW + TREE Strategy

Self-regulated strategy development (SRSD) instructional model was implemented to teach students to plan and write persuasive essays with specific focus on the POW+TREE self-regulatory strategies. The instructional phase of the study was carried out on the basis of the six stages of SRSD instruction (Harris and Graham cited Fahim 2015).

Harris, et al., (2007: 240) the students are taught to apply the following step-by-step procedure: 1. P (pick the idea or topic). The students choose their idea/topic that is making in a paragraph. 2. O (organizes your thoughts and makes notes). The

students organize their thoughts and write it (making notes). 3. W (write and then say more). The students write their notes and say more their notes. 4. T (topic sentence-state your opinion). The students pay attention to the topic sentence and state their opinions. 5. R (give at least three reasons to support their believe). The students write their reasons to support their believe. 6. E (explain your reasons in more details. The students explain their reasons in more details to support their opinion. 7. E (end with a good concluding statement). The students make a paragraph to end the text with the good concluding statement.

In this research, the researcher applied POW+TREE Strategy in teaching learning process. There are some steps in this strategy. First, the researcher gave some topics/ideas, and asked the students to pick their idea before write the paragraph. Second, asking the students to organize the word and making notes related on their topics. Third, they are asked to write their notes and develop their notes before start writing the paragraph. Further, the researcher asked the students to write a paragraph after they write their notes. Then, start writing activity by write topic sentences and ask them to write opinion based on the topic sentence that they write. In hortatory exposition text, the topic sentence it means that “ thesis statement”. The students should pay attention on topic sentence and state their opinion. The next steps is directing the students to make arguments, at least three arguments based on topic sentence that their write. After the students write their arguments, the researcher asked the students to write the reasons and explain it to support their arguments. It means that if the students write their arguments, the

students also support with the reasons and explanation. And the last steps is the students make ending with a good concluding statements. In hortatory exposition, the students will make a recommendation that contains the suggestion for the readers.

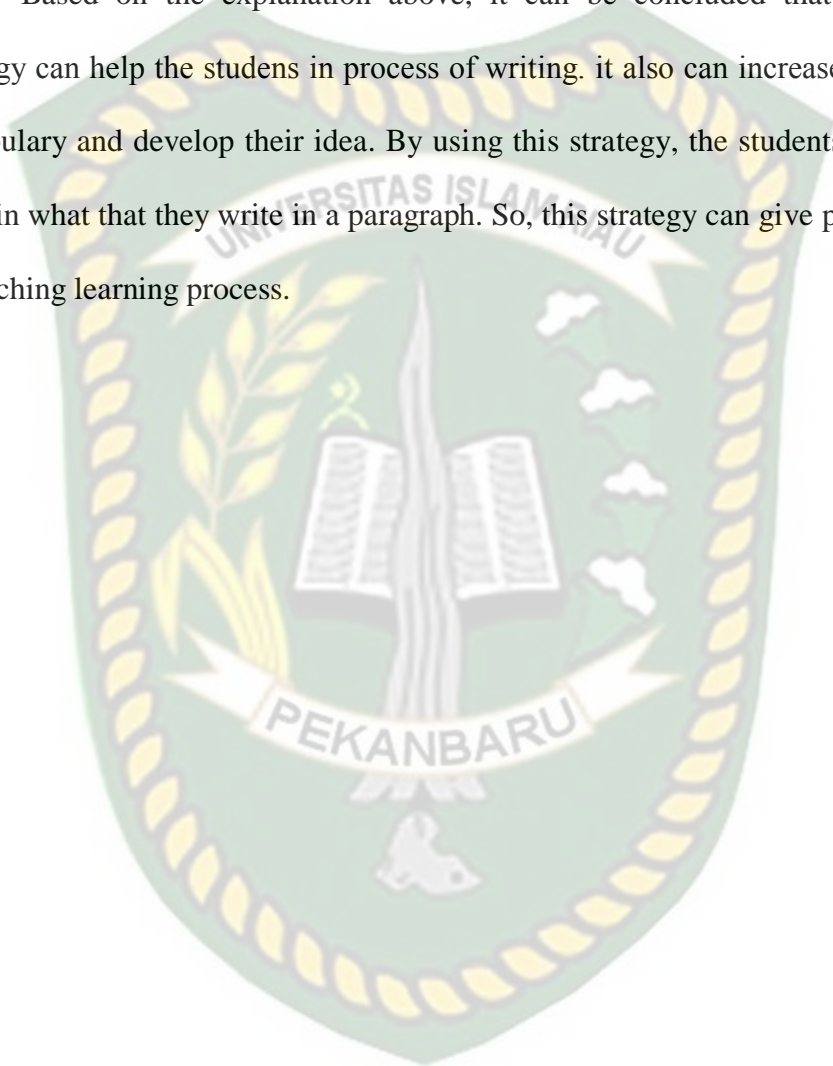
The researcher conducted the research to apply the POW (Pick an idea, Organize your word, and Write and say more) + TREE (Topic sentence, Reason, Explain, Ending) strategy in writing persuasive text especially in hortatory exposition text. The researcher hopes this strategy can help the students in writing skill.

