

**THE INFLUENCE OF USING POW+TREE STRATEGY  
TOWARDS STUDENTS' WRITING ABILITY OF  
ANALYTICAL EXPOSITION TEXT AT THE SECOND  
SEMESTER OF THE ELEVENTH GRADE OF  
MA MIFTAHUL ULUM LAMPUNGTIMUR  
IN THE ACADEMIC YEAR OF  
2020/2021.**

**A Thesis  
Submitted as a Partial Fulfillment of  
the Requirements for S1-Degree**

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## ABSTRACT

### **THE INFLUENCE OF USING POW+TREE STRATEGY TOWARDS STUDENTS' WRITING ABILITY OF ANALYTICAL EXPOSITION TEXT AT THE SECOND SEMESTER OF THE ELEVENTH GRADE OF MIFTAHUL ULUM LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2020/2021**

**BY**

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The objective of this research was to know the influence of using POW+TREE strategy affect the students achievement in writing analytical exposition text at the second semester of the eleventh grade of MA MIFTAHUL ULUM Lampung Timur in the academic year of 2020/2021. The students are interested in writing but they could not develop ideas what they want to write. Strategy that was used to teach students often made students feel bored to join the English lesson. Therefore, this thesis discussed the influence of using POW+TREE strategy in teaching writing, especially for students' analytical exposition text writing.

In this research, the methodology of the research was quasi experimental design with the treatment held in 3 times of meeting, 2 x 45 minutes for each. The population of this research was the eleventh grade students of MA MIFTAHUL ULUM. The sample taken were two classes, XI IPA1 and XI IPA 2 which consist of 60 students. In the collecting data, the researcher used the instruments, pre-test and post-test. The instrument was in form of essay questions of analytical exposition.

After giving the post test, the researcher then analyzed the data. From the data analysis, it wa obtained that  $Sig=0,000$  and  $\alpha = 0.05$ . So,  $H_a$  is accepted and  $H_o$  is rejected. It can be concluded that there was significant influence of using POW+TREE strategy on students analytical exposition text writing ability of MA MIFTAHUL ULUM in the academic year of 2020/2021.

***Keyword: Analytical Exposition Text, POW+TREE Strategy, Students' Writing Ability, Quasi Experimental Design.***

## DECLARATION

Hereby, I state this thesis entitled “ the influence of using POW+TREE strategy towards students’ writing ability in Analytical Exposition text at the first semester of the eleventh grade of MA MIFTAHUL ULUM Lampung Timur in 2020/2021 academic year” is completely my own work. I am fully aware that I quoted some statements and those are properly acknowledge in the text.

Bandar Lampung, Juni 2021

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## MOTTO

وَلَوْ أَنَّ مَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ أَنْهَارٍ

مَا نَفِدَتْ كَلِمَاتُ اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ ﴿٢٧﴾

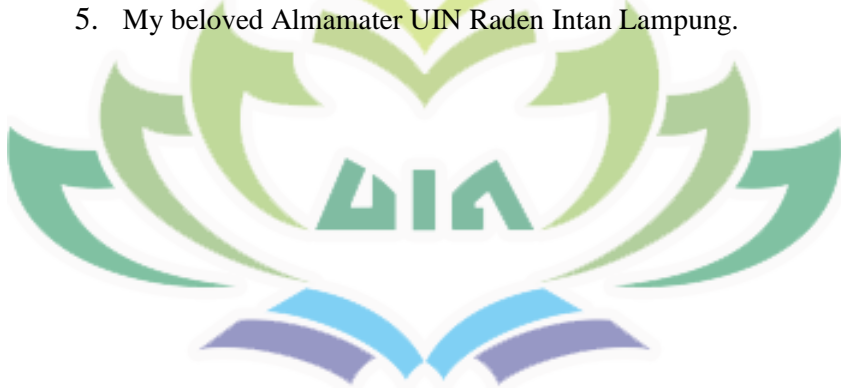
And if all the trees on the earth were pens and ocean (were ink), with seven oceans behind it to add to its (supply), yet would not the words of Allah be exhausted (in the writing): for Allah is Exalted in Power, Full of Wisdom. (Q.S. Luqman : 27 )



## DEDICATION

I would like to dedicate this thesis for all my beloved people

1. My beloved parents Mr. Muhsin and Mrs. Janiyah who always pray, motivate, and support for my success and always loving me.
2. My beloved sister, one and only, Siti Masruroh who always give some suggestion, support and give motivate for me.
3. My second parents Abah Hasan Hidayat and Ibu Umi Dawamah who always pray, give attention, motivate and support me
4. My beloved Friends in Islamic Boarding, Nuning Insiyah, Siti Aminatuzzuriah, Imroatul Hasanah, Siti Maimunah, Siti Nur Kholifah, and Muliatur Rohmah who always support and motivate me until I can finish my thesis.
5. My beloved Almamater UIN Raden Intan Lampung.



## CURRICULUM VITAE

The name of the researcher is Siti Hidayatul Marfuah, She was born in Bandar Agung on August 14th 1996. She is second child of two children of Mr. Muhsin and Mrs. Janiyah. She has a sister whose name is Siti Masruroh.

The researcher's educational background: the first, study at Elementary School of MI Nurul Hidayah Bandar Agung graduated in 2008 and then, Junior High School of MTs Bandar Agung graduated in 2011, after that she continued at Senior High School at MA Miftahul Ulum Bandar Agung and finished in 2014. After finishing her study, for getting further education in higher level, in 2014 she entered to study in English Education Study Program of Tarbiyah and Teacher Training Faculty of the University of Islamic Raden Intan Lampung.

When she study in UIN Raden Intan, she also taught in SMK Miftahul Ulum as an English Teacher. And she has been teaching there until now.

