

# TEFL Overseas Journal

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## THE EFFECT OF POW+TREE STRATEGY TOWARDS STUDENTS' WRITING SKILL

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### ABSTRACT

*This research is aimed prove whether the POW+TREE strategy has a significant effect or not and to determine the effect of POW+TREE strategy towards students' writing skill of UPTD SMP Negeri 6 Sinjai. This research focused as pre-experimental research one group pretest and posttest. The population of this research were the ninth-grade students of UPTD SMP Negeri 6 Sinjai, in academic year 2021/2022 consisting of 210 students. Purposive sampling technique was used to take one classes as the sample of the research which consist of 29 students. The data were obtained from writing test. The results of the research used inferential analysis of t-test by SPSS v.16, showed that there was a significant improvement in the students' mean score writing skill between the pretest and posttest. The mean score of the students' writing increased from 45.83 in pre-test to 82.23 in post-test. The significance value calculated 0.000 is smaller than 0.05 ( $P\text{-value} = 0.000 < 0.05$ ). Therefore, the hypothesis of this study was accepted. It means that the POW+TREE strategy gave significant effect on students writing skill of UPTD SMP Negeri 6 Sinjai. In addition, students' motivation after using this strategy also increased. The researcher concludes that the effect of POW+TREE strategy in teaching English enhances the students' writing skill.*

*Key Word:* effect, POW+TREE strategy, writing skill

### INTRODUCTION

Writing is one of the important materials in teaching learning English because it facilitates the students to master the written skill. Writing is a tool for communication and also writing is the productive skill in the written mode. The role of writing as one of communication device between the writer and the text is used to express their thoughts in the written form. In writing, the writer reveals cognition and thoughts in their writing. Then, the writers also can deliver their ideas, meanings, and any other understanding in writing form. Its tool is more complicated than it seems at first, and often seems to be hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

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Before the writers deliver their ideas, meanings, and other understanding in writing form they must pay attention to the process of writing. Usually, the writing process begins by finding ideas and developing them into complete writing. Then, writing is also done to write feelings, ideas, expressions in the writing process. To obtain the purpose of writing, students at school must have a good writing activity. Students should know that writing is very important for their education. So, to get the purpose of writing to express their ideas in written form, students must have good writing skill.

Writing skills are different from other skills. In writing, all ideas and thoughts are expressed in written form. In the writing process, the writer should pay attention to several aspects. First, writer need to consider the choice of words in expressing their ideas. Secondly, in writing, the author also considers the word spelling, grammar, and punctuation to produce good writing. Then, another important aspect of writing is unity and coherence. Writing can be called good writing if it has unity among the ideas in it. Then, coherence is the relationship and arrangement between ideas in the paragraph. In writing that aspect is very important to produce good writing.

Besides the aspects of writing above, in teaching writing especially in a foreign language classroom, the writers must pay attention to another things. Suryanti (2016) stated that writing English as a foreign language (EFL) appears to be excruciating experience for many students not only in Indonesia, but also in Malaysia, Thailand, Japan and other countries. It means that they should do the first stage, which is mechanic skill in doing writing activity in English teaching and learning process.

Suryanti (2016) mentioned that earlier studies indicated that there were many approaches used in teaching ESL/EFL writing. Meanwhile, Gillespie and Graham (2013) in their article provide some of the effective writing practices as follow: writing strategy: teach the students strategies for planning, revising and editing their written product; summarizing text; it leads students to summarize what they have read before; and collaborative writing: allow the students to work together to plan, write, edit and revise their writing. By doing this activity the student can act as a good writer and corrector in the writing skill.

Other than that, in Junior High School writing skill is one of the most important thing in learn English, because learning to write can interpret most of the activities of the students either in the form of teacher assignments, semester exams, and communicate in the daily life such as writing a memo, letter, invitation, and etc. When the students write they also have chance to be adventurous with the language, to go beyond that have just learned to say, to take a risk. In other words, they become involved with the language. In the teaching atmosphere becomes very boring and stiff because the students only and write down what they heard. Talking about writing, we may have assumption that this skill is the last skill possessed by someone compares to the other skill. In detail, we may have assumption that the first skill possesses or the first process

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undergone by someone is listening because this process is experienced by someone from the early time before she is able to speak at all.