2.1.15. The Advantages of POW+TREE Strategy

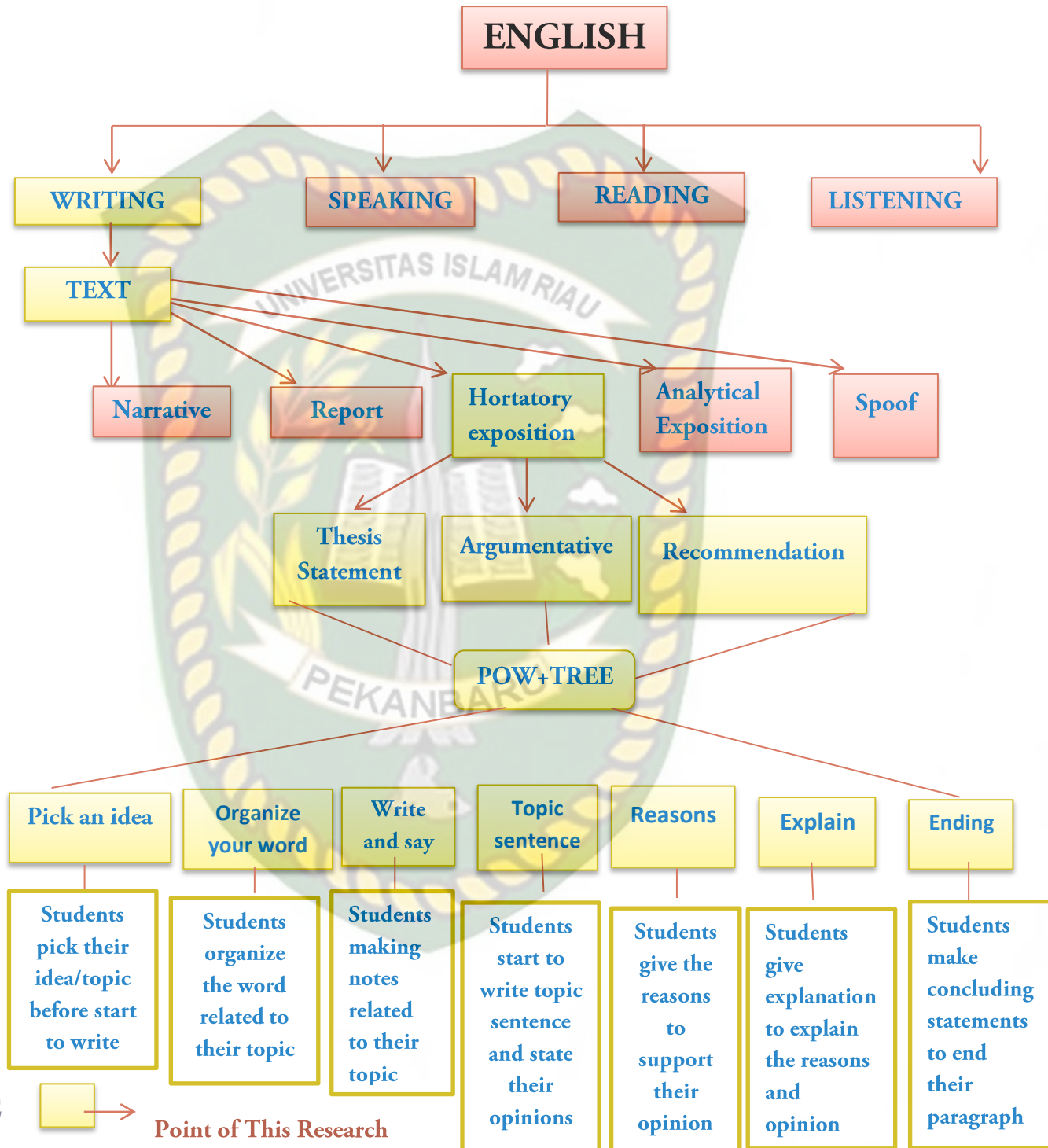
Writing English text is not easy. The teacher should have many strategies to help students in teaching learning process. Every strategy, technique, method, and approach that the teacher use should have the weaknesses and advantages. POW+TREE Strategy has advantages for the students especially in writing persuasive text. It can help students more easy to write the idea or opinion and also give the explanation based on the topics. According to Mason, the advantages of POW+TREE are : Firstly, this strategy helps students at pre- writing and after writing. It means that, the strategy can give possitive effect in teaching learning process especially in writing text. Secondly, it enriches students' vocabulary. It means that this strategy help students in choice of word in writing. The last , it will make the students easy to develop their idea. It means that this strategy can help the

students to imagine the idea, develop their idea, and improve their ability in writing text.

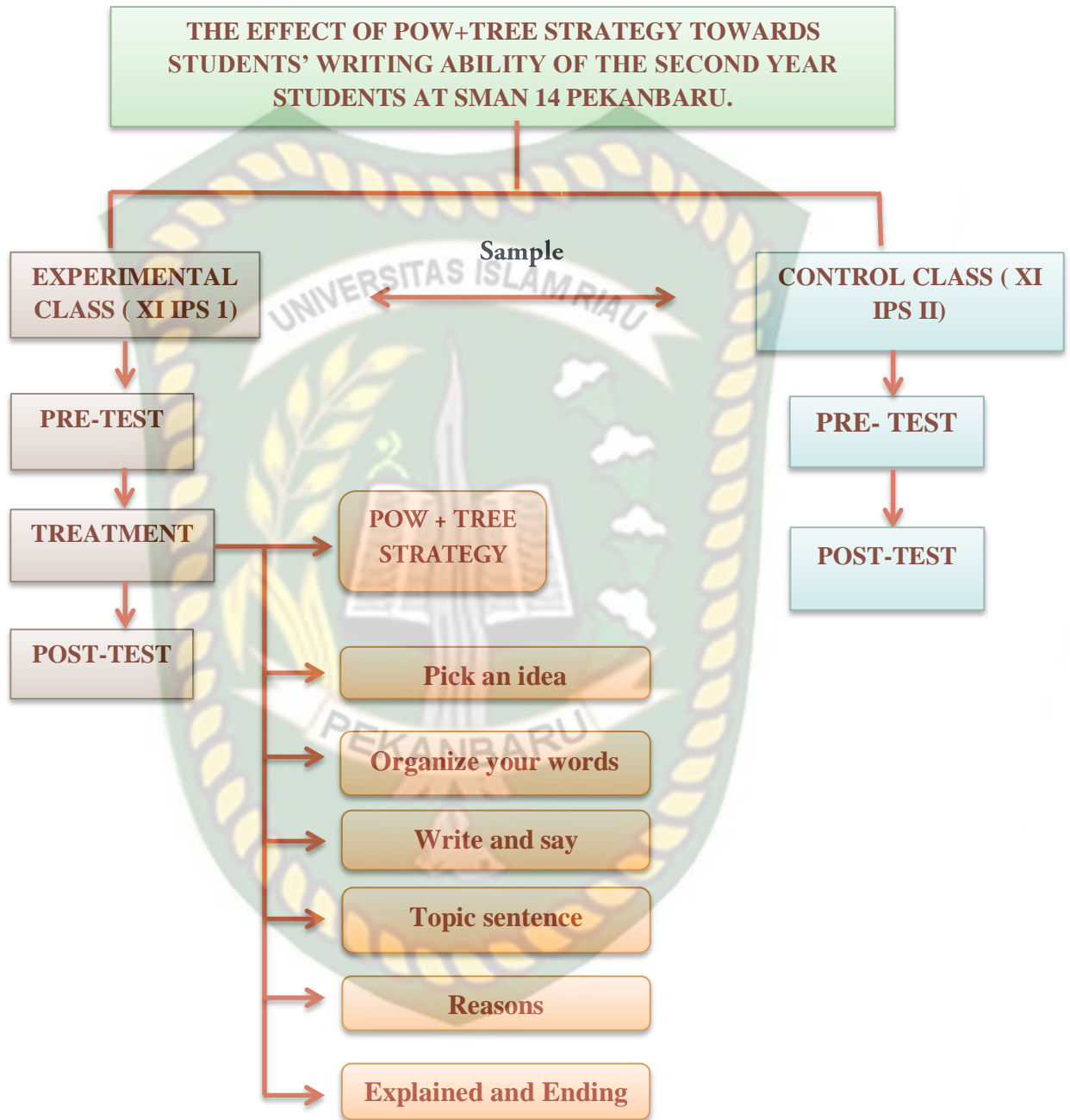
Based on the explanation above, it can be concluded that POW+TREE strategy can help the students in process of writing. it also can increase the students' vocabulary and develop their idea. By using this strategy, the students were easy to explain what that they write in a paragraph. So, this strategy can give positive effect in teaching learning process.



2.2. Scheme of Research



2.3. Conceptual Framework



2.4. Relevance of Studies

There are some related studies had been done by many researchers that are related to POW+TREE Strategy. The first research was conducted by Linda H. Mason, Richard M. Kubina, Jr. And Raol J. Taft (2011) with title “ Developing Quick Writing Skills of Middle School Students With Dissabilities”. In both studies, students’written responses were evaluated before, during, and after self-regulated strategy development instruction for the POW+TREE planning strategy (POW: pick my ideas, organize my notes, write and say more; TREE: (topic sentence, reasons – three or more , explain, ending). All study participants improved on the number of persuasive parts included and the quality of the written response immediately after and weks following instruction.

