

**THE EFFECT OF USING POW+TREE STRATEGY ON THE STUDENTS'  
ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT**

**SKRIPSI**

*Submitted In Partial Fulfillment as the Requirement  
For the Degree of Sarjana Pendidikan  
English Education Program*

**By :**

**FITRI MULYANI**  
**1402050335**



**THE FACULTY OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF SUMATERA UTARA  
MEDAN  
2018**



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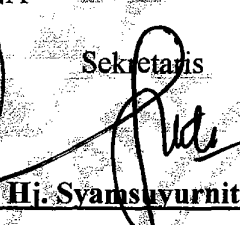



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Nama Lengkap : Fitri Mulyani  
N.P.M : 1402050335  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Using POW + TREE Strategy on the Students' Achievement in Writing Descriptive Text

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### ANGGOTA PENGUJI:

1. Dr. Hj. Dewi Kesuma Nst, SS, M.Hum
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3. Drs. H. Taslim Tanjung, M.Ed.

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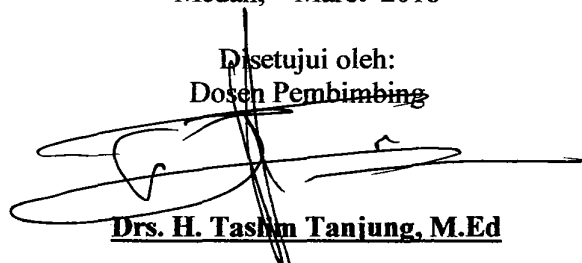
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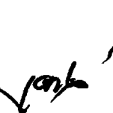
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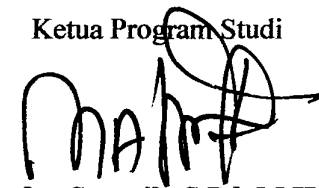


**Drs. H. Tashim Tanjung, M.Ed**

Diketahui oleh:

Dekan  
  
**Dr. Elfrianto Nasution, S.Pd, M.Pd**

Ketua Program Studi

  
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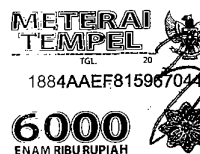
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Pendidikan Bahasa Inggris

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**BERITA ACARA BIMBINGAN SKRIPSI**

PerguruanTinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Nama Lengkap : Fitri Mulyani  
N.P.M : 1402050335  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Using POW + TREE Strategy on the Students' Achievement in Writing Descriptive Text

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Diketahui oleh :  
Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.

Medan, Maret 2018

Dosen Pembimbing

Drs. H. Taslim Tanjung, M.Ed

## ABSTRACT

**FITRI MULYANI, 1402050335. “The Effect of using POW+TREE Strategy on the students’ achievement in writing descriptive text”. Skripsi, English Department The Faculty of Teacher’s Training and Education, University of Muhammadiyah Sumatra Utara, Medan : 2018.**

This study was conducted as an attempt to discover the effect of using POW+TREE strategy on the students’ achievement in writing descriptive text. It was an experimental research. The subject was students of eight grade SMP SWASTA PANCASILA Tanjung Beringin. Two classes were taken by total sampling which divided into two groups. 34 students in VIII-A as Experimental group and 34 students in VIII-B as Control group. The instrument used in this research is writing text. The analysis were showed that the scores of the students in the experimental group were significantly higher than the scores of the students in the control group at the level of significance  $\mu = 0.05$  with the degree of freedom (df) 66, t-test > t-table  $6,07 > 1,997$ . it means POW+TREE strategy has a significant effect on the students’ achievement in writing descriptive text.

**Keywords :** POW+TREE, Writing and Descriptive Text

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This skripsi is the one of requirement for the degree of Sarjana Pendidikan (S.Pd) at FKIP, University of Muhammadiyah Sumatera Utara. Hopefully, this study give many people some information and knowledge how the teacher choice a good technique in teaching English. In writing this study with the title “ The Effect of Using POW+TREE Strategy on the Students’ Achievement in Writing Descriptive Text”, the researcher faced so many difficulties and problems but she did not her effort to make it better, and it is impossible to finish without much help from the others.

