

**THE EFFECT OF USING POW AND TREE STRATEGY TOWARD
THE ABILITY IN WRITING PERSUASIVE TEXT
AT THE SECOND YEAR STUDENTS
OF MA ASY-SYAFI'YAH AIR TIRIS
KAMPAR REGENCY**



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PEKANBARU
1434 H/2013 M**

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Thesis

Submitted to Fulfill One of the Requirements
for the Undergraduate Degree in English Education



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ABSTRACT

Fahrizal (2012): The Effect of Using POW and TREE Strategy toward the Ability in Writing Persuasive Text at Second Year Students of MA Asy-Syafi'iyah Air Tiris Kampar Regency

In learning English, there are many problem faced by some of the second year students of MA Asy-Syafi'iyah Air Tiris. It can be seen from the unsatisfactory writing score and some problems that the students confront in writing. The students get difficulty in sharing their ideas into a writing form. They do not able to write persuasive text based on generic structure.

The research was conducted for the purpose of finding out the students ability in writing persuasive text taught by using POW and TREE strategy, finding out the students ability in writing persuasive text taught without using POW and TREE strategy and also finding out the significance effect of using POW and TREE strategy toward the ability in writing persuasive text at the second year students of MA Asy-Syafi'iyah Air Tiris Kampar Regency.

The subjects of this research are the teacher and the second year students of MA Asy-Syafi'iyah Air tiris Kampar regency in 2010/2011 academic year. The object of this research is the use of POW and TREE strategy to improve students' writing ability in persuasive text. The technique of collecting data used in this research is test. There are two variables that are operated in this research: variable X is POW and TREE strategy, and variable Y is students' writing ability in persuasive text. The data were analyzed by using T-test. The writer used the SPSS version 16.0 to analyze the data.

Finally, this research found that the students ability in writing persuasive text taught by using POW and TREE strategy show that 18 students or 94.73% achieve the graduated standard. While, the students ability in writing persuasive text taught without using POW and TREE strategy only 6 students or 31.58% achieve the graduated standard. After analyzing the data by using independent sample T-test, the result is 7.615, which is greater than t-table either at the level of significance of 5% is 2.03 and the level of significance of 1% is 2.72. It can be stated that $2.03 < 7.615 > 2.72$. It means that null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted. It means there is significant effect of using POW and TREE strategy toward the ability in writing persuasive text at the second year students of MA Asy-syafi'iyah Air Tiris Kampar Regency.

The writer conclude that, POW and TREE strategy is good strategy in increasing writing persuasive text at the second year students of MA Asy-Syafi'iyah Air Tiris Kampar Regency.

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By the name of Allah Almighty, the Lord of the world, who has been giving the writer His guidance, mercy, blessing, and health to complete this academic requirement. Shalawat and salam forever to a noble character, the prophet Muhammad SAW who has brought the human beings from the darkness to the lightness and from the bad character to the good one.

This project paper is intended to complete a partial requirement for the award of undergraduate degree in English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau. The title of this project paper is “The Effect of Using Pow and Tree Strategy toward the Ability in Writing Persuasive Text at Second Year Students of MA Asy-syafi’iyah Air Tiris Kampar Regency”.

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“May Allah Almighty bless you, bless me, and bless us”

آمين يا ربّ العالمين

Pekanbaru, May 16th 2012

The Writer,

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CHAPTER I

INTRODUCTION

A. The Background

Writing is one of the important materials in Teaching-Learning English. Writing is a tool for communication and also writing is the productive skill in the written mode. 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. In writing, there are many kinds of genre. Genre-based approaches are concerned with the social purposes of language. The genres in focus are generally defined according to social purposes communication. There are many kinds of genre-based approach; recount, persuasive text, report, narration, description, explanation, exposition, procedure, news item etc. persuasive text is one of the text which is studied by second year students.

While persuasive text is kind of text that tell the argument. Persuasive text also known as the argument text, utilizes logic and reason to show that one idea is more legitimate than another idea. It attempts to persuade a reader to adopt a certain point of view or to take a particular action. In a persuasive text, supporting material provides convincing evidence to defend the thesis statement. Support may consist of logical reasons in examples, facts, and details. Written persuasion is sometimes more difficult because the reader

does not see your facial expression, hear your voice, or experience your presence.

According to Siahaan, persuasion is a text containing three components i.e. the thesis, argument of issue of concern, and recommendation by which a writer persuades people that something should not be the case.¹

Based on school curriculum (KTSP), the students of MA Asy-syafi'iyah Air Tiris are required to be able to write text including persuasive text. This research focuses on writing persuasive text. In English subject the passing score is 65. In contrast, in every exercise in writing, some of the students are not able to get completeness score.

This School used Based Curriculum (KTSP) in the process of teaching and learning English. The lesson taught twice a week per 45 minutes at all meetings. Many techniques were applied in this school to improve the students' ability in learning English subject, especially in writing skills. There is Chart, old way and so on. Ideally they are able to write persuasive text. But in fact the students are not able to write persuasive text.

From the background above, the writer can find phenomena can be seen as follows:

1. Some of the students are not able to develop their ideas in writing.
2. Some of the students are difficult to make word persuade in writing persuasive text.

¹ Siahaan, Sanggam. Krisno, Shinoda. *GenericText Structure*. Graha Ilmu. Yogyakarta. 2008. p.101

3. Some of the students are not able to make a good conclusion in writing persuasive text.
4. Some of the students are not able to organize their writing based on generic structure.

Actually to solve this problem, writer has a good strategy to apply in teaching writing at the school. This strategy is POW and TREE strategy. This is a two-part strategy to help students write opinion text. The POW strategy is used to frame the writing process; TREE is used to organize the written prose².

According Harris et al., this strategy can be effective with students with learning difficulties³. The students are taught to apply the following step-by-step procedure:

P = Pick your topic or idea.

O = Organize your thoughts and make notes.

W = Write, and then say more.

T = Topic sentence – state your opinion.

R = Give at least three reasons to support that belief.

E = Explain your reasons in more detail.

E = End with a good concluding statement.