The second research was conducted by Degulsri Wiyanti (2012). The title of her research is “ The Effect of Using POW + TREE Towards Students’ Writing Skill at Eleventh Grade Students of SMAN 4 Padang. She gave treatment for 8 meetings. She used POW+TREE Strategy in experimental class. While, she used Quick Writing Strategy in control class. She applied the strategy in hortatory exposition text and narrative text. After she got the data, she analyzed the data by using the formula according to Sudjana(2005). The result shown that there was significant effect of the students writing after use POW+TREE Strategy in experimental class.

Based on the relevant of studies above, POW+TREE strategy can give significant effect on students writing skill. It can make students more easier to

develop the idea and share the idea. So, POW+TREE Strategy is the appropriate strategy for students' writing ability. The different between this research and the other research are; the data in this research are different from the other research. The location of research is also different. In this research, the researcher only uses POW+TREE strategy in experimental class and in control class the researcher do not apply the strategy, while the others research did.

2.5. Hypothesis

There are two hypothesis in the research :

1. The null hypothesis in the research (H_0)

H_0 : There is no significant effect of POW+TREE strategy towards students' writing ability.

2. The alternative hypothesis (H_a)

H_a : There is a significant effect of POW+TREE strategy towards students' writing ability.

CHAPTER III

RESEARCH METHODOLOGY

3.1. The Research Design

This research was an experimental research which focused on quantitative approach. Burns and Grove (1993:777) define quantitative research as a formal, objective, systematic process to describe and test relationships and examine cause and effect interactions among variables. In this research, there were two group samples. They are experimental group and control group. The experimental group uses POW+TREE strategy. Therefore, the experimental group is provided with pre test, treatment, and post test while the control class only is given pre-test and post-test without treatment.

Table 3.1

Research Design

Group	Pre-test	Treatment	Post-test
Experiment (E)	Y₁	X	Y₂
Control (C)	Y₁	-	Y₂

Where :

E : Experiment Group

C : Control Group

X : Treatment

Y₁ : Pre-test

Y₂ : Post- test

3.2. Location and Time of Research

This research conducted at SMA N 14 Pekanbaru. It is located on Jl. Tengku Bey / Sei Mintan Pekanbaru, particularly two of seven classes of second grade students. The data collected in second semester. The time started on February – March 2017.

3.3. Population and Sample of The Research

3.3.1. Population

Population is a group of the people that have the same characteristics. According to Siregar Sofyan (2015), a population is defined as all elements (individuals, objects and events) that meet the sample criteria for inclusion in a study. The population in this research is the second year students of SMAN 14

Pekanbaru. There are seven classes of the second year students. The total of the second year students of SMAN 14 Pekanbaru is 254 students.

Table 3.2

The Total Population of The Eleventh Grade Students at SMAN 14 Pekanbaru

CLASS	Total of Students
2 IPA 1	34
2 IPA 2	35
2 IPA 3	34
2 IPA 4	35
2 IPS 1	30
2 IPS 2	30
2 IPS 3	31
Total population	245

3.3.2. Sample

According to Siregar Sofyan (2013) defines a sample as elements selected with the intention of finding out something about the total population from which they are taken. In this research, the researcher used two classes that have same ability as the sample. The researcher used purposive technique to take the sample, because the researcher choosed the characteristics of students which have same ability. Further, The researcher choosed one class as experimental class, and the second one as the control class. The experimental class conducted in XI IPS 1 and the control

class conducted in XI IPS 2 , because the researcher knew the students' ability in IPS program when conducted teaching practice (PPL).

3.4. Instrument of the Research

The instrument of this research, the researcher gave written tests. The test applied in pre-test and post test. In this research, the researcher gave pre-test to get the basic knowledge about their writing ability in writing hortatory exposition text. After that, the researcher gave treatment by using POW+TREE Strategy. And then, after the students was given the treatment, the researcher gave the post test to find out the result of students' writing by using POW+TREE Strategy.

Table 3.4. The blue print of instruments

Topics	Indicators
1. Smoking	• Thesis
2. Online shops	• Argumentation
3. Online games	• Recommendation
4. Bulying	

3.5. Material of The Research

Research material of this research adapted from resource book and adapted by internet. The material can be seen from the blue print below:

Table 3.5. Research Material

No	Meetings	Topics
1	2	Smoking
2	3	Online shops
3	4	Online games
4	5	Bulying

3.6. Procedure of The Research

3.6.1. The Procedure of Collecting Data for Experimental Class

1. Pre-Test

The researcher gave a pre-test in the first meeting. The purpose of the pre-test is to know the basic knowledge about their ability in writing text. The researcher gave some topics for the students. Then, the students choosed the topic that they want to write text. The topics are ; *Drugs, learning English, social media, smartphone*. Then, they choosed the topic and started to write a hortatory exposition text based on their knowledge.

2. Treatment

Treatment is the second procedure in an experimental research. The researcher applied the POW+TREE strategy after giving the students' pre test. Furthermore, the purpose of the treatment is to know there is a significant effect of POW+TREE strategy in students' writing ability of hortatory exposition text. The strategy in the treatment conducted in experimental class only. In addition, there were four meetings in the treatment.

The procedure of the treatment for the first meeting until last meeting were same. The researcher explained the hortatory exposition text and the generic structure. Then, applying the POW+TREE strategy in teaching the students to write hortatory exposition. First, the researcher gave a topic in each meeting. The topic is about "*smoking, Online shops, online games, bullying.*" In advance of the students start writing the text, the researcher applied strategy to make a planning of writing by applying POW strategy. Further, the researcher asked to the students to write their idea based on the topic given to the students. Subsequently, the researcher asked to the students to write notes related on the topic. And then, asking students to write the paragraph and support with the example to make sure their notes. It can make the students easier to write the text.

Futhermore, the researcher continued the steps of the TREE strategy to write hortatory expositions text. First, the researcher asked the students to make the topic

sentences related to the topic. In hortatory exposition, the topic sentence it means that “thesis statement”. The students should pay attention to topic sentence and stated their opinions. Further, asking the students to make the arguments based on the topic sentence that the students write. The next step was directed the students to make the reasons to support their arguments. Additionally, the researcher asked the students to explained the reasons to support it. It means that after the students wrote the reasons, they also wrote the explanation of the reasons. Finally, the researcher directed the students to make ending with a good concluding statement. In hortatory exposition, the students made a recommendation that contains the suggestion for the readers.

3. Post-test

In the last meeting, the researcher gave post-test. The processes of post-test were the same with the pre-test. Moreover, The purpose of giving post-test for students were to know there is an effect of the students’ ability in writing Hortatory Exposition text after giving the treatment by using POW+TREE strategy.