Finally. The researcher is fully aware that there are stills a lot of weakness in this thesis. For this, the researcher truthfully expects criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampug, Juni 2021

The reseracher

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First and foremost, the researcher would like to express her gratitude to Allah SWT, the almighty God for the blessing, faith, knowledge and charity in lending her to accomplish the final project. Without him, she could not stay patient and keep spirit to writing this final project from the first page to the last one. Sholawat and salam always give to the prophet Muhammad Peace Be Upon Him (PBUH) who brings us from the darkness to brightness with Islam religion. The thesis is presented to the English Study Program of UIN Raden Intan Lampung. The primary aim of the thesis is to fulfill a part of students' task in partial fulfillment of the requirement to obtain S1-degree.

Therefore, the researcher would like to thank the following people for their ideas, time and guidance for the thesis.

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8. Her family, those are Siti Masruroh (sister), Maimunah (aunt), Komari (uncle). Especially for her parents Mr. Muhsin and Mrs. Janiyah who give inspiration, encouragement, affection, moral, and financial support, guidance, experience, and also wisdom.

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13. Other person who cannot be mentioned one by one for their contribution to the reseracher during finishing this thesis.

Finally, the reseracher is fully aware that there are still a lot of weakness in the thesis, therefore, the reseracher sincerely welcomes critics and suggestion from the readers to enhance the quality of the thesis.

Bandar lampung, Juni 2021  
The researcher

Siti Hidayatul Marfuah  
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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

In teaching English and learning process of English subject, students are required to step four English skills; they are listening, speaking, reading, and writing. Listening and reading includes passive or receptive skills, while speaking and writing include active or productive skills.<sup>1</sup>

Writing is one of subjects in English class that should be learned and understood by the students. Writing is taught after listening, speaking, and reading. Writing is one of the important skills in English because it takes a part as an important communication tools. With writing, everyone is not only able to express feeling and ideas but also to communicate with other people and have remembering fact and ideas into writing form. According to that, Patel and Praveen said that “writing is a skill which must be taught and practice.”<sup>2</sup> Students can practice writing by themself with write a paragraph on any topic.

Compared to other skills, writing is the most difficult skill to be learned. The steps of writing is including of planning, drafting, editing, and final draft. In planning step, a topic should be prepared. To find an inspiring topic might be sometimes rather difficult. Dealing with the statement, it is not easy for the students to create their own writing in short time especially for beginners because they need much time in the writing steps.

In doing preliminary research, the researcher got the data of writing score which were taken from semester test at the eleventh grade of MA Miftahul Ulum. The following table is describing the result of students’ score in writing test.

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<sup>1</sup>Jeremy Harmer, *The Practice of English Language Teaching*,(United Kingdom, Longman, 2001), p. 199, 246.

<sup>2</sup>Patel and Praveen, *English Language Teaching (Method, Tools and Techniques)* (Jaipur:Sunrise Publisher and Distributor).p. 125



**Table.I**

**The Students' Score of Writing Analytical Exposition text at the Eleventh Grade at MA Miftahul Ulum Lampung Timur in the Academic Year of 2020/2021**

No	Class	Students' score		Number of students
		< 70	≥ 70	
1.	IPS 1	21	9	30
2.	IPS 2	18	10	28
3.	IPA 1	18	8	30
4.	IPA 2	19	11	30
Total		76	36	112
Percentage		67.9%	32.1%	100%

*Source: The Data of English Teacher of MA MiftahulUlum*

From the table above, there are 36 students who passed on the table minimum mastery (KKM) and there are 76 students get lower score. It means that students who feel difficulties in writing. In addition, the researcher interviewed Mr. Suyatno as the English teacher about the students' capability in mastering English, especially about their writing ability. He said that the students' ability in writing was still low, because they found some difficulties to develop and to express their ideas, especially in analytical Exposition paragraph writing. So, the teacher do not applies some aspects in writing. He focuses on language and vocabulary because the student finds some difficulties to develop and to express their ideas.<sup>3</sup>

The researcher also got information about the students' writing ability by doing interview with some students of the eleventh grade. They said that they felt lazy and low motivation

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<sup>3</sup>Suyatno, *The English Teacher of Ma MiftahulUlum* on June 23 2019

to learn writing. Besides, they also said they felt bored of learning in the class. They said that teaching and learning was not interest to learn about writing.<sup>4</sup>

Based on the interview of the student an MA Miftahul Ulum Lampung Timur , they said that the teacher did not teach how to generate their ideas to make an analytical exposition text. Their teacher focuses to explain the material and give the example to the students, in other words the teacher is talkative. So that, it is difficult to increase students ability in socialization, interpersonal related, and critical think ability.

The Expository strategy is one of learning strategy is used in the classroom. Where the teacher focuses to explain material, in other words the teacher is talkative. Further, expository strategy is one of learning strategy that emphasizes to order material through oral from teacher to the students. It means that the expository is a strategy where the teacher is the most important role there focuses material only from the teacher.

From the interview above, the researcher found that cause of the problem such as the students' writing ability in analytical Exposition is still low. The students found difficulties to develop and to express their ideas in making analytical Exposition text and the teacher also need another way or strategy to increase the students' interest in writing and to help the students in writing process. One of alternative strategy for teaching English writing is by POW+TREE strategy.

The researcher in this research will try to use an other strategy in writing that is POW+TREE strategy. POW is the acronym of Pick, Organize, and Write. Then TREE is the acronym of Topic, Reason, Examples and Ending. The components of POW consist of a general planning and organizing strategy, whereas the TREE is components provide specific steps for writing an opinion or persuasive essay.

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<sup>4</sup>EkaNovita Sari, et, all,. Students of MA Miftahululum, *An Interview*, 2019, Unpublished

Therefore, to make the opinion clearly in writing, we need a tool that can be used in writing especially for writing an opinion or persuasive text. Reid said that the tool to the opinion clearly in writing is a strategy called POW+TREE. The POW is part of this strategy that gives power when write and TREE part help to remember all the parts to a good opinion essay.<sup>5</sup>

Lienenn and Reid said that 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 the written prose. On the other hand, the students will be careful and precise for their text before write into piece of paper, because O in POW make them to organize their notes. And it can help them to share their ideas.