The researcher would like to thank a lot of her beloved parents, Arifin and Husniah, who had given support both in moral and material for the researcher from the first education until now. May the most Almighty, Allah SWT always bless them. Thank a lot for their much love, support, pray and motivation.

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Finally, the writer realizes that this study is still far for being perfect, but she hopes that this study will be useful for the readers especially students of English Education Program. May Allah SWT bless all of us. Aamiin

Wassalamu'alaikum Wr. Wb

Medan, March 2018  
The Researcher,

**Fitri Mulyani**  
**1402050335**

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. The Background of the Study**

Language has an important role of human life. By using language the people can express their idea, motions, and desires. The globalization era is an era which full of challenges and competitions. English as an internasional language has become part of our curriculum. According to Kurikulum Tingkat Satuan Pendidikan (Depdiknas, 2006) one purpose of teaching English in Junior High School is to develop ability to communicate in that language, in the form of oral and written. That means students have to master speaking and writing. Writing refers to one of the four language skills which is very important to learn. It becomes important because writing is one way to communication. As it is known, writing is not easy. Among the skills, writing is the most difficult skill to be learn, because it needs hard thinking in producing ideas, words, sentences, and paragraph at the same time. Writing belong to an important activity in an English class. Harmer (2004:86) states that writing is a process and that we write is often heavily influenced by constraints or genres, then these elements have to be present in learning. In Indonesia, English has becomes the first foreign language which is taught from elementary level up to university. English is also intensively used in international communication, in written as well as in spoken communication. In addition, many books of science and technology, art, other published issues are written in English. That means a have to master writing because all the



information relating to knowledge already achieved can be expressed by writing. In line with the importance of writing skills in communication, especially English, teachers should give special attention to students' writing achievement in learning process. That means every teacher should think of technique or strategy for students in order to master writing.

To make writing activity easy when teaching for students, English teacher should create some strategies in order to develop the students' ability in writing. There are many strategies that can applied for teaching writing, one of these strategies is POW+TREE strategy. Using POW+TREE strategy is useful for student in teaching writing descriptive text for the eight of students SMP SWASTA PANCASILA Tanjung Beringin in 2017/2018 academic year, Jalan Jati, Desa Pekan Tanjung Beringin, Serdang Bedagai, Sumatera Utara. POW+TREE is a two-part strategy to help students write opinion essays. This strategy establishes the students' background knowledge about and prior experience in writing within a set time frame. Where the student were instructed to work in a small group or partnering for ensuring active participation of students itself. Lienemann and Reid (2008:335) state POW+TREE strategy is a strategy that helps students to convey their opinion in essay. The POW components of the strategy are designed to help student pick their idea, organize (plan) and write their paragraph. The TREE components is intended to help students organize their notes. On the other hand, the student will be careful and precise for their text before write into piece of paper, because O in POW makes them to organize their notes. And it can help them to share their ideas. Therefore, the researcher had

some reasons in writing theory, such as: the students had limited knowledge of vocabulary, the students do not express their ideas in writing, the students get difficulties to using grammar in writing descriptive text and the teachers should be able to use the appropriate strategy in teaching writing.

There were some reason in writing this research. The first reason, writing is one of the important skill in English subject which requires a wide activity, idea, and knowledge. In writing, people can convey their feeling, ideas, expression and even share something to another. The knowledge which we have, especially we got by reading written information or text, such as books or magazine which are written by those who share their idea through writing. In fact, most of the students do not interested in learning writing. As a result their writing ability is so far from what is expected. POW+TREE could help them to understand of the materials easily in developing their ideas in writing descriptive text.