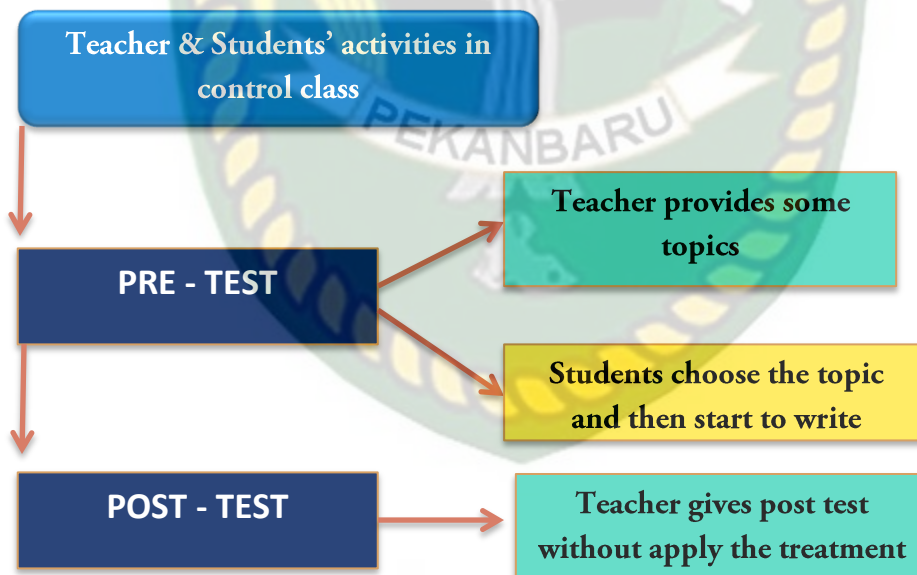
3.6.2. The Procedure of Collecting Data for Control Class

1. Pre-test

The researcher gave pre-test to XI IPS 2 as control class. She gave the topics to the students. Then, the students choosed the topic. Further, the researcher asked the students to wrote hortatory exposition text. The topics of pre-test in control class were the same with experimental class.

2. Post-test

In control class, the researcher also gave the post-test. The procedure of post test were the same in pre-test. Then, the last result compared with the post-test result of experimental class.



3.7. Data Collection Technique

The data collecting technique of this research was the score of writing paragraphs that could be obtained by giving treatment. There were steps in collecting the data. First, the researcher gave pre-test to make hortatory exposition text. Then, giving some topics based on the resource book and internet that students use in teaching learning process. The purpose of this test was to know the basic knowledge of the students before the researcher gives the treatment by using POW+TREE Strategy. Then, the researcher gave treatment by applying the POW+TREE strategy. Therefore, the researcher gave post test to know the students' result of writing hortatory exposition text after using that strategy.

3.8. The Technique of Analysis Data

Since the researcher taught hortatory exposition text by using POW+TREE strategy, the researcher used a statistically to analyze the data. The data gave the scores by the raters. There are two raters, Mrs. Amelia Roza, S.Pd and Mrs. Santi Darleli, S.Pd as an English teacher, and the researcher analyzed the scoring and combined the components of hortatory exposition and writing. The researcher submits the criteria of assessment for writing. To analyze the data, the researcher choosed the analytic scoring rubric to measure the students' ability in writing text.

Table 3.8 The Analytic Scoring Rubric of Hortatory Exposition Text

Quality Criteria	1	2	3	4
Organization	Unclear organization OR organization plan is inappropriate to thesis. No transition. No clear conclusion.	Offers somewhat obvious support that may be too broad. Details are too general, irrelevant to thesis, or inappropriately repetitive. A conclusion is included, but state does not clearly state a personal opinion.	Organization supports thesis and purpose, transition are mostly appropriate. Sequence of ideas could be improved. A conclusion state a personal opinion.	Fully & imaginatively supports thesis and purpose sequence of ideas is effective. Transition are effective. The conclusion strongly states a personal opinion.
Thesis	Thesis is missing. Thesis has no relation to the writing task	Thesis and purpose are somewhat vague OR only loosely related to the writing task	Thesis and purpose are fairly clear and match the writing task	Thesis and purpose are clear to the reader; closely match the writing task
Argument/Supporting Detail	One reasons are made but with weak arguments.	Two reasons are made but with weak arguments	Three or more reasons are stated, but the arguments are somewhat weak in places	Three or more excellent reasons are stated either good support. It is evident that a lot of thought and

				research was put into this assignment
Audience Intended	No particular audience	There is potential audience	Clear but potential audience	Clear and anticipates counterargument
Vocabulary	Essentially translation, little knowledge of English vocabulary, idioms, word form OR not enough to evaluate	Limited range, frequent errors of words/idiom form, choice, usage, meaning confused or obscured	Adequate range, occasional errors of word/idiom form, choice, usage, meaning confused or obscured	Shopisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
Cohesion	Lacks logical direction	Little or limited sequencing and or /transition	Adequate sequencing. Stays on topic with little digression. Uses limited but effective transition. order and structure are present.	Logical and appropriate sequencing and balanced with smooth, effective transition. order and structure are strong and move the reader through the text
Convention	There are numerous errors in grammar, mechanics, and or spelling	There are several errors in grammar, mechanics, and/or spelling	There are few errors in grammar, mechanics, and or spelling, but do not interfere with	There are no errors in grammar, mechanics, and/or spelling

understanding

Total Maximum

Score : 28

Adapted by Weigle (2012: 116) and Barbara Walvoord

The scoring rubric is used to assess the students' writing. The writing evaluation system based on the seven writing and hortatory exposition components include organization, thesis, argument/supporting details, audience intended, vocabulary, cohesion, and conventions. In sum, teachers would better use this scoring rubric to assess the students' writing in order to be fair on scoring process.

3.9. Formula of Writing Assessment

To get the description of the total score of the aspects of writing by the students, the researcher used the following formula.

$$\text{TS} = \text{O} + \text{T} + \text{A} + \text{AI} + \text{V} + \text{Coh} + \text{Con}$$

TS : Total score

O : Organization

T : Thesis

A : Argumentation

AI : Audience Intended

V : Vocabulary

Coh : Coherent

Con : Conventions

To know the final score of each student, it will be calculated by:

$$FS = \frac{TS}{28} \times 100$$

FS: Final score of each student

TS : Total score of the aspects of writing

After the raters get the total score each student, the researcher collected the each score from the rater. The next step to do is to know the real score of each student by using the formula below :

$$RS = \frac{Rater\ 1 + Rater\ 2}{2}$$

To know the students score of writing text, the researcher analyzed the data by using descriptive statistics SPSS to find out the mean score, standard deviation, and standard error of the test by using SPSS version 22.0 program. Furthermore, to test the null hypothesis and alternative hypothesis are accepted or rejected, the researcher use independent sample test to compare the post test between experimental class and control class. If the value of $t_{calculated}$ higher than t_{table} , it means that null hypothesis are rejected and alternative hypothesis are accepted.

CHAPTER IV

RESEARCH FINDING

This chapter would like to present research finding dealing with the data presentation and interpretation which have been collected during the research by given pre-test and post-test for the experimental class and control class of the second year students at SMA N 14 Pekanbaru. Then, the researcher showed that students' score increase from pre-test and post-test of experimental class and control class. Before doing the treatment, the researcher gave a pre-test to the students. It was done to know students' level of writing ability in writing hortatory exposition text. It consisted of 30 students in experimental class and 30 students in control class as a sample.

After administrated the pre-test in experimental class and control class, the researcher applied the treatments for six meetings. The researcher applied the POW+TREE Strategy in experimental class. While, in control class, the researcher did not apply the treatment. Further, the researcher gave post-test in experimental class and control class to get data of the research. Last, the researcher compared the students' score from experimental class and control class.