² Robert, Ried and Torri Ortiz Lienemann. *Strategy Instruction for Students*. (New York: The Guilford Press. 2006) P. 132

³ Harris, K. R., Graham, S., & Mason, L. (2002). POW plus TREE Equals Powerful Opinion Essays. *Teaching Exceptional Children*. In Peter Westwood. *What Teachers Need to Know about Reading and Writing Difficulties*.(Australia ACER Press. 2008). p. 75

POW and TREE strategy can be effective for the students to write opinion and text. Based on the explanation above, the writer is interested to conduct this research entitled: **The Effect of Using Pow and Tree Strategy Toward the Ability in Writing Persuasive Text at Second Year Students of MA Asy-syafi'iyah Air Tiris Kampar Regency.**

B. The Definition Of The Term

In order to avoid misunderstanding in reading this paper, it is necessary to define the following terms:

1. Effect: the way something is affected, changed, or influenced by something else⁴. In this research, effect refers to The Effect of Using Pow and Tree Strategy Toward the Ability in Writing Persuasive Text at Second Year Students of MA Asy-syafi'iyah Air Tiris Kampar Regency.
2. POW and TREE strategy: this strategy is strategy that can improve students' persuasive text⁵. In this research, this strategy is implemented to increase students writing persuasive text at Second Year Students of MA Asy-syafi'iyah Air Tiris Kampar Regency.

⁴ Longman, *Longman Active Study Dictionary*, (England: Person Education, 1998). P.208

⁵ Lynn, Meltzer, *Executive Function in Education*, (New York: The Guilford Press, 2007). P.225

3. Writing: activity of writing, in contrast to reading, speaking etc.
Or the activity of writing book or article⁶. This research focuses on writing persuasive text.
4. Persuasive text: the main purpose is to influence the way a reader thinks, feels or acts⁷.

C. The Problem

1. The Identification of the problem

Based on the background and some phenomena above, it is clear that most of the students of the second year in MA Asy-syafi'iyah Air Tiris still get difficulties in English course especially in writing persuasive paragraph. The problems are identified as follows:

1. Why some of students are not able to develop their ideas in writing?
2. Why some of the students are difficult to make word persuade in writing persuasive text?
3. Why some of the students are not able to make a good conclusion in writing persuasive text?
4. Why some of the students are not able to organize their writing based on generic structure?

2. The Limitation of the Problem

In this research, it is very important for writer to limit and focuses the problems above, this research the writer limit the

⁶ A.S. Hornby, *Oxford Advanced Learner's of Current English*. 7th Ed. (United Kingdom: Oxford University, 2005). P.1769

⁷ Jeremy Bullmore, *Can I Change Your Mind* (London: A&C Black, 2007), p. 4

problem on writing persuasive text, and this research the writer focuses on the effect of using POW and TREE strategy toward the ability in writing persuasive text at the second year students of MA Asy-syafi'iyah Air Tiris Kampar Regency.

3. The Formulation of the Problem

In this research the writer would like to formulate the problem as in the following:

- a. How is the students' ability in writing persuasive text taught using POW and TREE strategy at the second year students of MA Asy-syafi'iyah Air Tiris Kampar Regency?
- b. How is the students' ability in writing persuasive text taught without using POW and TREE strategy at the second year students of MA Asy-syafi'iyah Air Tiris Kampar Regency?
- c. Is there any significant effect of using POW and TREE strategy toward the ability in writing persuasive text at the second year students of MA Asy-syafi'iyah Air Tiris Kampar Regency?

D. The Objectives and Significance of the Research

1. The Objectives of the Research

- a. To find out the students' ability in writing persuasive text taught using POW and TREE strategy.
- b. To find out the students' ability in writing persuasive text taught without using POW and TREE strategy.

- c. To obtain the significant effect of using POW and TREE strategy toward the ability in writing persuasive text at the second year students of MA Asy-syafi'iyah Air Tiris Kampar Regency.

2. The Significance of the Research

Besides the specific objective of the research above, this research is directed to provide a scientific investigation on the POW and TREE strategy toward students' writing ability in persuasive text. The research findings are expected to be give some contribution of the students learning achievement in the process of writing text especially for those who have great concerns in writing ability in persuasive text.

CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

1. The Nature of writing

Writing is a process to transfer ideas or thought into a written language and Writing means expression one's ideas, feeling in the written form of language which need a communicative competence of the writer. It means, the writer must be able to use appropriate vocabulary and know about connection purpose, ets in order to reach a good composition. Therefore, no body can write if they never learn and taught to write, even they will not be able to write in their native language if they never learn or taught about it.

According to Haris writing is one of the four skills of language learning besides reading, speaking and listening. Writing is a tool for communication and it is important to able included in English language learning⁸. Besides that, writing is a process or activity that needs much time for many things to take into account. It needs time to think, to write, to edit and to rewrite in order to make a good composition. It also takes more study and practice.

Writing can help students to explore many aspects in Language Learning process. Raimes in Yusdi in Eva says that writing help students to learn for some

⁸ David, Haris *Testing English as a Second Language* (New York: Mc Grow Hill Book Company, 1996) Pp. 9

reasons. Firstly, writing reinforces grammatical structures, idioms and vocabularies⁹. Second, when the students write, they have also chance to be adventurous with language, to go beyond what they have just learned to say. The third, when they write, they become involved in the new language. So, writing is exploring the ability in writing and also we learned more about the language while writing.

a. Writing as a Process

Khane states that Writing in its broad sense—as distinct from simply putting words on paper—has three steps: thinking about it, doing it, and doing it again (and again and again, as often as time will allow and patience will endure)¹⁰. These steps can be seen as follows:

- 1) The first step, "thinking," involves choosing a subject, exploring Ways of developing it, and devising strategies of organization and style.
- 2) The second step, "doing," is usually called "drafting"; and the
- 3) Third, "doing again," is "revising." The next several chapters take a brief look at these steps of the writing process. First a warning they are not really "steps," not in the usual sense anyway.

The writer does not write by (1) doing all you are thinking, (2) finishing a draft, and then (3) completing a revision. Actually writers do all

⁹ Eva Sepri Yenti, *The Ability of fourth Semester English Department Students of FKIP UR in Writing a Persuasive Essay*, (Pekanbaru, Unpublished, 2010) p.10

¹⁰ Thomas, S., Khane, *Oxford Essential Guide to Writing* (New York: Barkley Book, 2000) p. 17

these things at once. If that sounds mysterious, it is because writing is a complex activity. As writer thinks about a topic you are already beginning to select words and construct sentences in other words, to draft.

On the other hand, Granville also highlights six steps in the process of writing¹¹

a) Getting ideas

When we write something the first step that should have is ideas. To get some ideas there are four steps that help easier to get ideas.

(a) Making a list.

Making a list is the best way to get started with peace of writing. Writer can just write anything that comes to mind to help the writer when start to write it mean that the key word when writer start to write

(b) Making a cluster diagram.

Cluster diagram is really just another kind of list, but one that to develops into little clusters of minded ideas. When the ideas come from visually, a cluster diagram might be friendly way to start writing.

(c) Free writing.