In addition previous research conducted by Rosmeri, the title is “teaching writing analytical Exposition by combining brain writing with POW+TREE strategies at the eleventh grade of SMA Adabiah 2 padang”. Rosmeri focuses on teaching writing Analytical Exposition by combining two strategies, there are Brain writing strategy and POW+TREE strategy. So, this strategy will motivate students in writing because they have opportunity to pick their idea and organize their ideas. Then, they can write the good paragraph by following steps in TREE (topic, reasons, explanation, and ending). As a result, they can make the good writing and complete or correct their friend’s writing.<sup>6</sup>

Another previous research which is related to this study by ValentinaTerescova is the research with the title “Using POW+TREE and CDO strategy in teaching writing report text for

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<sup>5</sup>Reid, Robert and Tory, O Lieneman, *Strategy Instruction for Students with Learning Disabilities*. (New York. The Guildford Press) . p, 132

<sup>6</sup>Rosmeri, *Teaching Writing Analytical Exposition By Combining Brain Writing With POW+TREE Strategies at SMA AdabiahPadang* (Padang: STKIP PGRI Sumatra Barat, 2014), p. 9

senior high school students”.<sup>7</sup> The researcher is using POW+TREE strategy to make writing activity easy when teaching for students. POW+TREE strategy will help students how begin their writing start from choose their topic until the ending of paragraph.

In addition, another research conducted by PermadiPasaribu, the title is “ the effect of POW+TREE strategy on students’ ability in writing hortatory exposition text”.<sup>8</sup> The researcher used the strategy because POW+TREE strategy can assist students to think before they write by using *pick the idea*. It will help them to plan what they want to write. So, it means that the strategy make students easy to determine the idea. This strategy can be applied in preteaching writing activity. In this activity the students think about the topic will be focus on. Since this paper applies for Analytical exposition text, the activity will be started by identifying the generic structures of the text from thesis statement, arguments and re-iteration.

The different between this research and another previous research is the researcher will conduct this research into analytical exposition text and use a quasi experimental design.

The researcher chooses this strategy to be apply because the procedure of this strategy explain details about each component in organizing sentences to be good essays or paragraph teaching writing by using POW+TREE strategy make the teacher easier to teach writing and the students easier to write essay in to good order. As a result, the students will motivate to write because the steps easy to be followed.

Based on the explanation and problem above, the researcher is interested to conduct a research entitled “The Influence of using POW+TREE strategy towards students’ writing ability of

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<sup>7</sup> Valentine terescova, *Using POW+TREE and CDO Strategies In Teaching Writing Report Text For Senior High School* (Padang: STKIP PGRI Sumatra Barat, 2014), p. 1

<sup>8</sup>PermadiPasaribu, *The Effect of POW+TREE Strategy on Students’ Ability in Writing Hortatory Exposition text*, (Medan: UNIMED, 2016), p.3

analytical Exposition text at the second semester of the eleventh grade of MA Miftahul Ulum Lampung Timur in the academic year of 2020/2021”.

## **B. Identification of the Problem**

Based on background above, the writer would like to identify the problem as follows:

1. The students' writing ability is still low.
2. The students found difficulties to develop and to express their idea especially, in making analytical Exposition text
3. The teacher focuses to explain the material and give an example to the students.
4. The teacher used expository strategy in learning Analytical Exposition text.
5. The teacher did not teach how to generate their ideas to make an analytical exposition text

## **C. Limitation of the Problem**

Based on the identification above, the researcher focused this research on “The Influence of Using POW+TREE Strategy towards students' writing ability of Analytical Expositiontext at the second semester of the eleventh grade of MAMiftahul Ulum lampung timur in the academic year of 2020/2021”.

## **D. Formulation of the Problem**

Based on the identification and limitation of the problem above, the formulation of the problem in this research is “Is there any significant influence of using pow+tree strategy towards students' writing ability of analytical Exposition text at the second semester of the eleventh grade of MA Miftahul Ulum Lampung Timur in the academic year of 2020/2021”?

## E. Objective of the Research

The objective of the research is to know whether there is a significant influence of using POW+TREE strategy towards students' writing ability of Analytical Expositiontext at the second semester of the eleventh grade of MA Miftahul Ulum Lampung Timur in the academic year of 2020/2021.

## F. Uses of the Research

After doing this research, the researcher expects that the result of this research would be:

### 1. Theoretically

The result of this research expected to give information about the influence of using POW+TREE strategy towards students' writing ability of analytical exposition text.

### 2. Practically

#### a. For the students

To increase students' ability in writing skill of analytical exposition text through learning English by using POW+TREE strategy.

#### b. For the teacher

To give information to the teachers alternative strategy to improve their students' analytical exposition writing.

#### c. For the researcher

This research gave contribution to the researcher to find out the best strategy to improve students' writing skill.



## G. Scope of the Research

The scope of this research as follows

### 1. Subject of the Research

The subject of the research was the students at the second semester of the eleventh grade of MA Miftahul Ulum Lampung Timur in the academic year of 2020/2021.

### 2. Object of the Research

The object of the research was the use of POW+TREE Strategy and students' writing ability of Analytical Exposition text.

### 3. Time of the Research

The researcher conducted the research at the second semester of MA Miftahul Ulum Lampung Timur in the academic year of 2020/2021.

### 4. Place of the Research

The researcher conducted the research at MA Miftahul Ulum Lampung Timur in the academic year of 2020/2021



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Frame of Theory

##### 1. Concept of Teaching English as a Foreign Language

English is an International language. English is also as a foreign language which is taught from elementary school until university compulsory subject in Indonesia. It means that all of students in this country must learn English. Setiyadi states that language is a system for expression of meaning communication language teaching, and principle in teaching a foreign language are develop from an axiom about the language.<sup>9</sup> Furthermore, according Siahaan, language is an asset used by human as a tool their communication.<sup>10</sup> Language cannot be separated from all of our activities because without language it will be difficult for us to express our need and to do something.