4.1. Data Presentation

This research was conducted to know the effect of POW+TREE Strategy towards students' writing ability of the second year at SMAN 14 Pekanbaru. A set of

test was to find out the score of the students' achievement in writing after being taught by POW+TREE Strategy.

The research was classified into experimental research. There were two classes as sample. The samples were experimental class and control class. Therefore, the data of this research were the result of pre-test and post-test from the experimental class and control class.

4.1.1. Data Presentation of Control Class

In control class, the researcher gave pre-test and post-test. The researcher gave pre-test to know the basic knowledge about students' writing. Then, the researcher gave post-test to know the result of students' writing. The result of students' pre test can be seen in the table 4.1.1.1. below.

4.1.1.1. Data Presentation of Pre-Test

In the first meeting, the researcher gave the pre-test to know the basic ability in writing text especially in writing hortatory exposition text. The researcher presented the students' score on pre-test in control class as follows:

Table 4.1.1.1 The Score of Pre-Test in Control Class

No	Students	Rater 1	Rater 2	Total	Average
1	Student 1	53	50	103	51
2	Student 2	57	53	110	55
3	Student 3	50	46	96	48
4	Student 4	50	53	103	51
5	Student 5	53	50	103	51
6	Student 6	67	64	131	65
7	Student 7.	39	42	81	40
8	Student 8.	46	42	88	44
9	Student 9	64	60	124	62
10	Student 10	50	53	103	51
11	Student 11	46	50	96	48
12	Student 12	53	60	113	56
13	Student 13	53	67	120	60
14	Student 14	60	60	120	60
15	Student 15	46	53	99	49
16	Student 16	60	57	117	58
17	Student 17	60	53	113	56
18	Student 18	60	53	113	56
19	Student 19	50	53	103	51

20	Student 20	50	50	100	50
21	Student 21	57	60	117	58
22	Student 22	53	50	103	51
23	Student 23	50	50	100	50
24	Student 24	57	50	107	53
25	Student 25	46	42	88	44
26	Student 26	64	57	121	60
27	Student 27	50	53	103	51
28	Student 28	57	53	110	55
29	Student 29	60	60	120	60
30	Student 30	57	53	110	55
				Total	1599

4.1.1.2. Data Presentation of Post-Test

The researcher gave post-test in control class in order to know the result of students' writing that did not apply the strategy. Then, the result of students' post test in control class will be compared with the result of post test in experimental class. Thus, the result post-test in control class can be seen in 4.1.1.2. table below;

Table 4.1.1.2 The Score of Post-Test in Control Class

No	Students	Rater 1	Rater 2	Total	Average
1	Student 1	67	67	134	67
2	Student 2	57	53	110	55
3	Student 3.	57	60	117	58
4	Student 4	57	57	114	57
5	Student 5	67	71	138	69
6	Student 6	78	71	149	74
7	Student 7.	50	46	96	48
8	Student 8.	57	57	114	57
9	Student 9	60	57	117	58
10	Student 10	67	60	127	63
11	Student 11	57	53	110	55
12	Student 12	78	71	149	74
13	Student 13	64	60	124	62
14	Student 14	57	53	110	55
15	Student 15	50	50	100	50
16	Student 16	67	60	127	63
17	Student 17	57	53	110	55
18	Student 18	57	53	110	55

19	Student 19	50	50	100	50
20	Student 20	67	64	131	65
21	Student 21	71	75	146	73
22	Student 22	53	50	103	51
23	Student 23	64	60	124	62
24	Student 24	53	57	110	55
25	Student 25	67	64	131	65
26	Student 26	53	46	99	49
27	Student 27	60	57	117	58
28	Student 28	67	64	131	65
29	Student 29	71	67	138	69
30	Student 30	64	67	131	65
					TOTAL 1772

4.1.1.3. The Result Score in Control Class

After giving pre-test and post – test in control class, the researcher compared the result of pre-test and post-test in control class to know the student’s progress in pre-test and post-test.

Table 4.1.1.3.**The Result Score of Pre-Test and Post-Test in Control Class (XI IPS 2)**

No	Students	PRE_TEST (X1)	POST_TEST (x2)	X1-X2	D^2
1	Student 1	51	67	-16	256
2	Student 2	55	55	0	0
3	Student 3.	48	58	-10	100
4	Student 4	51	57	-6	36
5	Student 5	51	69	-18	324
6	Student 6	65	74	-9	81
7	Student 7.	40	48	-8	64
8	Student 8.	44	57	-13	169
9	Student 9	62	58	4	16
10	Student 10	51	63	-12	144
11	Student 11	48	55	-7	49
12	Student 12	56	74	-18	324
13	Student 13	60	62	-2	4
14	Student 14	60	55	5	25
15	Student 15	49	50	-1	1
16	Student 16	58	63	-5	25
17	Student 17	56	55	1	1
18	Student 18	56	55	1	1

19	Student 19	51	50	1	1
20	Student 20	50	65	-15	225
21	Student 21	58	73	-15	225
22	Student 22	51	51	0	0
23	Student 23	50	62	-12	144
24	Student 24	53	55	-2	4
25	Student 25	44	65	-21	441
26	Student 26	60	49	11	121
27	Student 27	51	58	-7	49
28	Student 28	55	65	-10	100
29	Student 29	60	69	-9	81
30	Student 30	55	65	-10	100
N=30		$\sum X_1$ 1599	$\sum X_2$ 1772	$\sum d$ -203	$\sum D^2$ 3111

From the table 4.1.1.3, show that the result of the pre-test and post test of writing hortatory exposition in control class. Based on the data above, it can be calculated by SPSS descriptive statistics as follow :

Table 4.1.1.4 Descriptive Statistics of Control Class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
nilai pre-test	30	40	65	59.86	5.875
nilai post-test	30	48	74	57.26	7.483
Valid N (listwise)	30				

From the table above, it can be concluded that the mean score of pre-test was 59.86 and standard deviation was 5.875. Further, the minimum score in pre test was 40 and the maximum score was 65. While, the mean score of post-test was 57.26 and standard deviation 7.483 with the minimum score was 48 and the maximum score was 74.

4.1.2. Data Presentation of Experimental Class

In experimental class the researcher gave the pre-test and post-test. The score of the test can be seen in the presentation of data below;

4.1.2.1. Data Presentation of Pre-Test

Before conducting the treatments, the researcher gave pre-test to the students. It was done to know the basic ability of students in writing hortatory exposition text. The researcher presented the students' score on pre-test in experimental class as follows:

Table 4.1.2.1 The Score of Pre-Test in Experimental Class

No	Students	Rater 1	Rater II	Total	Average
1	Student 1	53	50	103	51
2	Student 2	50	42	92	46
3	Student 3.	60	53	113	56
4	Student 4	50	53	103	51
5	Student 5	60	53	113	56
6	Student 6	42	50	92	46
7	Student 7.	42	46	88	44
8	Student 8.	46	46	92	46
9	Student 9	64	53	117	58
10	Student 10	50	46	96	48
11	Student 11	50	40	90	45
12	Student 12	53	50	103	51
13	Student 13	53	53	106	53
14	Student 14	42	50	92	46
15	Student 15	46	46	92	46
16	Student 16	46	46	92	46
17	Student 17	53	50	103	51
18	Student 18	53	50	103	51
19	Student 19	60	53	113	56
20	Student 20	46	50	96	48
21	Student 21	50	50	100	50
22	Student 22	53	39	92	46
23	Student 23	57	50	107	53
24	Student 24	39	50	89	44
25	Student 25	39	53	92	46

26	Student 26	42	50	92	46
27	Student 27	50	42	92	46
28	Student 28	46	46	92	46
29	Student 29	64	53	117	58
30	Student 30	60	53	113	56
Total					1486

4.1.2.2 Data Presentation of Post Test

After the researcher applied the POW+TREE Strategy in treatments. The researcher gave post test to know there is significant effect by using POW+TREE Strategy towards students' writing hortatory exposition texts.