Free writing means that writer just non-stop talking onto the page. It means that thinking on paper. It is good way to let the unconscious

¹¹ Kate Grenville, *Writing from Start to Finish*. (Australia: Alen & Unwin, 2001), pp. 11, 49, 69, 105, 137, 167.

give ideas because it can access our memory, experiences, knowledge and fantasies.

b) Choosing ideas

This step is talking about choosing an idea. By this way the writer can discriminate between the ideas definitely can not use, and once that have some potential. The purpose of an text is to persuade or inform the reading what writers are talking about. By this way writer can give information to the readers. For an text there are three basic ideas:

(a) The information test

This idea provides any facts about the subject.

(b) The concept test

It is used to put forward a general concept about a subject and use this part of the theory or opinion about the subject.

(c) The evidence test

Use this way to support any information that writers present and to support an opinion or theory.

c) Outlining

Outlining is a working plan for piece of writing. It is list of all the ideas that are going to be in the piece in the order should go. The writers got a collection of ideas that all relate in some way to text assignment and orderly sequence that will inform or persuade the

reader. By this way it makes it much easier to find patterns in ideas. As usual when starting to write or beginning to write is called the introduction. The writer gives the introduction to the reader briefly what the text will be about. Different text needs different introductions but every introduction should have a thesis statement. Content of introduction are an overview, background definition, different points of view and particular point of view. After the introduction the writers come to middle that is usually called development. In this way the writers develop a paragraph according to points that writers to make. A development might include information likes fact, figure, dates etc. Then to support a fact the writers need examples to make the paragraph accurate. The last is supporting material for detail like logical cause and effect working. After middle the writers come to End of writing or called conclusion. Writers have said everything that wants to say. By this way the writers remind the reader of conclusion. A conclusion might include the main points to summ up the points and powerful image.

d) Drafting

In this step writers can cut a sentence as writers need. In this step writer starts writing based on outline.

e) Revising

In this steps there are two basics of revising, the first is finding the problem, and the last is fixing the problem that writer has.

f) Editing

Basically, editing means making your piece as reader-friendly as possible by making the sentences flow in a clear, easy-to-read way. It also means bringing your piece of writing into line with accepted ways of using English: using the appropriate grammar for the purposes of the piece, appropriate punctuation and spelling, and appropriate paragraphing.

Based on the statements above it can be concluded that the process of learning to write is a process of learning and thinking to communicate with language based on procedure of the writing. The conclusion of persuasive text is chance to remind the readers of writers position and persuade them to accept point of view.

b. The Aim of Writing

According to Grenville, actually there are three basic aims of writing as follows:

- 1) Entertain. It means that writing does not make the readers laugh, but it at least engages their feelings in some way.

- 2) Inform, it means that the writer tells the readers about something.
- 3) Persuade the readers to convince something.

c. The Nature an Text

Joy states that are four part of an text¹² they are:

1) A Beginning or Introduction

This paragraph is the first in the essay. It means that in introduction of the topic to prepare the reader for what will write and to hooks the reader to be interested in reading more.

2) A thesis sentence

Generally located at the end of introduction and has function to control ideas that limit and direct the rest of the essay.

3) A middle or called the Body

These paragraphs explain, clarify and illustrate the thesis sentence. Each body consists of a topic sentence and several supporting sentences.

4) An End or called the conclusion paragraph

It acts the same way that a concluding sentence works or concluding a paragraph.

¹² Joy, M, Reid, *The Process of Composition*, (Englewood Cliffs: Prantice Hall Present,1994)
P.42

In conclusion allow us to have the final say on the issues raised in the paper, to summarize the thoughts, to demonstrate the importance of the ideas, and to propel the reader to a new view of the subject.

2. The Nature of Persuasion

Persuasive writing, also known as the argument text, utilizes logic and reason to show that one idea is more legitimate than another idea. It attempts to persuade a reader to adopt a certain point of view or to take a particular action. The argument must always use sound reasoning and solid evidence by stating facts, giving logical reasons, using examples, and quoting experts.

Persuasion is a text containing three components i.e. the thesis, argument of issue of concern, and recommendation by which a writer persuades people that something should not be the case¹³. In persuasive writing, the main purpose is to influence the way a reader thinks, feels or acts¹⁴.

Acts of human communication, whether verbal or non verbal, oral or written are exchange of messages between humans beings. Since the writing is one of the ways of communication, persuasion can be done by writing. Attempting to influence is done in persuasion. Influence refers to alter human behavior in preferred ways. Here, persuasion is manipulative of acts, but it also leaves receivers with the perception of choice. This is the effort to change

¹³ Siahaan, Sanggam. Krisno, Shinoda. *Generic Text Structure*. Graha Ilmu. Yogyakarta. 2008. p.101

¹⁴ Lindsay Camp. *Can I Change Your Mind?* (London:A&C Black. 2007) P.4

the readers' thought and feelings. It is an effect that may be produced by messages, whether intended or not.

As writer explains above, the purpose of the persuasive text is to persuade the reader about something. Reid states that there are four goals of persuasion text it can be seen as follows¹⁵:

1. To present an opinion to the reader
2. To explain, clarify, and illustrate that opinion
3. To persuade the reader that your opinion is valid include that to move the reader to action, to convince the reader that the opinion is correct or for hostile audience and to persuade the reader that your opinion is at least worth considering.
4. Opinions must be supported by evidence likes examples, physical description and personal experience.

In conclusion, persuasion is acts of human communication to invite, whether verbal or nonverbal, oral or written, explicit as a process of attempting to influence by leaving receivers with the perception of choice. The purpose is to change attitude of the receivers by proposing belief and value.

¹⁵ Joy,M, Reid, *The Process of Composition*, (Englewood Cliffs: Prantice Hall Present, 1982)
p. 89

3. The Nature of POW and TREE Strategy

POW and TREE are two parts of strategy to help students write opinion text. This strategy can be affective with students with learning difficulties in writing persuasive text¹⁶.

Actually POW and TREE can divided into two parts the, first is POW and the second is TREE. The POW strategy is used to frame the writing process.

POW and TREE can be seen in table as follows:

Table II.1

POW and TREE

P	Pick the idea	
O	Organize: Topic sentence Reason Example Ending	Tell what you believe Tree or more why I do believe this? Will the readers believe this? Wrap it up right
W	Write and say more	
T	Topic sentence	

¹⁶ Peter, Westwood *Reading and Writing* ,(Australia:ACER press,2008) P. 75

R	Give at least three reasons to support the belief.	
E	Explain your reasons in more detail	
E	End with a good concluding statement	

TREE is a mnemonic device that helps students organize and structure their writing. Use the TREE strategy students are taught to use TREE within a general three-step planning strategy: The POW strategy is used to frame the writing process; TREE is used to organize the written prose.