Teaching English as a foreign language is teaching English in the condition where it is not used for communication in the daily lives. It differs from teaching English as a second language, which is used from communication in daily lives. Distinction between a second and foreign language is based on social function of the language in the country where it is taught.<sup>11</sup>

Based on the statement above, the researcher concludes that English in Indonesia is a foreign language because it is not used in daily activities. English is very important to be learned by students in elementary school up to university. This caused by some factors such as education, science and

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<sup>9</sup>Ag.BambangSetiyadi, *Teaching English as Foreign language*, (Yogyakarta: Graha Ilmu, 2006) p. 24

<sup>10</sup>SanggamSiahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008) p.1

<sup>11</sup> Lim KiatBoey, *An Introduction to Linguistics for Language Teacher*, (Singapore: Singapore University Press, 1982) p, 111

culture which conveyed from our country through English. writing as one of the four skills of listening, reading, speaking and writing has always formed part syllabus in teaching English.

## 2. Writing

### a. Concept of Writing

Writing is a process that what we write is often heavily influenced by the constrains of genres, then these elements have to be present in learning activities. Writing has formed part of the syllabus in the teaching of English. Writing has been characterized as a written thinking. The students should be encouraged to express their ideas, experiences, through writing.

Writing is one of the aspects of language skills, which is very important to be developed in learning English, writing has been characterized as written thinking. Writing is one of the ways of sending message or information from the writer to the readers. It will invite both writer and reader in communication process. It is supported by Pardiyono, he said that writing is one of the competence linguistics form that expressed in written, beside orally. In language skill category, writing opinions still difficulties skill, between speaking and reading with students and college partly.

Writing should be learned early on because of its importance in daily life whether people are students, official servants, civil servants, or common people because based on Harmer, "writing process is the stages a writer goes through in order to produce something in its final written form".<sup>12</sup> Final written form is the products of writing such as letter, essay, novel, text, paragraph, report, book, etc.

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4. <sup>12</sup> Jeremy Harmer, *How to Teach Writing*, (United Kingdom: Longman) p.

Harmer talked about the importance of mastering writing skill. “Being able to write is a vital skill for speakers’ of a foreign language as much as the everyone using their own first language”.<sup>13</sup> So, foreign language speaking people are better to be able to write because writing is like when they are speaking using their own first language. Besides learning speaking fluently, people need to learn how to write.

Based on the statement above, the researcher concludes that writing is an activity to express the idea or a piece of writing in order to deliver message to the readers and writing can called productive skill. Because write not only unrelated sentences or words, but also have to be careful and concerned about grammatical, so that the message of the writing can be caught correctly by readers.

#### **b. Aspects of Writing**

In writing activity, the writers are successful if their writing contains some fundamentals aspect of writing. There are five aspects which have to fulfill. The five aspects writing are as the criteria of good writing are:

- a. Content (the ability to think creatively and develop thoughts).
- b. Organization (the ability to write in appropriate manner).
- c. Vocabulary (the ability to use word/idiom).
- d. Languages (the ability to write in appropriate structure).
- e. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly).<sup>14</sup>

Based on explanation above, there are five aspects of writing (content, organization, vocabulary, language and

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<sup>13</sup>*Ibid*, p. 3.

<sup>14</sup>Christopher Tribble, *Writing*, (New York, Oxford University Press, 1996),

mechanics) that have to contained in writing to be a good written form.

### c. Concept of Writing Ability

Writing is as one of the four skills of listening, speaking, reading, and writing.<sup>15</sup> Raimes states that writing that writing is a skill in which we express idea, feeling, and thoughts that are arranged in words, sentence and paragraph by using eyes, brain and hand. Elbow also says that writing is the ability to create words or idea of the writer.<sup>16</sup> It means that writing ability is one of English skill that aims to express the ideas, thoughts, and feelings in order to the readers can understand about the writing' ideas, thoughts and feelings. The concept of writing ability is the process involving two features of writing communication simultaneously, for example the concept of writing and the use of language.

In this case, there are some explanations about aspect or indicators to measure the students, written work. First, Brown shows there are six general categories that are often the basis of the evaluation of student writing, there are content 0-24, organization 0-20, discourse 0-20, syntax 0-12, vocabulary 0-12, and mechanics 0-12.<sup>17</sup>

Second, Tribble says that there are five major categories for the evaluation of a piece of written work, namely: task fulfillment/content 0-20, organization 0-20, vocabulary 0-20, language 0-30, and mechanics 0-10. In scoring the students' Analytical Exposition text writing,

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<sup>15</sup>*Ibid*, p.32.

<sup>16</sup> Peter Elbow, *Writing With Power: Technique for Mastering the Writing Process*. Proposed from Rafika mutiara's journal about Teaching Descriptive text by using Guided WH-Question, (New york:, Oxford university Press, 1980), p. 53.

<sup>17</sup> H. Douglas Brown, *Teaching by Principles: An Interactive to Language Pedagogy Second edition*, (California:Pearson ESL, 2000), p. 357

the score of test calculated in scoring system purposed by Tribble as follows:<sup>18</sup>

**Table 3**  
**Scoring system**

Area	Score	Descriptor
<b>Task Fulfillment/ content</b>	20-17	<b>Excellent to very good:</b> excellent to very good treatment of the subject, considerable variety of ideas or argument; independent through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	<b>Good to average:</b> adequate treatment of the topic, some variety of ideas or argument; some independent of interpretation of the topic; most content to the topic, reasonably accurate detail.
	11-8	<b>Fair to Poor:</b> treatment of the topic is hardly adequate; little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7-5	<b>Very Poor:</b> inadequate treatment of the topic; no variety ideas or argument; content irrelevant, or very restricted ; almost no useful detail.
	4-0	<b>Inadequate:</b> fails to address the task with any effectiveness.
<b>Organization</b>	20-17	<b>Excellent to Very good:</b> fluent expression. Ideas clearly stated and supported; appropriately organized paragraph or sections; logically