The second reason, is from the students themselves. Most of the students had limited knowledge of vocabulary. It makes the student feel confuse when they write a paragraph such choice of words. For example if the students have many ideas when start to write a text, but they do not know the words in English language and they cannot choose the appropriate words based on the topic of the text. So it makes their writing short and poor. Then, some of the students may do not want to open their dictionary or study at home, because when the teacher gave homework for them to find difficult words in a paragraph by using dictionary, most of them do not it well. It gives effect for them that their knowledge in vocabulary is cannot increase. In writing, vocabulary is needed by the students to

describe something clearly, without having enough vocabulary, they could not build a paragraph.

The third reason, the teacher may also contribute to the problem above. The teacher applied the same strategy for each topic without thinking about students' need. The topic of the text that will be given to the students is not interesting topic for them. It made them bored when began to write. According to Beckman (2006: 26) students can became better learners if the teacher is able to find out what strategies are currently use in the lesson. In the other words, the teacher should be able to use the appropriate strategy in teaching writing that can increase students writing skill. In the process of teaching, the teacher's way in using the strategy in teaching writing could not increase students' writing skill. To solve the students' problem in writing, teacher as facilitator have to take responsibility to find the way out in order to teach writing, so that the student could improve their writing skill. It is important for the teacher to use the various strategies in teaching writing especially for Junior High School to take them more interest to write and to easy them express their idea, opinion and feeling in written form.

The last reason, they also get difficulties to using English grammar, especially in writing descriptive text. Most of the students assumed that English in written form was the most the difficult subject. Because they must have knowledge about English grammar it made the students afraid to make many mistakes even they write their idea. By mastering grammar they would understand the rules that should used in paragraph. POW+TREE could encourage the students' interest in leaning writing. the student in a group can share their

knowledge, ideas, with their confident, they can extend their ideas to write paragraph well.

From the explanation above, it could be concluded that writing is very important skill in English subject. The process of writing descriptive text still become as serious problem for the students. They still hard low of vocabulary and they also got difficulties in using English Grammar. They are not interested in learning writing and easy to be mastered by the students. So, Based on the discussion above, researcher decided conducted research to find “The Effect of Using POW+TREE Strategy on the Students’ Achievement in Writing Descriptive Text.”

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

Based on the background of the study above the problem of this study was formulated as follows:

1. The students do not able to express their ideas in writing.
2. The students are lack of vocabulary and they also do not understand the grammar
3. The students do not interesting writing.

## **C. The Scope and Limitation**

The study was focused on using POW+TREE strategy in teaching descriptive text, so the scope of the study was limited to find out the effect of using POW+TREE strategy on the students’ writing achievement particularly writing descriptive text.

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

The problems this study was formulated as the following: “Is there any effect of using POW+TREE strategy on the students’ achievement in writing descriptive text.

#### **E. The Objectives of the Study**

The objectives of this study were expected as the following: “To find out of the effect of using POW+TREE Strategy on the students achievement in writing descriptive text.”

#### **F. The Significance of the Study**

The finding of this study were expected to be useful for theoretically and practically.

##### **1. Theoretically**

The expected of research is to enrich the learning of science writing especially in writing descriptive text by using POW+TREE strategy.

##### **2. Practically**

###### **1. For Headmaster**

The result could increase awareness of teacher and the headmaster performance to effectively the strategy.

###### **2. For Teacher**

As the basis of explaining strategy in teaching writing process for the students’.

3. For Students

To improve knowledge in understanding strategy in writing text especially in writing descriptive text.

4. For the writer

As the real action to apply her knowledge that she got from Muhammadiyah university of Sumatera Utara.

5. For the readers

At University of Muhammadiyah Sumatera Utara Library, to enrich readers knowledge about teaching strategy and writing descriptive text.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

In conducting a research, theories are needed to explain some concept in the research concern. The concept which is used must be clarified in order to have the same perspective of implementation in the field and avoid misunderstanding. In this chapter, the theoretical framework is presented in order to give clear concepts and much better understanding so that readers will get the point clearly.