The procedure of this technique is the students are asked to pick an idea. **Picking** an idea helps students narrow their focus and begin to conceptualize what they will be writing about. Then, students are prompted to **organize** their notes using TREE. Students organize their thoughts and ideas in the fashion of a typical opinion text, starting with a topic sentence, which is the first step in TREE. Students are taught that a topic sentence tells what you believe clearly and concisely. The topic sentence makes the author's opinion clear¹⁷.

¹⁷ Robert, Reid and Torri Ortiz Lienemann, *Strategy Instruction for Students*, (New York: The Guilford Press, 2006) P. 132

Students are then asked to provide three or more reasons to support their opinion (TREE). These reasons are then to be supported with examples. Students are prompted to ask themselves, “Why do I believe this?” and “Will my readers believe this?” This not only helps the student elaborate and support their opinion, it also prompts them to consider the audience’s thoughts on their rationale. The final step in the TREE strategy is the ending. Students need to write a concluding statement, a statement that will wrap it up right! The final or ending statement should let the reader know that the essay is complete. This statement finishes off the paper and usually reiterates the opinion. The final step (POW) is to **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 expresses their opinion.

Actually POW and TREE is part of the self-regulated strategy development (SRSD) approached can be used to improve the writing skills of the students. According to harris and Graham, SRSD aids your writers in (a) mastering higher level cognitive process related to writing, (b) monitoring their use of effective writing strategies, (c) developing positive attitudes about the writing process, and (d) identifying themselves as competent writers’¹⁸

¹⁸ Harris, K., & Graham, S., Texas Statewide Leadership,
<http://www.txautism.net/docs/Guide/Interventions/SelfRegulated.pdf>, 07,24,2011

B. The Relevant Research

According to syafi'I relevant research is required to observe some previous research conducted by other research in which they are relevant to our research it self. Besides, we have to analyze what the point that was focus on, in farm the design finding the conclusion of previous research¹⁹

There are some previous researches which have relevancy to this research there are:

1. A study on the ability of the third year students' of English study English program of FKIP- UNRI in writing persuasive paragraph from advertisement of product information format. This research was conducted by Aminatuzzuhriyah 2007. This research is descriptive research. This research found that students' are able to write persuasive paragraph²⁰.
2. The Ability of the Fourth Semester English Department Students of FKIP UR in Writing a Persuasive Essay. This research was conducted by Eva Seprianti 2010. This research found that the students' are able to express their opinion in writing persuasive essay²¹.

¹⁹ M. syafi'I *From Paragraph to a Research Report: A Writing of English for Academic Purpose*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensife (LBSI), 2007) P. 122

²⁰ Aminatuzzuhriyah, *A Study on the Ability of the Third Year Students' of English study English program of FKIP- UNRI in writing persuasive paragraph from advertisement of product Information Format*, Unpublished Undergraduate thesis, Pekanbaru, 2007

²¹ Eva Sepri Yenti, *The Ability of the Fourth Semester English Department Students of FKIP UR in Writing a Persuasive Essay*, Unpublished Undergraduate thesis, Pekanbaru, 2010

C. The Operational Concept

To clarify the theory used in this research, the operational concept is used to give the limitation to the theoretical frame work in order to avoid misunderstanding and misinterpretation. In this research, there are two variables, they are variable X that refers to the using of POW and TREE strategy and variable Y that refers to the students' ability in writing persuasive text.

The indicators of using the effect of POW and TREE strategy (X variable)²².

1. The teacher explains generic structure of persuasive text.
2. The teacher asks the students to collect their ideas about the topic.
3. The teacher asks the students to write or organize topic sentence clearly.
4. The teacher asks the students to provide 3 or more reason to support their opinion.
5. The teacher asks the students to write a good concluding statement
6. The teacher asks the students to check over their composition for completeness.

Indicator of persuasive text (variable Y)²³:

²² *Strategy Instruction for Students, Loc.Cit*

1. The students are able to write their opinion clearly.
2. The students are able to write persuade sentence when they write persuasive text
3. The students are able to write fact, examples, physical description or personal experience in their opinion.

D. The Assumption and Hypothesis

1. The Assumption

In this research, writer assumes that the result of this research shows there is significant effect of POW and TREE strategy toward ability in writing persuasive text.

2. The Hypothesis

Ho: there is no significant effect of using POW and TREE strategy on students' ability in writing persuasive text between those who are taught by using POW and TREE strategy and those who are not at the second year students' of MA Asy-syafi'iyah Air Tiris.

Ha: there is significant effect of using POW and TREE strategy on students' ability in writing persuasive text between those who are taught by using POW and TREE strategy and those who are not at the second year students' of MA Asy-syafi'iyah Air Tiris.

²³ *The Process of Composition, Loc.Cit*

CHAPTER III

RESEARCH METHOD

A. The Location and Time of the Research

The location of the research is at MA Asy-Syafi'iyah Air Tiris, especially at the second year student. The reason why the writers choose this location because some of the students in this school still have difficulties in writing, especially in writing persuasive. The research was conducted from October to December 2011.

B. The Subject and Object of the Research

The subject in this research is the second year students of MA Asy-Syafi'iyah Air Tiris, Kampar Regency. The object of this research is the effect of POW and TREE strategy toward writing persuasive text at the second year student of MA Asy-Syafi'iyah Air Tiris Kampar Regency.

C. The Population and Sample

Population of this research is the students of second year of MA Asy-Syafi'iyah Air Tiris, Kampar Regency. There are two classes in this level. The total of the population is:

TABLE III.1**Population**

No	Classes	Population		Total
		Male	Female	
1	XI ^a	7	12	19
2	XI ^b	4	15	19
	Total	11	27	36

The writer used total sampling as the technique sampling of the research. The writer took the whole of the available population as the sample of the research because the number of the population is not so large.²² Furthermore, these two classes are homogeneous. It is indicated by the same curriculum used by the school for both classes and the students' competence in writing skill of both classes is not different. In this research class XI^b as experimental class, while XI^a as control class.

D. The Research Design

The method used in this research is experimental research. According to Jhon, W. Cresswell, "experimental is you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent

²² Sugiyono, *Statistika untuk Penelitian*, Bandung: Alfabeta, 2010, P. 68

variable”²³. In this research is quasi-experimental research by using pre-test - post test non equivalent control group design. There are two variables that are used. Variable X is independent variable and variable Y is dependent variable. Thus, variable X is POW and TREE and variable Y is students’ writing persuasive text. The researcher took two groups as a sample of this study: Experimental and Control group. In this research, the experimental group means the students who are given the treatment by using POW and TREE strategy, while control group is a group of students who are not given POW and TREE strategy. Before performing the treatment, the writer administered pretest for both classes. Then, the writer gave the treatment to experimental class. At the end of the treatment, the writer administered posttest for both sample groups.