<sup>18</sup>ChristoperTribble, *Writing*, (New York, Oxford University Press, 1996), p. 130



		sequenced (coherence); some connectives used (cohesion).
	16-12	<b>Good to Average:</b> uneven expression, but main idea stand out; paragraph or section evident; logically sequenced (coherence) and some connectives (cohesion).
	11-8	<b>Fair to Poor:</b> very uneven expression udeas difficult follow; paragraph/organization does not help the reader, logical sequenced; difficult to follow (coherence), connectives largely absent (cohesion).
	7-5	<b>Very Poor:</b> lacksfluence expressions. Ideas very difficult it to follow, little sense of paragraphing/organization; no sense of logical sequence(coherence), connectives not used (cohesion).
	4-0	<b>Inadequate:</b> fails to address this aspect of the task with any effectiveness.
<b>Vocabulary</b>	20-17	<b>Excellent to Very Good:</b> wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	16-12	<b>Good to average:</b> adequate range of vocabulary; occasional mistake in word/idiom choice and usage; register not always appropriate.
	11-8	<b>Fair to poor:</b> limited range of vocabulary; a noticeable number of mistake in word/idiom choice and

		usage; register not always appropriate.
	7-5	<b>Very poor:</b> no range of vocabulary, uncomfortable frequent mistake in word/idiom choice and usage; register not always appropriate.
	4-0	<b>Inadequate:</b> fails to address this aspect of the task with any effectiveness.
<b>Language</b>	30-25	<b>Excellent to very good:</b> confident adding of appropriate structures, hardly any errors of agreement tense, number, word, order, articles, pronouns, preposition, meaning never obscured.
	23-18	<b>Good to average:</b> acceptable grammar but problems with more complex structures, mostly appropriate structures; some error agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	17-10	<b>Fair to poor:</b> insufficient range of structures with contro only shown in simple construction; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	9-6	<b>Very poor:</b> major problems with structure-even simple ones; frequent error of negation, agreement, tense, number, word order function,

		articles, pronouns, prepositions, meaning often obscured.
	5-0	<b>Inadequate:</b> fails to address this aspect of the task with any effectiveness.
<b>Mechanics</b>	10-8	<b>Excellent to very good:</b> demonstrates full command of spelling, punctuation, capitalization and layout.
	7-5	<b>Good to average:</b> occasional errors in spelling, punctuation, capitalization and layout.
	4-2	<b>Fair to poor:</b> frequent errors in spelling, punctuation, capitalization and layout.
	1-0	<b>Very poor:</b> fails to address this aspect of the task with any effectiveness.

$$\text{Final score} = C+O+V+L+M=20+20+20+30+10=100$$

Note:

C : Content (20)

O : Organization (20)

V : vocabulary (20)

L : language (30)

M : Mechanics (10)

### b. Concept of Teaching Writing

Writing is a productive and expressive skill in the process of writing; the students should use language structure, diction. Besides that in writing we need much

exercise practice regularly. It is not enough to focus attention on that information which can easily be retrieved by the reader from the text at only a superficial level of understanding. We might then get the students to consider how he goes about presenting basic fact to the reader.

Teaching writing covers teaching of a language ability and organization of ideas. Writing is one of language skill in communication, thinking of this we can state their combination of teacher and unique activity in writing. In other words teaching writing is different from teaching other language skill. Harmer said that such models offer abstraction of these procedures, designed to guide teaching practice.

One way of helping the learners is by making writing tasks more realistic, by relating practice to a specific purpose instead of asking them to write simply for the sake of writing. We can provide in order to make writing tasks more purposeful. It is concerned with an exploration of the various techniques and procedure that we used.<sup>19</sup>

From the statement above, the writer can conclude that variety of technique is important, as in oral work. This is essential for the sake of interest: the learner get bored if they are constantly asked to perform the same type of task.

### 3. Concept of Text

A text is when these words are put together to communicate a meaning, a piece a text is created. There are two main categories of texts-literary and factual.<sup>20</sup> It means that text is arranging of words to be a sentence in order to give a message to somebody.

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<sup>19</sup>*Ibid* . P 28.

<sup>20</sup>Mark Anderson, Kathy Anderson, *Text Types in English*, (Australia, macmillan, 1997), p. 1.

According to Siahan, text is meaningful linguistic unit in a context.<sup>21</sup> According to Anderson, types of text in English are divided into several types. There are poetic, dramatic, narrative, response, discussion, explanation, exposition,, information report, procedure and recount. These variation are known as genre.<sup>22</sup>

1. Spoof

Spoof is a text to retell an event with humorous twist.

2. Recount

Recount is a text to retell events for the purpose of informing or entertaining.

3. Report

Report text is a text to describe the way things are reference to a range of natural, and social phenomena in our environment.

4. Analytical Exposition

Analytical exposition text is a text to persuade the reader or listener that something in the case.

5. News Item

News item text is a text to inform readers, listener or viewers about events day which are considered news worthy or important.

6. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

7. Narrative

Narrative text is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

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<sup>21</sup>SanggamSiahan&KisnoShinoda, *Generic Text Structure*, (Yogyakarta:GrahaIlmu, 2008). p. 1

<sup>22</sup>*Op Cit*, p. 3-5

#### 8. Procedure

Procedure text is a text to describe how something is accomplished through a sequence of actions or steps.

#### 9. Description

Description text is text to describe a particular person, place or thing.

#### 10. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

#### 11. Explanation

Explanation text is a text to explain the processes involved in the information or working of natural or social cultural phenomena.

#### 12. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

#### 13. Reviews

Reviews text is a text to critique an art work or event for a public audience.