Table 4.1.2.2. The Score of Post-Test in Experimental Class

No	Students	Rater 1	Rater II	Total	Average
1	Student 1	75	71	146	73
2	Student 2	75	71	146	73
3	Student 3.	75	78	153	76
4	Student 4	75	78	153	76
5	Student 5	75	78	153	76
6	Student 6	78	82	160	80
7	Student 7.	75	75	150	75
8	Student 8.	75	71	146	73
9	Student 9	71	78	149	74
10	Student 10	75	75	150	75

11	Student 11	71	78	149	74
12	Student 12	75	71	146	73
13	Student 13	75	71	146	73
14	Student 14	75	71	146	73
15	Student 15	78	71	149	74
16	Student 16	60	64	124	62
17	Student 17	64	60	124	62
18	Student 18	75	71	146	73
19	Student 19	71	75	146	73
20	Student 20	85	78	163	81
21	Student 21	75	75	150	75
22	Student 22	64	71	135	67
23	Student 23	75	71	146	83
24	Student 24	85	82	167	85
25	Student 25	71	71	142	71
26	Student 26	75	67	142	71
27	Student 27	71	71	142	71
28	Student 28	64	64	128	64
29	Student 29	71	71	142	71
30	Student 30	85	78	163	81
				Total	2208

4.1.2.3. The Result Score in Experimental Class

After the researcher gave pre-test and post-test, the researcher compared the result of the test to know the increase score of students in Experimental class. the result score of the test can be showed in table 4.1.2.3. as follows;

Table 4.1.2.3.
The Result Score of Pre-Test and Post Test in Experimental Class (XI IPS1)

No	Students	Pre-Test (X_1)	Post-Test (X_2)	$X_1 - X_2$	D^2
1	Student 1	51	73	-22	484
2	Student 2	46	73	-27	729
3	Student 3.	56	76	-20	400
4	Student 4	51	76	-25	625
5	Student 5	56	76	-20	400
6	Student 6	46	80	-34	1156
7	Student 7.	44	75	-31	961
8	Student 8.	46	73	-27	729
9	Student 9	58	74	-16	256
10	Student 10	58	75	-27	729
11	Student 11	45	74	-29	841
12	Student 12	51	73	-22	484
13	Student 13	53	73	-20	400
14	Student 14	46	73	-27	729

15	Student 15	46	74	-28	784
16	Student 16	46	62	-16	256
17	Student 17	51	62	-11	121
18	Student 18	52	73	-22	484
19	Student 19	56	73	-17	289
20	Student 20	48	81	-33	1089
21	Student 21	50	75	-25	625
22	Student 22	46	67	-21	441
23	Student 23	53	83	-30	900
24	Student 24	44	85	-41	1681
25	Student 25	46	71	-25	625
26	Student 26	46	71	-25	625
27	Student 27	46	71	-25	625
28	Student 28	46	64	-18	324
29	Student 29	58	71	-13	169
30	Student 30	56	81	-25	625
N=30		$\sum x_1$ 1486	$\sum x_2$ 2208	$\sum d$ -722	$\sum d^2$ 18586

From the table 4.1.2.3, show that the result of the pre-test and post test of writing hortatory exposition in experimental class. based on the data above, it can be calculated by SPSS descriptive statistics as follow:

Table 4.1.2.4 Descriptive Statistic of Experimental Class

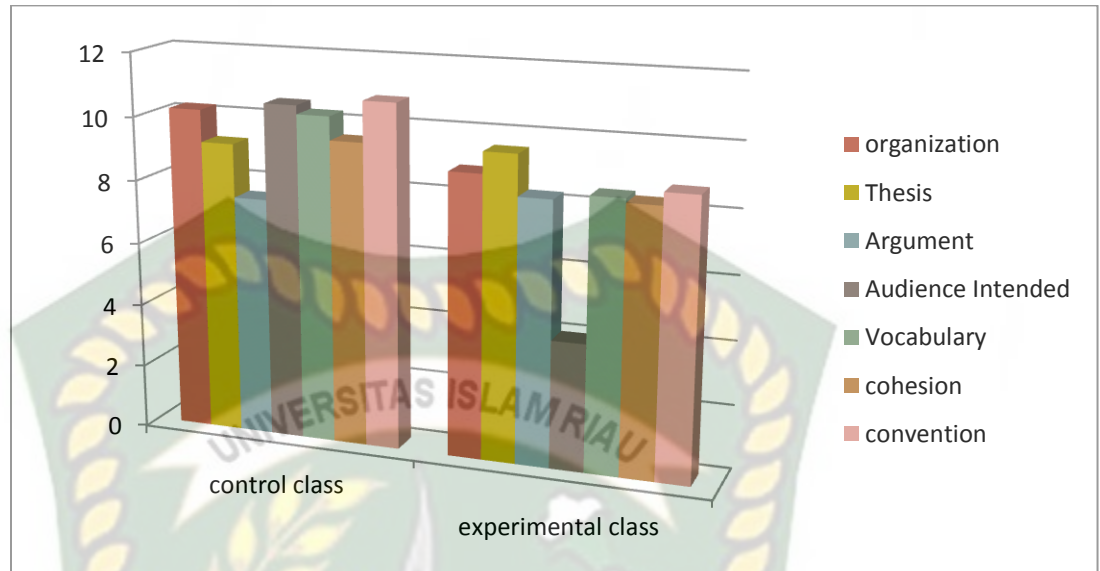
Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
nilai pre-test	30	44	58	56.2	4.693
nilai post-test	30	62	85	82.53	5.341
Valid N (listwise)	30				

From the table above, it can be concluded that the mean score of pre-test was 56.2 and standard deviation was 4.693 with the minimum score in pre test was 44 and the maximum score was 58. While, the mean score of post-test was 82.53 and standard deviation 5.341 with the minimum score was 62 and the maximum score was 85.