E. The Technique of Collecting Data

1. Test

The writer collected the data by using test to know the students ability in writing persuasive text. Researcher gave POW and TREE strategy to respondents and respondent made persuasive text by using this strategy. The test divides into two types.

a. Pretest

Pretest was conducted at the beginning process of implementation method. It was to find out the ability of the students writing in

²³ Jhon W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Nebraska: University of Nebraska, 2008, P. 299

persuasive text before giving treatment or before giving explanation.

b. Posttest

Posttest was conducted to get the data at the end of process of implementing the method, it means getting data after treatment to explain about POW and TREE strategy.

Based on Heaton theory, the criteria of writing are content, vocabulary, language use, organization, and mechanic. Then, the typical scale of each component has a set of qualities (level) to be rated in series of possible rating. Heaton's theories of the rating are as follows²⁴:

Table III.2

Content

Range	Level	Criteria
30-27	Excellent to very good	Knowledge, substantive etc.
26-22	Good to average	Some knowledge of subject, adequate range, etc
27-17	Fair to poor	Limited knowledge of subject, little substance, etc
16-13	Very poor	Does not show knowledge of subject, non substantive, etc
21-17	Fair to poor	Limited knowledge of subject, little substance, etc

²⁴ J. B. Heaton, *Writing English Language Test*, New York: Longman, 1988, P. 132

Table III.3**Organization**

Range	Level	Criteria
20-18	Excellent to very good	Fluent expression, ideas clearly stated, etc
17-14	Good to average	Somewhat choppy, loosely organized but main ideas stand out
13-10	Fair to poor	Non fluent, ideas confused or disconnected
9-7	Very poor	Does not communicate, no organization

Table III.4**Vocabulary**

Range	Level	Criteria
20-18	Excellent to very good	Sophisticated range – effective word/idiom choice and usage- etc
17-14	Good to average	Adequate range- occasional errors of word/ idiom form, choice, usage but meaning not obscured
13-10	Fair to poor	Limited range- frequent errors of word/idiom form, choice usage- etc
9-7	Very poor	Essentially translation- little knowledge of English vocabulary

Table III.5**Language Use**

Range	Level	Criteria
25-22	Excellent to very good	Effective complex construction-etc
21-19	Good to average	Effective but simple construction-etc
17-11	Fair to poor	Major problems in simple complex/construction-etc
10-5	Very poor	Virtually no mastery of sentence construction rules-etc

Table III.6**Mechanic**

Range	Level	Criteria
5	Excellent to very good	Demonstrates mastery of construction –etc
4	Good to average	Occasional errors of spelling, punctuation, capitalization-etc
3	Fair to poor	Frequent errors of spelling, punctuation, capitalization-etc
2	Very poor	No mastery of convention dominated by errors of spelling, punctuation, capitalization, paragraphing- etc

The specification of highest result of the test is as follows:

Table III.7

The specification of the test

No	Writing skill	The highest scores
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language use	25
5	Mechanic	5

F. The Technique of Analysis Data

In analyzing the data, the researcher used the post test score of the experimental group and control group. In order to analyze the students' ability in writing persuasive text, the researcher used passing standard of English lesson in MA Asy-Syafi'iyah (KKM) that was 65 for students' ability in writing persuasive text, it means for those who get score ≤ 65 , they do not pass KKM standard, while for those who get score ≥ 65 they pass KKM standard. The category of students' score can be seen in the table bellow:

Table III.8
The Classification of Students' Score

Score	Category
80-100	High
60-79	Middle
40-59	Low

Source: Data from MA Asy-Syafi'iyah

In this research, the data were analyzed by using statistical method. To know whether or not there was significant difference of to mean sample from data variable compared²⁵

The data were analyzed by using SPSS 16.0 version computer program. After computing t-test, it was necessary to obtain degree of freedom used to determine whether the t-score was significant or not.

The t-obtained value is consulted with the value of t_{table} . Statically, the hypotheses are:

$H_a : t_o > t_{table}$

$H_o : t_o < t_{table}$

²⁵ Hartono, *Statistik untuk Penelitian*, Yogyakarta, Pustaka Belajar, 2004, P. 178.

Ha is accepted if $t > t\text{-table}$ or there is a significant difference on students' ability in writing persuasive text between those who are taught by using POW and TREE strategy and those who are not.

Ho is accepted if $t < t\text{-table}$ or there is no significant difference on students' ability in writing persuasive text between those who are taught by using POW and TREE strategy and those who are not.

G. The Validity and the Reliability of the Test

1. The Validity of the Test

According to Hughes,²⁶ a test is said to be valid if it measures accurately what it is intended to measure. According to Gay,²⁷ validity is the appropriateness of the interpretations made from the tests score. Furthermore, Gay says that there are three kinds of validity. They are content validity, criterion-related validity, and construct validity. All of them have different usage and function.

Content Validity is used to compare content of the test to the domain being measured. Gay also states that there is no formula used in this kind of validity and there is no way how to express it quantitatively.²⁸ Content validity just focused on how well the items represent the intended area. In addition, Hadari Nawawi states that this kind of validity is also said as a curricular validity.²⁹ It means that the content of the curriculum of a course

²⁶ Arthur Hughes, *Testing for Language Teachers*, Cambridge University Press, 1989, p.22.

²⁷ L .R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*. 6th Ed. United State of America: Prentice-Hall Inc, 2000, p. 161

²⁸*Ibid.*, p. 164

²⁹Hadari Nawawi and M. Martini Hadari, *Instrumen Penelitian Bidang Sosial*, Pontianak: Gajah Mada University Press. 2006. p.181-182.

that must be mastered by the students becomes the standard in determining the validity. To determine the validity using such validity is by referring to the material given to the students based on the curriculum.

Based on the explanation above, the writer used the content validity to measure whether the test was valid or not in this research. In other words, the tests given to the students were based on the material that they have learned.

2. The Reliability of the Test

According to Gay,³⁰ reliability is the degree to which the test consistently measures whatever it is measuring. Furthermore he says that to know the reliability of the test such as essay tests, short-answer tests, performance and product tests, and projective test, we are concerned with interjudge or intrajudge reliability. The interjudge reliability is also said as interscorer, interrater, or interobserver reliability.

In this research, the writer used interjudge (interrater) reliability. It means that the score of the test was evaluated by more than one people. In this research, the students' writing scores were evaluated by two raters.

³⁰L. R Gay and Peter Airasian, *Op.Cit.*, p.175.

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Description of the Research Instrument

The aim of this research is to find out the use of POW and TREE strategy toward ability in writing persuasive text at the second year students of MA Asy-syafi'iyah air tiris. To gain the data about the effect of using POW and TREE strategy toward students' ability in writing persuasive text, the writer used Test.