Sometimes, the students could not write their ideas in paper. There are many aspects making the students could not writing, they are learn writing without using aspect of writing, they were just asked to write based on topic that had been prepared in the text book without checking their ability in mastery aspect of writing they think learning English is difficult especially in writing, or probably they not understand what should they do. There are many difficulties in writing students. Most students have low in writing. Writing difficulties arise when students write. First, students have difficulty in expressing ideas that must be submitted in writing, that happens because they are low in developing their thinking in writing. Second, students are low in composing sentences well in their writing in a succinct manner. Finally, they also worry about grammar and vocabulary. This is evident when students write, they do not consider correct grammar and proper punctuation. Thus, students should think clearly to make their writing better. They are not forced to make their own writing. It keeps students low in writing.

Relation to the fact above, the researcher tries to use a strategy to make the students more interest and enjoy in writing lesson and to improve students writing skill. In this research, the writer used POW+TREE Strategy in teaching learning process. POW+TREE strategy in teaching learning process is a strategy that helps the students to write opinion essays.

## METHOD

In this research, the researcher applied experimental research method. The design used was pre-experimental one group pre-test-post-test. This design involved one group that was given a pre-test ( $O_1$ ), given treatment (X) and given post-test ( $O_2$ ). The treatment success is determined by comparing pre-test scores and post-test scores. In pre-experimental one group pre-test-post-test research, the first step is to determine the sample that used as a research sample and grouping it into one research class. The next step is to provide a pre-test to measure the motivational conditions of students before being treated using the POW+TREE strategy. The next stage the sample were given treatment using the POW+TREE strategy. Then the final stage of the sample was given a post-test to measure the condition of writing motivation after being given a POW+TREE treatment strategy.

## FINDINGS AND DISCUSSION

### Findings

This finding presents the result of data of students writing skill of the third-grade students of UPTD SMP Negeri 6 Sinjai. The findings of this research deal with scoring and classification of the students' pre-test and post-test. Data

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calculated based on the result and the result of pre-test and post-test. The researcher does some observation and test during research activity in this chapter.

The result of students' writing skill score in pre-test and post-test could be seen in the table below:

**Table 4.1. The Students' Writing Skill Score in Pre-Test**

No	Students' Intial	Score of each component of writing					Final score
		Pre-test					
1	PR	22	14	14	12	3	66
2	M.A.I	22	13	14	10	3	62
3	K.R	17	7	11	11	2	48
4	M.D	17	10	11	11	2	51
5	K.J. S	17	10	11	5	2	44
6	I	17	10	10	5	2	44
7	K.R.A	17	10	10	5	2	44
8	I.P.R.	13	7	11	5	2	38
9	K.K	17	10	10	5	2	44
10	IGAG	17	11	14	12	2	56
11	NNA	17	8	10	6	2	43
12	NKO	17	7	10	5	2	41
13	KR	13	7	7	5	2	34
14	KS	13	7	7	5	2	34
15	PA	13	7	10	5	2	37
16	PAP	17	10	10	5	2	44
17	R	13	7	7	5	2	34
18	I M P	13	7	7	5	2	34
19	FA	13	7	7	5	2	34
20	N	13	7	12	5	2	39
21	M.AA	13	7	7	5	2	34
22	P A D	13	7	7	5	2	34
23	KS	22	14	14	12	3	66
24	SH	13	7	10	5	2	37
25	PG	24	11	17	8	2	62
26	YS	22	14	14	13	3	66
27	PPF	17	7	14	11	2	51
28	T S	17	15	15	12	3	62
29	GAK	17	8	11	6	2	44
<b>TOTAL</b>		476	256	303	209	63	1327

Source: Students' pre-test

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Based on the table 4.1, it can be concluded that none student who got 91-100 score and 76-90 score. There were Six students who got 61-75 score, three students who got 51-60 and twenty students who got score <50.

As was stated earlier that after tabulating and analyzing the students scores into percentage, they were classified into five levels based on Depdiknas (2017:13). The following table is the student's pre-test score and percentage.

**Table 2. The Percentage of Students' Pre-test Score**

Classification	Score	Frequency	Percentage
Excellent	91-100	0	0
Good	76-90	-	-
Average	61-75	6	3%
Poor	51-60	3	10%
Very poor	<50	20	87%
<b>Total</b>		29	100%

Source : Students' pre-test

Table 4.2. above show that, in the pre-test none of the students classified as excellent and good, 6 students (3%) classified as average, 3 students (10%) classified as poor and 20 (87%) classified as very poor.