4.1.3 The Increase Students' Mean Score of Pre Test and Post Test in Experimental Class and Control Class.

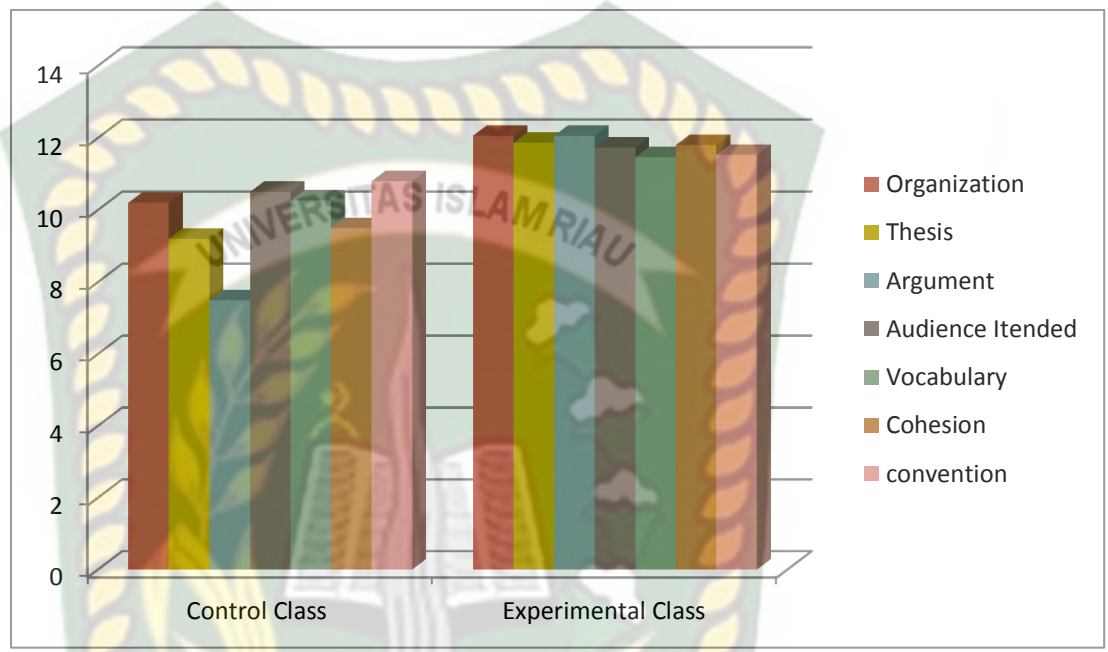
Based on the calculation above, the researcher got the mean score of pre-test and post-test in control class and experimental class. Furthermore, the increase of the students score between control class and experimental class can be seen in the diagram below :

THE INCREASE OF STUDENTS' SCORE IN PRE-TEST



Based on the diagram above, it can be seen that the mean score of pre-test of the total each indicators in control class was 59.63 and mean of the pre-test score in experimental class was 56.02. The students get the low score in pre-test score. It is caused by the students' problem that students have.

The Increase of Students' Score in Post Test



Based on the diagram above, it can be seen that the mean score of post-test of the total each indicators in control class was 57.26 and mean of the post-test score in experimental class was 82.53. The students in control class got the low score score. It is caused by the students problem that students have, and the researcher did not apply the strategy in the classroom. While, in the experimental class, the students got higher score. It is caused by the strategy that the researcher applied in the class.

4.1.4 Reliability Testing

The aspect of good instrument is reliability. An instrument should be reliable means that the results of two occasion treatment have similar result. In this study, the test called reliable if the result score of pre-test and post-test is similar, consistent and dependable the differences result is not too far. The reliability of the test is processed by SPSS 22.0 version by using Cronbach's Alpha model.

4.1.4.1 Reliability Testing of Control Class

Table. 4.1.4.1. Reliability Testig of Control Class

Reliability Statistics	
Cronbach's Alpha	N of Items
.491	2

Based on the result of reliability above, the instrument of the research are reliable, because the score of $r_{11} = 0.491 < 0.6$. It means that the research instruments that the researcher used in control class was reliable.

4.1.4.2. Reliability Testing of Experimental Class

Table 4.1.4.2 Reliability Testing in Experimental Class

Reliability Statistics	
Cronbach's Alpha	N of Items
.254	2

Based on the result of reliability above, the instrument of the research are reliable, because the score of $r_{11} = 0.254 < 0.6$. It means that the research instruments that the researcher used in experimental class was reliable.

4.1.5 Normality Testing

Normality test is a test to measure whether our data has normal distribution or not. Normal distribution is a symmetrical, bell-shaped distribution of data that has specific properties and is used as a reference point for comparing the shapes of data distribution. A test is called normal if the result indicate that few numbers of participants are at the right and left tails and most of participants are in the middle. It shows the symmetrical and one cluster of the data in the middle. To investigate the normality testing, the researcher use *Kolmogorov-Smirnov* test by using SPSS 22 program

4.1.5.1 Normality Testing of Experimental Class

Table. 4.1.5.1. Normality Testing of Experimental Class

One-Sample Kolmogorov-Smirnov Test

		nilai pre-test	nilai post-test
N		30	30
Normal Parameters ^{a,b}	Mean	49.90	73.60
	Std. Deviation	4.693	5.341
	Most Extreme Differences		
	Absolute	.264	.189
	Positive	.264	.160
	Negative	-.137	-.189

Test Statistic	.264	.189
Asymp. Sig. (2-tailed)	.000 ^c	.008 ^c
a. Test distribution is Normal. b. Calculated from data. c. Lilliefors Significance Correction.		

Based on the table above, it can be concluded that the test distribution of pre-test and posttest in experimental class are normal, because the value of test statistic higher than 0.05. (Test statistic $0.264 > 0.05$, and $0.189 > 0.05$) .

4.1.5.2. Normality Testing of Control Class

Table 4.1.5.2 Normality Testing of Control Class

One-Sample Kolmogorov-Smirnov Test		
	nilai pre-test	nilai post-test
N	30	30
Normal Parameters ^{a,b}	Mean	53.30
	Std. Deviation	5.724
	Most Extreme Differences	
	Absolute	.156
	Positive	.156
	Negative	-.083
Test Statistic	.156	.142
Asymp. Sig. (2-tailed)	.060 ^c	.125 ^c
a. Test distribution is Normal. b. Calculated from data. c. Lilliefors Significance Correction.		

Based on the table above, it can be concluded that the test distribution of pre-test and posttest in control class are normal, because the value of test statistic higher than 0.05. ($0.156 > 0.05$. and $0.142 > 0.05$)

4.2. Data Interpretation

After analysis of the result score of pre-test and post-test in experimental class and control class, the researcher compared the result score of post-test in each class by using independent sample test in order to know the significance effect of POW+TREE Strategy towards students' writing ability in writing hortatory exposition text.

Table 4.2. Independent Sample t- Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
nilai _posttest	Equal variances assumed	7.462	.008	8.063	58	.000	13.533	1.678	10.173	16.893
	Equal variances not assumed			8.063	52.458	.000	13.533	1.678	10.166	16.901

Based on the analysis of post-test in experimental class and control class by using independent sample test above, POW+TREE Strategy can help the students in writing hortatory exposition text. Then, from the calculation above, it can be shown that the value of $t_{\text{calculated}}$ was 8.063 while the value of t_{table} was 2.000. It means that $t_{\text{calculated}}$ higher than t_{table} . Thus alternative hypothesis was accepted and null hypothesis was rejected. It can be concluded that there are significance effect of POW+TREE strategy towards students writing ability of the second year students at SMAN 14 Pekanbaru.