The data of this research were the score of students' post-test. The data were obtained by giving post test to the experimental and control class. The researcher gave pre-test to both experimental and control class before the treatment. The writing test given by the researcher consisted of three topics. The result of writing test was evaluated by concerning five components: Contents, organization, Vocabulary, Language use, and mechanics.

B. The Data Presentation

The data of this research were gotten from the scores of the students' post-test. The data were collected through the following procedure:

- a. Both classes (experimental and control class), at pre-test and post-test, were asked to write a persuasive text based on the topic.
- b. The writing was written in the blank sheets. Then, it was collected to evaluate the appropriate content, vocabulary, language use, organization, and mechanics.
- c. The researcher used two raters to evaluate the students' writing text.
- d. The researcher added the scores from the raters and divided it.

1. Description of Students' Scores of Experimental Class

a. Description of Students' Score of Pre-test Experimental Class

The description of students Pre-test Scores of experiment class can be seen at the table below:

TABLE IV.1
The Students' Pre-Test Scores of the Five Aspects
(Experimental Class)

Students	Content	Organization	Vocabulary	Language Use	Mechanism	Score
student 1	14.5	8	8	8	2	40.5
student 2	13	7	8	8	2	38
student 3	14	8	8	7.5	2	39.5
student 4	16	10	10	10	2	48
student 5	15	8.5	9.5	9.5	2	44.5
student 6	15	8.5	8.5	9.5	2	43.5
student 7	16	9	10	11	2.5	48.5
student 8	13.5	7	7	6.5	2	36
student 9	15.5	9	9	10	2.5	46
student 10	16	9	10	11	2.5	48.5
student 11	15	8.5	8.5	9.5	2	43.5
student 12	16.5	10	9	10	2	47.5
student 13	14.5	8	8	7.5	2	40
student 14	14.5	13	8	7.5	2	45
student 15	14.5	8.5	8.5	9.5	2	43
student 16	17	11	10	11.5	2	51.5
student 17	16	10	9	10	2	47
student 18	15.5	8.5	8.5	10.5	2	45
student 19	18.5	10	9.5	12	2.5	52.5
Total	290.5	171.5	167	179	40	848
Mean	15.28	9.02	8.78	9.42	2.10	44.63

The table above shows that the total scores of experimental class students' pre-test of the five aspects is 848 and the mean score is 44.63. The highest score is 52.5, while the lowest score is 36.

TABLE IV. 2
The Distribution of Frequency of Students' Pre-Test Scores of
Experimental Class

Score	Frequency	Percentage
36	1	5.26 %
38	1	5.26 %
40	2	10.53 %
41	1	5.26 %
43	1	5.26 %
44	2	10.53 %
45	3	15.8 %
46	1	5.26 %
47	1	5.26 %
48	2	10.53 %
49	2	10.53 %
52	1	5.26 %
53	1	5.26 %
Total	19	100 %

Based on the table above, it can be seen that 1 student got score 36 (5.26%), 1 student got score 38 (5.26 %), 2 students got score 40 (10.53 %), 1 student got score 41 (5.26%), 1 student got score 43 (5.26%), 2 student got score 44 (10.53 %), 3 students got score 45 (15.8%), 1 student got score 46 (5.26%), 1 student got score 47 (5.26%), 2 students got score 48 (10.53%), 2 student got score 49 (10.53%), 1 student got score 52 (5.26%) and 1 student got score 53 (5.26%). The highest frequency was 3 at the score of 45. The total frequency was 19.

b. Description of Students' Score of Post-test Experimental Class

TABLE IV.3
The Students' Post-Test Scores of the Five Aspects
(Experimental Class)

Students	Content	Organization	Vocabulary	Language Use	Mechanism	Score
student 1	24	15.5	15	19	4	77.5
student 2	24	15.5	15	19	4	77.5
student 3	24	15.5	15	19	4	77.5
student 4	26.5	18.5	18	21.5	4.5	89
student 5	21	14.5	14.5	17.5	2.5	70
student 6	26.5	18	17	20.5	4	86
student 7	24	14.5	16	19	4.5	78
student 8	24	15.5	15.5	19	4	78
student 9	24.5	17.5	17.5	21.5	4	85
student 10	24.5	17.5	18	21.5	4.5	86
student 11	23	14.5	15.5	19	4	76
student 12	26.5	18.5	18	21.5	4.5	89
student 13	24	15	15	19	4	77
student 14	24	15	15	19	4	77
student 15	19.5	14.5	12.5	14	3.5	64
student 16	19.5	15	15.5	17	3.5	70.5
student 17	24.5	18	17.5	20.5	4	84.5
student 18	21.5	15	15	15.5	3.5	70.5
student 19	24	16	15.5	19	4	78.5
Total	449.5	304	301	362	75	1491.5
Mean	23.65	16	15.84	19.05	3.94	78.5

The table above shows that the total scores of experimental class students' post-test of the five aspects is 1491.5 and the mean score is 78.5.

The highest score is 89, while the lowest score is 64.

The description of students Post-test Scores of experiment class can be seen at the table below:

TABLE IV.4
The Distribution of Frequency of Students' Post-Test Scores of Experimental Class

Score	Frequency	Percentage
64	1	5.26 %
70	1	5.26 %
71	2	10.53 %
76	1	5.26 %
77	2	10.53 %
78	5	26.31 %
79	1	5.26 %
85	2	10.53 %
86	2	10.53 %
89	2	10.53 %
Total	19	100 %

Based on the table above, it can be seen that 1 student got score 64 (5.26 %), 1 student got score 70 (5.26 %), 2 students got score 71 (10.53%), 1 student got score 76 (5.26 %), 2 students got score 77 (10.53 %), 5 students got score 78 (26.31 %), 1 students got 79 (5.26 %), 2 students got score 85 (10.53 %), 2 students got score 86 (10.53%), and 2 students got score 89 (10.53 %). The highest frequency was 5 at the score of 78. The total frequency was 19.