### 4. Concept of Analytical Exposition Text

#### a. Definition of Analytical Exposition

According to Djuharie, analytical exposition is a text elaborates the writer's idea about the phenomenon surrounding.<sup>23</sup> It is said that while having the text, the writer's opinion is involved. In addition, Gerot and Wignel states that the main social function of an analytical exposition text is persuade the reader or the

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<sup>23</sup>OtongSetiawanDjuharie, *Essay Writing*,(Bandung:YramaWidya, 2009), p.



listener of the text that something is the case.<sup>24</sup> Based on statement, it can also be interpreted that analytical exposition is a text that attempt to change people's opinion about something. To make readers easily get the purpose of the text, it is necessary to arrange the text in good reader. The arrangement of the text stresses on the thesis, argument and reiteration. The other important on is make it sure that we have used grammar correctly.

Based on the statement above, analytical exposition text is kind of text that elaborates the writer's idea about the phenomenon surrounding, including the generic structure consist of thesis, argument, reiteration.

### **b. Generic Structure of Analytical Exposition Text**

Gerot and Wignell reveals that the structural of an analytical exposition text consist of thesis, argument and reiteration.<sup>25</sup>

a. Thesis In this part, the writer introduces the topic or main idea will be discussed. Thesis is always presented on the first paragraph of analytical exposition text.

b. Argument

In this part, the writer presents arguments or opinions to support the writer's main idea. Usually in analytical exposition text there are more than two arguments. The more arguments presented, the more belief from the reader that the discussion of the topic is a very important one and needs to attention.

c. Reiteration

This is the last part of analytical exposition text. Reiteration contains restatement of the main idea on

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<sup>24</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney:GerdStabler, 1994), p. 197

<sup>25</sup>*Ibid*, p. 197

the first paragraph. It is also called as a conclusion of the whole text.

### c. Grammatical Features of Analytical Exposition Text

The analytical exposition text also has several language features that are commonly used for the writing of the text. These language features usually called as lexicogrammatical features. According Gerrot and Wignell the significant grammatical features used in analytical exposition text are as follows:

- a. Focus on generic human and non human participants.
- b. Use of simple present tense.
- c. Use of rational process.
- d. Use of internal conjunction to stage argument.
- e. Reasoning through causal conjunction or normalization.<sup>26</sup>

According to the explanation above, the example of analytical exposition text is as follows:

#### **Laptop as Students' Friend**

##### ***Thesis***

*Conventionally, students need book, pen, eraser, drawing book, ruler and such other stuff. Additionally, in this multimedia era, students need more to reach their progressive development. Students need mobile keyboards to record every presented subject easily. Of course it will need more cost but it will deserve for its function.*

##### ***Arguments***

First, modern schools tend to apply fast transferring knowledge because the school needs to catch the target of curriculum. Every subject will tend to be given in demonstrative method. Consequently students need extra media cover the subject. Since

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<sup>26</sup>*Ibid*, p. 198

there is a laptop on every student's desk, this method will help student to get better understanding.

Secondly, finding an appropriate laptop is not difficult as it was. Recently there is an online shop which provides comprehensive information. The best is that the shop has service of online shopping. The students just need to brows that online shop, decide which computer or laptop they need, and then complete the transaction. After that the laptop will be delivered to the students' houses. That is really easy and save time and money.

**Reiteration** From all of that, having mobile computer is absolutely useful for students who want to catch the best result for their study. Buying laptop online is advisable because it will cut the price. This online way is recommended since online shop also provides several laptop types. Students just need to decide which type they really need.<sup>27</sup>

Base on the explanation above, it can also be interpreted that analytical exposition is a text that attempt to change people's opinion about something. To make readers easily get the purpose of the text, it is necessary to arrange the text in good reader. The generic structure of analytical exposition text consist of the thesis, argument and reiteration. The other important on is make it sure that we have use grammar correctly. Such as it use simple present tense and use internal and causal conjunction.

## **5. The Students' Ability in Writing Analytical Exposition Text**

Writing is the most difficult skill in English. It is as to produce good writing the writer should do the process of

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<sup>27</sup>[nurinuryani.wordpress.com/kumpulan-tugas/analytical-exposition-2/](http://nurinuryani.wordpress.com/kumpulan-tugas/analytical-exposition-2/)(march,24<sup>th</sup>2018)

writing well. Besides that, the writer also must practice it more rapidly. Analytical Exposition text is a type of the text that is learned in Senior high school. It is used to give opinion of writer from the topic to make the reader easily get the purpose of the text.

Ability is a skill or an individual person's potency to master the skill of doing a variety of tasks in a job or a assessment of a person's actions. According to Webster students; ability is the quality or state of being able, power to do something and competence in doing. It means that the students' ability can be seen by their skill in mastering writing especially in structure of writing.

As a result, the students' writing ability in analytical exposition text is students' ability to give their opinion from the main argument or the topic to make an analytical exposition text. Ability of good writing has many aspects such as; contents, organizations, vocabularies, languages and mechanics. Students' ability is known by students' score of writing that includes purpose, rhetorical structure, and grammatical pattern that is used in analytical exposition text writing.

## 6. Concept of Strategy

According to Reid, "strategies are steps that we take to achieve a goal more quickly, more easily, more effectively".<sup>28</sup> In other word, strategy is an alternative ways in gaining a goal quickly. It is equal to technique. According to Antony in Faridi, "a technique is defined as a particular trick or strategy used to achieve an immediate objective".<sup>29</sup> Based on the explanation above strategy is the way to achieve the goal quickly.

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<sup>28</sup>Joy Reid. M, *The Process of Composition*, (Prentice Hall Regents, Longman, 200), p. 28.

<sup>29</sup>Abdurrahman Faridi, *Language Teaching Theories*. (Semarang, UNNES PRESS. 2012), p. 11.

According to Nickols, strategy is perspective, position, plan, and pattern. Strategy is a term that refers to a complex web of thoughts, ideas, insight, experiences, goals, expertise, memories, perceptions, and expectations that provides general guidance for specific actions in pursuit of particular ends.<sup>30</sup> It means that, strategy is the way to achieve a goal by using some aspect like ideas, expectation and the other that more effective.