4.2.1 Hypothesis Testing

To test the hypothesis the researcher interpret from the result of the data of statistic below, they are:

1. The researcher use independent sample test to test the hypothesis, because there are two classes that will be compared. The researcher compared the result of post-test in experimental class and control class
2. The researcher considers the degree of freedom (df). The degree of freedom in independent class is the sum or total amount of subject minus two ($df=N-2$). Df here is 58.
3. The t-table value of significance level of 5% was 2.00 and the t-calculated was 8.063. So that, t-count is higher than t-table ($8.063 > 2.000$) it means the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. There is any significance effect on students writing ability in experimental class and control class.

Based on the hypothesis above, it can be concluded that there are significance effect of POW+TREE Strategy towards students writing ability of the second year students at SMAN 14 Pekanbaru.

4.3. Description of Teaching and Learning Process

The activity in teaching and learning process during the research was concluding which can show that how the process of POW+TREE Strategy can give significant effect on students' writing ability. The first meeting and the last meeting were the researcher gave the pre-test and post-test. Although, the second until fourth meeting were activities in teaching and learning process which using POW+TREE Strategy in the experimental class.

1. Pre-Test Process

In the first meeting, the researcher gave pre-test to write hortatory exposition text. Before giving pre-test, the researcher introduced herself and check the attendance list. Furthermore, the researcher provided the four topics. The topic were *Say no to drugs, the important of learning English, The bad effects of social media, and smartphone for students*. The students were asked to choose one of the four topics. The purpose of giving pre-test was to know the basic knowledge of the students in writing hortatory exposition text.

2. Treatment Process

In the second meeting, the researcher explained about the material of teaching learning process. The material was hortatory exposition text. The researcher explained the definition, generic structure, and language feature of hortatory exposition text. Further, the students were given the example of hortatory exposition text. Then, the researcher explained the example of the text. After that, the researcher taught how to write hortatory exposition text.

Furthermore, the researcher applied the POW + TREE Strategy in writing exposition text. First, the students were given the topic by the researcher. The topic was *Smoking*. In advance of students write the text, the researcher apply the POW strategy. POW strategy was the plan of writing. It is the acronym of pick an idea, organize, and write more. Then, the students were asked to organize the idea. In this case, the students organized the idea about the topic “Never Tries Smoking”. The students wrote three reasons why the people should not to try smoking. Then, the reasons that the students wrote, will be developed in argumentation part in hortatory exposition text.

Moreover, the researcher continued the step by using TREE Strategy. TREE Strategy was the acronym of topic sentence, reason, explain, and ending. Further, the students were asked to write the topic sentence or thesis statement as the first paragraph by state the opinion. Then, the researcher give the example how to state the opinion. And then, the students mentioned the reasons that they wrote before. Further, the students explained the reasons to support their reasons. The students

explained one reason in one paragraph. Eventually, the researcher asked the students to write the conclusion in the last paragraph. The conclusion contain the suggestion for the readers. In brief, by using the strategy, the students were able to write hortatory exposition text.

In the third meeting, the researcher reviewed the material that explained before. Then, the reseacher asked to the students to write the text. The topic was “**Online Shops**” . The steps were the same with the previous meeting. The reseacher directed the students to write the texts by using POW+TREE Strategy. First, the students organized the idea about the online shop. Second, the students were asked to write thesis statement by state the opinion. Third, the students develop the idea in the argumentation paragraph by explained the reasons to support the reasons. Finally, the students wrote the last paragraph by give the suggestion to the readers.

In the fourth meeting, the researcher still gave the treatment to the students. Then, the reseacher asked to the students to write the text. The topic was “**Online Games**”. The steps were the same with the previous meeting. The reseacher directed the students to write the texts by using POW+TREE Strategy. First, the students organized the idea about the online shop. Second, the students were asked to write thesis statement by state the opinion. Third, the students develop the idea in the argumentation paragraph by explained the reasons to support the reasons. Finally, the students wrote the last paragraph by give the suggestion to the readers.

In the fifth meeting was the last treatment that the researcher gave to the students. The topic was “*Bullying*”. The steps were the same with the previous meeting. The researcher directed the students to write the texts by using POW+TREE Strategy. First, the students organized the idea about the online shop. Second, the students were asked to write thesis statement by state the opinion. Third, the students develop the idea in the argumentation paragraph by explained the reasons to support the reasons. Finally, the students wrote the last paragraph by give the suggestion to the readers.

3. Post Test Process

In the sixth meeting was the last meeting. The researcher give the post-test to the students. The purpose of this test was to know the effect of POW+TREE Strategy on students’ writing hortatory exposition text.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTONS

5.1 Conclusion

This research was a true-experimental research design. It was done in an experimental class and control class. The researcher applied the POW+TREE Strategy in teaching writing hortatory exposition text.

Moreover, the location of this research was at the SMAN 14 Pekanbaru with the target population of this research was the second year students of SMAN 14 Pekanbaru in Academic YEAR 2016/2017. Exactly, the researcher took the XI IPS 1 and XI IPS II class as the sample. There was 30 students in each class. Thus, the total of population was 60 students.

Having analyzed the data presented in the previous chapter, there was several points that can be forwarded for the conclusion of this research relate to the second year students at SMAN 14 Pekanbaru in writing hortatory exposition text by using POW+TREE Strategy. Further, the conclusion could be down as follows:

5.1.1. Practical Conclusions

1. There was a significant effect of POW+TREE Strategy towards students' writing ability of the second year students at SMAN 14 Pekanbaru. It can be seen from the students' mean score between pre-test and post-test. The mean

score of students before was given treatment was 49.5. While, the mean score of students after was given treatment become 73,6.

2. In reference to statistically analysis that t-test ($t_{\text{calculated}}$) was greater than the score of t-table (t_{table}), at the level of significance of 5% for df 58
3. The use of POW+TREE Strategy made the students easy to develop their idea because the strategy directed the students to organize the idea. So that, it can make the students easy to develop their idea. Thus, this strategy can solve the students problem in writing text especially in developing idea.

5.2. Implications

Based on the result of this research, this strategy have positive effect for the teacher, students, and the other researcher. First, this strategy can be used by English teacher to improve the students writing ability and it can be used to solve the students problem in writing text especially in developing idea. Second, this strategy can give positive effect to the students. It can make the students more think critically in writing text and also made the students easy to mention and develop the ideas. Last, the strategy can be used for the next researcher who interested to doing the research. The next researcher can use POW+TREE Strategy to improve students' writing text.

5.3 Suggestions

Dealing with the result of this research, the researcher would like gave some valuable suggestion to those who shown more concern and high attention to teaching English especially in writing ability. There was as followed:

1. To the English teacher: the English teacher who carried out teaching activities and interacted with the students had to know their students' problem while teaching learning process. Teacher should be creative and innovative in teach the students. The teacher should apply technique, method, or strategy in teaching learning process. It can make the students are easy to achieve the goal of learning.
2. To the students of Senior High school: the students of senior high school should realize that the important part of learning English in the class. Futher, in learning English especially in writing text, the students should think critically, because writing can adress the students to express and develop the ideas.
3. To the next researcher who will conduct the research, it is better for the next researcher to use the appropriate technique, strategy, or method in doing the research. If the researcher use the appropriate strategy to teaching the English skill, it can make the students are easy to achieve the goal of learning.

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