##### **1. Achievement**

Based on Taxonomy Bloom, there are three aspects of learning achievement such as affective, cognitive and psychomotor. From these three aspects, the students' achievement is concerned with what someone has actually learnt from the learning process. To get maximal achievement is not easy. It depends in how students gave their effort to get the knowledge from their environment.

##### **2. Writing**

Heaton (1989:135) says that writing is the ability to use structure Writing refers to the skill of using graphic symbols which have to be arranged to certain convention. It means writing is the act of skill in forming, graphic symbols and combining a number of diverse elements. Since the reason for teaching writing to student of English as a foreign language include reinforcement, language development, learning style and most importantly, writing as a skill in its own

right (Harmer: 1998;84) writing is very complex. It is not an easy as spontaneous activity. Writing needs some mental efforts that must be combined and arranged. Writing need hard working, when the students do writing. They do not only have to keep minds but also consider the past opinion or ideas, which are relevant to their goal at the teaching. Writing is productive skill. The writer considers writing as an action to learn language that focuses on the process of learning language and developing command of the language. Sokolik in Nunan (2003: 35) argues that writing is both physical and mental act. Writing as physical act, it refers to communicate words o ideas to some medium. While as mental act, it refers to work of inventing ideas, thinking about how to express them, and organizing them into readable statement or paragraph. So that, writing is a complex skill that involves physic and mental work in producted words into language. It needs hand to write, and needs brain to think and concentrate to take out the ideas.

### **3. Process of Writing**

According to an article entitled *Effective Writing*, “The writing process is a way of looking at writing instruction in which the emphasis is shifted from students’ finished products to what students do as they write” it usually has five general steps that are recursive, which include pre-writing, drafting, sharing, revising and editing. They are labeled to help students understand where they are at in their own process” but aren’t always followed in a linear fashion the following figure is the writing process :



### **3.1 Pre-Writing**

Pre-writing is time to think or the easiest way to get words on paper and the best all-around practice in writing that know. To do a Pre-writing exercise, simply force yourself to write without stopping for ten minutes. Pre-writing makes writing easier by helping student with the root psychological or existential difficulty in writing, finding words in our head and putting them down on a blank piece of paper.

### **3.2 Drafting and Writing**

The phase is where students actually write and refine their ideas in a composition or time to write it down. This process allows writers to take into account new ideas and thoughts and to have the opportunity to incorporate it into their writing. Evidence shows that writers not only revise what they are writing, but also revisit their goals and plans for writing.

### **3.3 Sharing and Responding**

When the products of writing have been finished, student can be shares to the readers. The readers will read and respond them in order to help the writer improve his or her writing in a classroom, the teacher may ask the student to write first on paper about their . later, the teacher can check the product of writing done by the student, give some respond, and revise the mistake.

### **3.4 Revising and Editing**

Revision is time to improve our writing. Edition is time to make things correct. In the process of writing, some errors might be done y the writer. Therefore, revision and edition are needed in order to improve one's writing skill.

Revision means change the content of the writing and organize the text. You may decide that what you wrote was better than the first writing.

#### 4. Indicator of Writing

The cumulative score is ranging from 0-100 scoring written text in order to know the students achievement in writing. According Jacob in Hughes (2003) there are five indicators in scoring written test. They are:

##### 4.1 Content

The score of content depends on the students ability to write ideas, information in the form of logical sentence. The criteria of scoring as follows:

27-30	Excellent to very good: knowledge able substantive through development of to sentence relevant to assigned topic.
22-66	Good to average: Some knowledge able of subject adequate range limited development of topic sentence mostly relevant to topic, but lack detail.
17-21	Fair to poor: limited knowledge of subject little substance inadequate development of topic.
13-16	Very poor: does not show knowledge of subject – not substantive not pertinent or not enough to evaluate.