**Table 3. The Students' writing skill Score In Post-Test**

No	Student's Initial	Score of each component of writing					Final score post-test
		C	O	V	G	M	
1	P.R	28	20	20	24	5	97
2	M.A.I	29	20	20	23	5	97
3	K.R	27	15	20	18	4	84
4	M.D.L	26	20	20	18	3	87
5	K.J.S	26	17	17	18	4	83
6	I	26	17	17	18	4	82
7	K.R.A	26	17	17	18	4	82
8	I.P.R.A.	26	17	17	11	4	75
9	K.K	26	17	17	18	3	81
10	I.G.A.G.G	27	19	18	22	4	90
11	N.N.A	23	17	15	17	3	75
12	N.K.O	28	17	20	19	4	88
13	K.R	27	17	20	18	4	86

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14	K.S	22	15	16	18	3	74
15	P.A	25	18	20	19	3	84
16	P.A.P	27	18	20	22	4	91
17	R	21	17	14	11	3	65
18	I.M.P.A	21	13	20	17	3	74
19	F.A.R	26	17	17	13	3	66
20	N	27	17	20	18	4	86
21	M.A.A	21	17	14	17	4	73
22	P.A.D	26	14	18	21	3	76
23	K.S	27	20	20	18	4	89
24	S.H	22	17	17	18	4	78
25	P.G	27	18	20	22	5	93
26	Y.S	28	20	20	22	5	93
27	P.P.F	27	18	20	21	3	90
28	T.S	23	17	20	18	4	81
29	G.K.I	26	17	17	18	4	82
<b>TOTAL</b>		716	503	531	513	110	2402

Source: Students'

## Post-test

Based on the table 4.3, it can be concluded that five students who got 91-100 score. There were fifteen students who got 76-90 score and nine students who got score 61-75 score.

As being stated earlier that after tabulating and analyzing the students' scores into percentage, they were classified into five levels based on Depdiknas (2017:13). The following table is the students post-test score and percentage.

**Table 4.4. The Percentage of Students' Post-test Score.**

Classification	Score	Frequency	percentage
Excellent	91-100	5	0
Good	76-90	15	80%
Average	61-75	9	20%
Poor	51-60	0	0
Very Poor	<50	0	0
<b>Total</b>		29	100%

Source : Students' post-test

From the classification, the scores, and the rate percentage of the post-test illustrated in the table 4.4 that out of 29 students, there were five students were categorized as excellent. At the next level, there were 15 students (80%) categorized as

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good and 9 students (20%) categorized as average and none of the students poor and very poor.

Paired Samples Test

	Paired Differences						T	df	Sig. (2-tailed)			
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference								
				Mean	Lower	Upper						
Pair 1 pretest - posttest	-37.000	7.290	1.354	-39.773	-34.227	-27.332	28		.000			

After conducting the students' pre-test and post-test score in experiment class, the researcher used t-test for hypothesis test. T-test is a test to measure whether or not there is a significant difference between the results of the students' mean scores in the pretest and the posttest. By using inferential analysis of t-test or test of significance run by SPSS Version 16, the significant differences can be easier to analyze.

In this research, the Null hypothesis ( $H_0$ ) stated that the effect of POW+TREE strategy can't enhance the students' writing skill in English at the ninth grade of UPTD SMP Negeri 6 Sinjai, in the academic year 2020/2021. While the Alternative hypothesis ( $H_1$ ) state that the Effect of POW +TREE strategy can enhance the students' writing skill in English at the ninth grade of UPTD SMP Negeri 6 Sinjai, in the academic year 2021/2022. If the value of significance 2 or sig. (2-tailed) lower than 0.05,  $H_1$  accepted and  $H_0$  rejected.

The result of t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) table was lower than level of significance. So, the alternative hypothesis ( $H_1$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. It means that the effect of POW+TREE strategy can enhance students' writing skill in English at the ninth grade of UPTD SMP Negeri 6 Sinjai, in the academic year 2021/2022.

## Discussion

From the findings, there is significant effect from the students after given treatment through POW+TREE strategy. The students' writing skill especially for five components (Content, Organization, Vocabulary, Grammar, and Mechanics) before treatment was less and after treatment was good. The students showed that the use of POW+TREE strategy makes them interested to join the class. They also were more active and creative during teaching learning process Therefore; the researcher took conclusion the POW+TREE strategy effect for students' writing skill.