Based on the statement above, the researcher conclude that strategy is the way to achieve the goal quickly by using some aspect like ideas, expectation and the other that more effective.

## 7. Concept of POW+TREE

### a. Definition of POW+TREE Strategy

POW+TREE is a strategy that can be used in teaching writing. There are some experts that have different words to explain the definition POW+TREE strategy. According to Westwood POW+TREE is two-part strategy to help students write opinion essays. This strategy is helping the students be easy to write.<sup>31</sup> Its mean that this strategy can be effective to students' difficulties in writing.

Lienenn and Reid said that 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 the written prose.<sup>32</sup> On the other hand,

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<sup>30</sup> Fred Nickols, *Strategy: Definition of meaning*, ( Victoria, Acer Press, 2016), p. 7

<sup>31</sup>Westwood, *What Teachers Need to Know About Reading And Writing Difficulties*, ( Victoria, Acerpress) p. 75

<sup>32</sup>Reid, Robert and Tory, O Lieneman, *Strategy Instruction for Students with Learning Disabilities*.(New York. The Guildford Press) . p, 132

the students will be careful and precise for their text before write into piece of paper, because O in POW make them to organize their notes. And it can help them to share their ideas.

Then, Scruggs and Margo said that POW is a strategy to develop background knowledge of students write. The instructor led a discussion of what good writers do when writing to persuade. Its mean that the strategy focuses on developing the students' background knowledge in writing. The strategy builds the students' attention to make a good writing. It also guides the students to have good instruction in writing.<sup>33</sup> Then TREE is part in an example paper. In this part, the student writes persuasive paper. TREE is acronym of Topic, Reason, Explain and Ending.<sup>34</sup> Topic is to make a topic sentence, Reason and explain , its mean that the student should give at least three or more reasons for the topic sentence. And finally, student gives concluding statement at the end.

According to Meltzer, POW+TREE is a strategy which has function to increase students attention to the essential component of the writing task. From the definition above, it can be said that POW+TREE strategy leads the students to have good attention about component of writing. Then, the strategy is useful to make the students focus on the essential components writing.<sup>35</sup>

Vanderbilt states that POW and TREE are mnemonic devices which are used together with in constructing students' ideas. It is used to help the students to pass the four elements of writing such as planning, organizing, writing, and editing. It is also used for struggling writers

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<sup>33</sup> Thomas E. Scruggs, Margo A. Mastropieri, *Advances In Learning And Behavioral Disabilities: Assessment And Intervention*,(United Kingdom, Emerald, 2011), p. 317

<sup>34</sup>*Ibid*, p.317

<sup>35</sup> Lynn Meltzer, *Executive Function in Education, from theory to practice*,(New York, Guilford Press 2007), p. 232

who may have difficulty integrating the elements of writing process.<sup>36</sup>

Based on the explanation above, the researcher concludes that POW+TREE strategy is two part strategy that can help students' write opinion essay. POW is strategy focuses on developing the students' background knowledge in writing. Then TREE is part when student give at least three reasons which support their ideas based on the topic. Finally, the students will have good concluding statement at the end of their writing.

**b. Procedure of Teaching Writing Analytical Exposition Text by Using POW+TREE Strategy.**

POW is the acronym of Pick, Organize, and write. Then TREE is acronym of Topic, Reason, Examples and Ending. There are some experts that suppose the procedures to apply POW+TREE strategy in teaching writing in the classroom.

According to Lienemann and Reid, the procedures of POW+TREE strategy are:

1. Pick an idea to be written by choosing topic. The teacher prepares the topic for the students. Then, the students are guided to choose the topic of their writing. Picking an idea helps students narrow their focus and begin to conceptualize what they will be writing about.
2. The students organize their idea starting with a topic sentence, which is the first step in TREE.
  - 1) Topic, the students is guided with the instruction tell what they believe to reinforce the topic sentence. The topic that has been developed into

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<sup>36</sup>Vanderbilt, *Improving Writing Performance: A strategy for writing persuasive essays*. (Nashville: University Nashville. 2002), p. 150

the first draft will reinforce into topic sentence based on the draft planned.

- 2) Reason, the students give at least three or more reasons based on the topic. Its mean that the topic sentences should be supported by some reasons (arguments).
  - 3) Explain, the students explain some reasons in more details. The reasons are give some samples.
  - 4) Ending, the students develop the ending. The topic sentences, the arguments are developed into the text until the writing completed. Its mean that student should give a conclusion statement at the end.
3. Write and say more. Students are prompted to check over their compositions for completeness. If any areas are found that need further development students should work on them until the composition is complete and fully express their opinion.<sup>37</sup>

There are the procedures that should be done to apply the strategy in the classroom.

Based on the procedure above, it can be said that POW+TREE strategy can began by picking up the topic and ideas to be written. Then, the writer needs to organize their thoughts and make notes for briefing what to write, after that, the writers need to state opinion to start writing by stating at least three reasons to support the thoughts. Then, explain the reasons in more detail and have a conclusion statement in the writing. Thus, there are the procedures that must be done to apply the strategy in classroom.

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<sup>37</sup> Reid, Robert And Tory, O Lienemann, *Strategy Instruction For Stdents With Learning Disabilities*, (New York. The Guildford Press). P. 132



The researcher chooses these procedures to be applied because this procedures explain details about each component in organizing sentences to be good paragraph or essay. Teaching writing by using POW+TREE strategy make the teacher easier to teach writing and the students easier to write paragraph or essay into good order. As a result, the students will motivate to write because the steps easy to be followed.