2. Description of Students' Score of Control Class

The description of students' scores of control class can be seen at the table below:

a. Description of Students' Pre-test Score of Control Class

TABLE IV.5
The Students' Pre-Test Scores of the Five Aspects
(Control Class)

Students	Content	Organization	Vocabulary	Language Use	Mechanism	Score
student 1	15.5	9	9	9.5	2.5	45.5
student 2	14.5	8.5	8.5	9	2	42.5
student 3	14.5	8.5	8.5	9	2	42.5
student 4	14.5	8.5	8.5	9	2	42.5
student 5	14.5	8.5	8.5	9	2	42.5
student 6	14	7.5	7.5	7	2.5	38.5
student 7	13.5	7	7	6.5	2	36
student 8	13.5	7	7	6.5	2	36
student 9	14.5	8.5	8.5	8	2	41.5
student 10	15	9	9	8.5	2.5	44
student 11	13.5	7	7	6.5	2	36
student 12	20.5	14	13.5	15.5	3	66.5
student 13	15	7	7	6.5	2	37.5
student 14	14.5	8.5	8.5	9	2	42.5
student 15	13.5	7	7.5	6.5	2	36.5
student 16	14.5	8.5	8.5	9	2	42.5
student 17	13.5	7	7	6.5	2.5	36.5
student 18	14	8.5	8.5	8	2	41
student 19	14	8.5	8.5	8	2	41
Total	277	158	158	157.5	41	791.5
Mean	14.57	8.31	8.31	8.28	2.15	41.65

The table above shows that the total scores of experimental class students' pre-test of the five aspects is 791.5 and the mean score is 41.65. The highest score is 66.5, while the lowest score is 36.

TABLE IV.6
The Distribution of Frequency of Students' Pre-Test Scores of Control Class

Score	Frequency	Percentage
36	3	15.8 %
37	2	10.53 %
38	1	5.26 %
39	1	5.26 %
41	2	10.53 %
42	1	5.26 %
43	6	31.58 %
44	1	5.26 %
46	1	5.26 %
67	1	5.26 %
Total	19	100 %

Based on the table above, it can be seen that 3 students got score 36 (15.8%), 2 students got score 37 (10.53 %), 1 student got score 38 (5.26 %), 1 students got score 39 (5.26%), 2 students got score 41 (10.53%), 1 student got score 42 (5.26%), 6 students got score 43 (31.58%), 1 students got score 44 (5.26%), 1 student got score 46 (5.26%), and 1 student got score 67 (5.26%). The highest frequency was 6 at the score of 43. The total frequency was 19.

b. Description of Students' Post-test Score of Control Class

TABLE IV.7
The Students' Post-Test Scores of the Five Aspects
(Control Class)

Students	Content	Organization	Vocabulary	Language Use	Mechanism	Score
student 1	21	13.5	12	13	3	62.5
student 2	21	12.5	12	13	3	61.5
student 3	21	14	13.5	15	3	66.5
student 4	22	14	14	16	2.5	68.5
student 5	21	13.5	13	14.5	2.5	64.5
student 6	17	13.5	12	12	2	56.5
student 7	17.5	13.5	11.5	12	2	56.5
student 8	17.5	14	11.5	12	2	57
student 9	21	13.5	14	15.5	2.5	66.5
student 10	15.5	15	10	11.5	2	54
student 11	15.5	15	10	11.5	2	54
student 12	23.5	17.5	16.5	19	3.5	80
student 13	15.5	15	10	11	2	53.5
student 14	20	14	13	14.5	2.5	64
student 15	17	13.5	11.5	11.5	2	55.5
student 16	17.5	15	12	12.5	2	59
student 17	17	13.5	11.5	11.5	2	55.5
student 18	17	13.5	11.5	11.5	2	55.5
student 19	22	15	15.5	16	3.5	72
Total	359.5	269	235	253.5	46	1163
Mean	18.92	14.15	12.36	13.342	2.42	61.21

The table above shows that the total scores of control class students' post-test of the five aspects is 1163 and the mean score is 61.21. The highest score is 72, while the lowest score is 54.

The description of students' post-test scores of control class can be seen at the table below:

TABLE IV. 8
The Distribution of Frequency of Students' Post-Test Scores of Control Class

Score	Frequency	Percentage
54	3	15.8 %
56	3	15.8 %
57	3	15.8 %
59	1	5.26 %
62	1	5.26 %
63	1	5.26 %
64	1	5.26 %
65	1	5.26 %
67	2	10.52 %
69	1	5.26 %
72	1	5.26 %
80	1	5.26 %
Total	19	100 %

Based on the table above, it can be seen 3 students got score 54 (15.8 %), 3 students got score 56 (15.8 %), 3 students got score 57 (15.8 %), 1 student got score 59 (5.26%), 1 student got score 62 (5.26 %), 1 student got score 63 (5.26 %), 1 student got score 64 (5.26%), 1 student got score 65 (5.26 %), 2 students got score 67 (10.52 %), 1 student got score 69 (5.26 %), 1 student got score 72 (5.26%), and 1 student got score 80 (5.26 %). The highest frequency was 3 at the score of 54, 56 and 57. The total frequency was 19.

C. The Data Analysis

1. Students' Ability in Writing Persuasive Text Taught by Using POW and TREE Strategy.

TABLE IV. 9
Students Pre-test Score of Experimental Class

Score	Frequency	Graduated Standard
36	1	No Pass
38	1	No Pass
40	2	No Pass
41	1	No Pass
43	1	No Pass
44	2	No Pass
45	3	No Pass
46	1	No Pass
47	1	No Pass
48	2	No Pass
49	2	No Pass
52	1	No Pass
53	1	No Pass
Total	19	

Based on data obtained, there were all of students who got score < 65 , so they did not achieve passing score (KKM) in writing.

TABLE IV. 10
Students Post-test of Experimental Class

Score	Frequency	Graduated Standard
64	1	No Pass
70	1	Pass
71	2	Pass
76	1	Pass
77	2	Pass
78	5	Pass
79	1	Pass
85	2	Pass
86	2	Pass
89	2	Pass
Total	19	

Based on data obtained, there was one student who did not pass the passing standard (KKM), or the score obtained < 65 , while there were 18 students who passed the passing standard (KKM), or the score obtained ≥ 65 . The percentage of students who did not pass the graduated standard as follows:

$$= \frac{1}{19} \times 100\%$$

$$= 5.27\%$$

The percentage of students who passed the graduated standard as follows:

$$= \frac{18}{19} \times 100\%$$

$$= 94.73\%$$

2. Students' Ability in Writing Persuasive Text Taught Without Using POW and TREE Strategy

TABLE IV. 11
Students Pre-test of Control Class

Score	Frequency	Graduated Standard
36	3	No pass
37	2	No pass
38	1	No pass
39	1	No pass
41	2	No pass
42	1	No pass
43	6	No pass
44	1	No pass
46	1	No pass
67	1	Pass
Total	19	