The result of pre-test showed not much enhanced students writing skill focus on organization, The most common error from the students found by the

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researcher was students cannot arrange the word in good sentences and when expressing their ideas, that happens because they are low in developing their thinking in writing. Students also were low in composing sentences well in their writing in a succinct manner. Finally, they also worry about grammar and vocabulary. This is evident when students write they sometimes used the wrong words because limited vocabulary. They also do not consider correct grammar and proper punctuation. Thus, students should think clearly to make their writing better. They are not forced to make their own writing. It keeps students low in writing.

During the treatment at the 1<sup>th</sup>meeting the researcher explains briefly everything related to writing descriptive text, such as how to write a descriptive text, how to use mechanics of writing, and how to make grammatical sentence. The student's response was good. They could write sentence but they still had problem with mechanics of writing.

To overcome the problem the researcher provided the students with teaching material about mechanics of writing in the 2<sup>th</sup>meeting. She explains the usage followed by some examples. As it results, the students understanding got better.

At the 3<sup>rd</sup> meeting the researcher explain detail about descriptive text and its organization (generic structure). At first the students did not get the point of the organization. So, the researcher gave them an analogy by saying that the generic structure of descriptive text was like a book; identification was the cover and the description was the content. The analogy seemed to be effective. The students could differentiate between the identification and the description.

The researcher asks the students to write descriptive paragraph in 4<sup>th</sup> meeting. The students writing skill were much improved. They no longer had problem with mechanics, organization, and content. In sum, they were able to write a descriptive paragraph using good grammar and correct mechanics of writing.

When the post-test was given, students could describe their favorite teacher in a good paragraph. There are Some students got the same score at the pretest but got different improvements in the posttest after being given treatment. This happens because students who have increased higher have high enthusiasm and curiosity, they always pay attention when the researcher gave an explanation and ask questions related to the material and some difficult words when they do not understand the explanation given. Besides, the field notes showed that in the teaching and learning process, they took notes and had a curiosity about the material. Whereas students who got low increased has less attention when the researcher gave an explanation. This is also because this strategy was first taught to them and the lack of curiosity from the students, so it takes time to explain it repeatedly.

The statistical analysis of the students' writing ability show that from their pre-test score, none of students classified as very good and good, 6 students (20.69%) classified as fair, 3 students (10.34%) classified as less and 20 students (68.97%) classified as poor. On the other hand, the students' writing skill could be classified as good. In the result of post-test 6 students (20.69 %) classified as very

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good, 16 students (55.17%) classified as good, 7 students (241.14%) classified as fair and none of the students classified as less and poor. There some students not chance classification because their vocabulary is still less and it was difficult to make the sentence into a paragraph, and there are also students when the pre-test the score is low but after the treatment was given, the students feel motivated to learn. When the post-test was given the score of students is higher.

The result of the t-test analysis show that there was a significant between the result of pre-test and post-test. The mean score at the pre-test is 45.83 and classified fair. While, the total mean score at post-test is 82.23 and classified as good. It means that the students' writing skill in writing was effect significantly after being taught by using POW+TREE strategy.

The result of t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) table was lower than level of significance This result means that there was a significant different between the result of pre-test and post-test. In the other words, teaching writing through POW+TREE strategy is effective on students writing skill.

This research had several advantages. The important things where POW+TREE strategy changed teacher centered to students centered where the students could write by themselves during constructing their written page then just listened and imitate and, they feel more enjoy when they are writing because they are guided by the steps of POW+TREE strategy and they can focus to follow those steps. The disadvantages of this research is this strategy was first taught to the students so that in implementing it, it takes a long time and researcher find it difficult to adjust it to the predetermined time.

Based on the explanation above, it can be concluded that the effect of POW+TREE strategy makes the students easy to write and students easier to evolving the topic of written.

## CONCLUSION

According to the research findings and discussion, it can be concluded that five components of writing got better improvement after using POW+TREE strategy than conventional strategy. The success of this research can be indicated by the students' scores in posttest. The use of POW+TREE strategy guided the students to developing ideas. It also helped students to find more idea. This strategy made the higher ability to share ideas and they be better because they are guided by some steps from POW+TREE procedures. The improvement had not been acquired spontaneously, but after giving the treatment in four meetings. It means that the student's ability in writing has been improved gradually.

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