**c. The Advantages and Disadvantages of POW+TREE Strategy**

POW+TREE is one of strategy that can be used in writing learning and brings some advantages when it is implement. There some experts that explain the advantages of POW+TREE strategy:

- a. By POW+TREE strategy, students can increase their comprehension to essential aspect in producing a good writing. It is because of the function of the strategy which is beneficial to support the students pay attention to do writing.<sup>38</sup>
- b. POW+TREE strategy will help the students to remember the parts of persuasive essay. It can help the students to organize their idea and explain their thoughts clearly when they are trying to be persuasive.<sup>39</sup>
- c. In writing, the students have good writing if they have good background knowledge, and the students must get the advance in filling their ideas in writing. By using this strategy, the students will develop the students' background knowledge in writing.
- d. The strategy gives the students the improvement about the important aspect in writing.

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<sup>38</sup> Lyn Meltzer, *LocCit*, p 232

<sup>39</sup> Shora and Brittany, *Write On: Improving Persuasive Writing Using POW+TREE Strategy Journal*, (A&M university, commerce, texas, 2016) p. 16

The disadvantages of using POW+TREE strategy in teaching writing:

- a. The strategy does not teach mechanics in writing, such as, spelling, punctuation, capitalization, etc. it can be seen from the procedures of this strategy.<sup>40</sup> There is no procedure that teach about mechanics in writing.

## 8. Concept of Expository Strategy

### a. Definition of Expository Strategy.

The Expository strategy is one of learning strategy is used in the classroom. Where the teacher focuses to explain material, in other words the teacher is talkative.<sup>41</sup> Further, expository strategy is one of learning strategy that emphasizes to order material through oral from teacher to the students.<sup>42</sup> It means that the expository strategy is a strategy where the teacher is the most important role there and focuses material only from the teacher. Moreover, the teacher hold most important rule, because expository strategy is the manner of presentation lesson which is done by the teacher with the verbal explanation directly.

According to Maheshwari Expository strategy is teaching strategy where the teacher presents students with the subject matter rules and provides examples that illustrate the rules. A teacher is in front of the room lecturing and students are taking notes.<sup>43</sup> Based on the explanation above, the researcher concludes that the expository strategy is the strategy of the teacher use to

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<sup>40</sup>*Ibid*, p, 16

<sup>41</sup>SofyaniHanani, *Penerapanstrategipembelajaran expository program studipendidikan* (Jakarta:IKIP Veteran Semarang, 2005), p. 59

<sup>42</sup>WinaSanjaya, *StrategiPembelajaran: BerorientasiStandar Proses Pendidikan* (Jakarta: KencanaPrenada Media Group, 2006), p. 179

<sup>43</sup> V.K Maheshwari, *A direct instructional Strategy*, (Jaipur: Former Principal , 2015), p.4

teach which the focus on material only given by teacher in front of room lecturing to the directly.

It means that the expository is a strategy where the teacher is the most important role there focuses material only from the teacher. Moreover, the teacher hold the most important role, because expository strategy is the manner of presentation lesson which done by the teacher with the verbal explanation directly.<sup>44</sup> It can be inferred that expository strategy as one way communication, it also describe that the students ability have limited knowledge cause the students just focus on the teacher gives.

Based on the explanation above, the writer concludes that the expository strategy is the strategy of the teacher used to teach which the focus or the central material only given by the teacher with explanation to the student directly.

**b. Procedure of Teaching Writing by Using Expository Strategy.**

The procedures of expository strategy as follow:

1. The teacher prepares the material that related with the analytical exposition text for the students.
2. The teacher presents the material and gives an example of the analytical exposition text for the students.
3. The teacher explains about analytical exposition text with generic structure.
4. The teacher asks the students to make an analytical exposition text based on the generic structure.
5. The teacher gives conclusion in the end of material.<sup>45</sup>

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<sup>44</sup>*Ibid*

<sup>45</sup>*Ibid*, p 180

Based on these explanations above, it can be concluded that the procedure of teaching procedure text writing through expository strategy start from the teacher prepares until the teacher closes the material.

**c. The Advantages and Disadvantages of Expository Strategy**

**1. The advantages of this strategy are:**

- a. Through this strategy the teacher can control the material and this strategy can be used of the total students, in another word in large class.
- b. Through this strategy the students can hear through speech from the teacher, then look the demonstration about the material.

**2. The disadvantages of using this strategy are:**

- a. This strategy only can be done for students that have good listening ability and give good attention, for students do not have good listening ability need another strategy.
- b. Because this strategy is given by talkative teacher. So that, it is difficult to increase students ability in socialization, interpersonal related, and critical think ability.
- c. So that, this strategy happen in one-way communication, then the opportunity for controlling the students understand about the material is limited. Besides that, the one-way communication can cause the students knowledge is narrow about what their teacher given.<sup>46</sup>

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<sup>46</sup>*Ibid*, p. 190

## B. Frame of Thinking

In the process of writing Analytical Exposition text, the students of senior high school still face the difficulties. It is important for the teachers to facilitate them with an interesting strategy in order to encourage them in learning English especially writing. Among the various kinds of strategy, POW+TREE is one of alternative strategy that will be effective to be applied in writing Analytical Exposition text. By using POW+TREE, students will motivate to write because the steps easy to be followed. The POW is part of this strategy that gives power when write and TREE part help to remember all the parts to a good opinion essay.

The researcher assumes that those definitions have close connection to one another. POW+TREE is suitable as a strategy in writing Analytical Exposition text. Based on the explanation above, the researcher thought that POW+TREE as an alternative writing strategy is effective towards students' writing ability of Analytical Exposition text.

## C. The Hypothesis

Based on the theories and explanation above, the researcher will make the hypotheses as follows:

Ho : there is no a significant the influence of using POW+TREE towards students' writing

ability of Analytical Exposition text at the first semester of eleventh grade of MA

Miftahul Ulum lampung Timur in the academic year of 2019/2020.

Ha : there is significant the influence of using POW+TREE towards students' writing ability

of Analytical Exposition text at the first semester of eleventh grade of MA Miftahul

Ulum lampung Timur in the academic year of 2019/2020.

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