Based on data obtained there were 18 students who did not pass the passing standard (KKM), or the score obtained < 65 , while there was one student who passed the passing standard (KKM), or the score obtained ≥ 65 . The percentage of students who did not pass the graduated standard as follows:

$$= \frac{18}{19} \times 100\%$$

$$= 94.73 \%$$

The percentage of students who passed the graduated standard as follows:

$$= \frac{1}{19} \times 100 \%$$

$$= 5.27 \%$$

TABLE IV. 12
Students Post-test of Control Class

Score	Frequency	Graduated Standard
54	3	No Pass
56	3	No Pass
57	3	No Pass
59	1	No Pass
62	1	No Pass
63	1	No Pass
64	1	No Pass
65	1	Pass
67	2	Pass
69	1	Pass
72	1	Pass
80	1	Pass
Total	19	

Based on data obtained, there were 13 students who did not pass the passing standard (KKM), or the score obtained < 65, while there were 6 students who passed the passing standard (KKM), or the score obtained ≥ 65 . The percentage of students who did not pass the graduated standard as follows:

$$= \frac{13}{19} \times 100\%$$

$$= 68.42 \%$$

The percentage of students who passed the graduated standard as follows:

$$= \frac{6}{19} \times 100 \%$$

$$= 31.58 \%$$

3. The Effect of Using POW and TREE Strategy toward the Students Ability in Writing Persuasive Text.

TABLE IV. 13
Students' Post-Test Sore of Experiment Class and Control Class

No	Experimental Class	Students	Control Class
Student 1	78	Student 1	63
Student 2	78	Student 2	62
Student 3	78	Student 3	67
Student 4	89	Student 4	69
Student 5	70	Student 5	65
Student 6	86	Student 6	57
Student 7	78	Student 7	57
Student 8	78	Student 8	57
Student 9	85	Student 9	67
Student 10	86	Student 10	54
Student 11	76	Student 11	54
Student 12	89	Student 12	80
Student 13	77	Student 13	54
Student 14	77	Student 14	64
Student 15	64	Student 15	56
Student 16	71	Student 16	59
Student 17	85	Student 17	56
Student 18	71	Student 18	56
Student 19	79	Student 19	72

a. The Data Analysis of the Test

In analyzing the data, the writer used SPSS computer program with independent sample t-test formula. It can be seen in the table below:

The process of statistic analysis by using t-test in SPSS program is as follows:

- a. Open SPSS program.
- b. Entry of the data based on its procedure in Variable View and Data View.
- c. Click analyze in the menu of SPSS, choose compare mean.
- d. Choose Independent Samples T-Test.

The output of data analysis is as follows:

TABLE IV.21
Group Statistics

Experi ment	N	Mean	Std. Deviation	Std. Error Mean
Control 1.00	19	61.21	7.177	1.647
2.00	19	78.50	6.815	1.563

TABLE IV.22
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
co Equal ntr variances ol assumed	.263	.611	-7.615	36	.000	-17.289	2.271	-21.894	-12.685
Equal variances not assumed			-7.615	35.904	.000	-17.289	2.271	-21.895	-12.684

After getting the output of SPSS analysis, the writer interprets the output as follows:

- a. The output of group statistics shows that the mean of the experimental class is 78.50 and the mean of the control class is 61.21, and N (number of the case) for each class is 19. Standard deviation of the experimental class is 6.815 and standard deviation of the control class is 7.177. Standard error mean of the experimental class is 1.563 and standard error mean of the control class is 1.647.
- b. The output of independent samples test shows that the t-test result is 7.615, its df is 36, significant is 0.611, mean difference is 17.289, its

standard error is 2.271, lower difference interval is 12.685, and upper difference interval is 21.894.

There are two ways that can be done in interpreting t_o . They are as follows:

- a. By comparing t_o ($t_{\text{observation}}$) to t_t (t_{table}). From $df = 36$, it is found that the level of significance of 5% is 2.03 and the level of significance of 1% is 2.72. It can be stated that $2.03 < 7.615 > 2.72$. It means that null hypothesis (H_o) is rejected, while the alternative hypothesis (H_a) is accepted.
- b. By orienting the number of significance. If probability > 0.05 , null hypothesis (H_o) is accepted. If probability < 0.05 , alternative hypothesis (H_a) is accepted.

Based on the score of t-test (7.615), it shows that there is significant effect on the students who were taught by implementing think-pair-share strategy. It is proved by the finding t-test (7.615) which is greater than t_{table} at 5% level of significance (2.03), while in the level of significance of 1% (2.72). It can be stated that $2.03 < 7.615 > 2.72$. It means that null hypothesis (H_o) is rejected, while the alternative hypothesis (H_a) is accepted. In conclusion, teaching writing by implementing POW and TREE strategy at the second year students MA Asy-syafi'iyah Air Tiris Kampar Regency is better than without implementing POW and TREE strategy. Thus, there is significant effect of using POW and TREE strategy toward the ability in writing persuasive

text at the second year students of MA Asy-syafi'iyah Air Tiris Kampar Regency.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This research described the students writing ability, especially in writing persuasive text by using POW and TREE strategy. After teaching writing persuasive text by using POW and TREE strategy, the writer found a significant improvement. Based on the descriptions above, the writer concludes as follows:

1. The students' ability in writing persuasive text taught using POW and TREE strategy at the second year students' of MA-Asy-Syafi'iyah Air Tiris Kampar Regency show that the result of data obtained there were 18 students (94.73%) achieve the graduated standard and only one student who do not pass the graduated standard (5.27%).
2. The students' ability in writing persuasive text taught without using POW and TREE strategy at the second year students' of MA-Asy-Syafi'iyah Air Tiris Kampar Regency show that the result of data obtained there were only six students achieve the graduated standard (31.58%).
3. There is significant difference on students' ability in writing persuasive text between those who are taught by using POW and TREE strategy and those who are not at the second year students' of MA-Asy-Syafi'iyah Air Tiris Kampar Regency, because based on data analysis show that the result of $t_{\text{observation}}$ is 7.615 and degree of freedom (df) is 36 it is found that

the level of significance of 5% is 2.03 and the level significance of 1% is 2.72. It can be stated that $2.03 < 7.615 > 2.72$. it means that H_0 is rejected and H_a is accepted.

In conclusion, teaching English by implementing POW and TREE strategy at the second year Students of MA Asy-syafi'iyah Air Tiris Kampar Regency is successful to improve students' writing ability especially in persuasive text.

B. Suggestion

1. Suggestion for the Teacher

- a. The teacher should be creative in selecting the strategy that can be used in English teaching, especially teaching writing in order to make the students' writing ability better.
- b. The teacher should have the ability to guide the students in order that the students have a great motivation in learning English.
- c. The teacher should give the students opportunities to share or to express their ideas or opinions in writing.

2. Suggestion for the Students

- a. The students should pay more attention to the lesson that has been explained by the teacher.
- b. The students should have discussion and sharing information with their friends about English to improve their writing ability.
- c. The students should practice in their writing ability.

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