##### 4.2 Organization

The organization refers to the students ability to write the ideas, information in logical order. The topic and supporting sentences are clearly attached. The criteria of giving the some use as follow:

18-20	Very good: exact word, effective word choice and usage, worked from mastery appropriate register.
14-17	Good to average: adeguate range, occasional error or word, choice but meining confused or obscured

10-13	Fair to poor: limited range, frequent error of words, choice usage, meaning confused or obscured.
7-9	Very poor: essentially a translation knowledge of vocabulary, word form or not enough to evaluate

### 4.3 Vocabulary

Vocabulary refers to the students ability in using word idiom to express idea logically. The criteria are:

20-18	Excellent to very good: Sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register.
15-14	Good to Average: Adequate range, occasional errors of words/idiom form, choice, usage but meaning not obscured.
13-10	Fair to Poor: limited range, frequent, errors of words/idiom form, choice, usage but meaning not obscured
9-7	Very Poor: Essentially translation, little knowledge of English vocabulary, idiom, word form, not enough to evaluate.

### 4.4 Language Use

Language use refers to the capability of writing down the sentences either simple, complex or compound sentences correctly and logically. It also refers to the ability to use the agreement in the sentences and some other words such as noun, adjectives and time signals. The criteria are:

25- 22	Excellent to Very Good: Effective complex construction, few errors of agreement, tense, word / order function, articles, pronouns, preposition.
21-18	Good to Average: some in effective complex construction frequent errors the use of sentences element
17-11	Fair to Poor: major problems in simple/ complex construction frequents of errors of negotiations, agreement, tense, etc.

10-5	Very Poor: usually no material of sentence construction rules dominated by errors, not enough to evaluate.

#### 4.5 Mechanics

The criteria of scoring mechanics are given below:

5	Excellent to Very Good: Demonstrates mastery of conventions, few error spelling, punctuation, capitalization, writing sentences.
4	Good to Average: occasional errors of spelling, punctuation, capitalization, writing sentences, but meaning not obscured.
3	Fair to Poor : Frequent errors of spelling , punctuation, capitalization writing sentences, poor hand writing, meaning confused or obscured
2	Very Poor: No mastery conventions, dominated by errors of spelling , punctuation , capitalization, paragraphing, hand writing illegible or not enough to evaluate.

#### 5. Descriptive Text

Pardiyono (2006:165) stated descriptive is one of the writing types, besides of native, recount, information report, discussion, explanation, exposition, procedure, anecdote, advertisement-persuasive exposition. Descriptive text is a text that description of an object, both living thing and dead things including human and animals. Descriptive text is focus on the description of parts, characteristics, specialist, qualities or quantities by using objectives or attributed.

Descriptive text is a piece of writing which visualize and performs the appearance of thing by describing the details of subject. Lagan (2005:174) says that the main purpose of descriptive essay is to make readers see or hear, taste, smell, or feel what you are writing about.

Carol et al (2001:99) explain some specific's personality and history of description:

- a. Functional descriptive include precise detail that objectively describe basic physical characteristics of people, place and thing.
- b. Character profile describe actual people their appearance, thought, accomplishment, and goals.
- c. Character sketches are detailed description of fictional characters. The writer reveals a character's personality and history through description and dialogue.

### **5.1 Part of Descriptive Text**

In writing descriptive there are several things that should be understand as the as follow:

- a. Social Function

The social function of writing descriptive text is to describe a particular person, place, thing, or animal.

- b. Generic structure

Gerot and Wignell (1994:208) state that the generic structure of descriptive writing is:

1. Identification which identifies phenomenon that will be describe.
2. Description which describe about parts, qualities, or characteristic of something or someone in detail

- c. Grammatical Features

Knapp and Watkins (2005: 98) write there are several grammatical features of descriptive writing as a following:

1. In descriptive writing, the present tense is predominantly used. The past tense is used described something is the past.
2. The used of action verb are needed in describing especially for describing behavior.
3. When describe feelings, mental verbs are used, adjective, adverb, and adverbial phrase are se more there.

## **5.2 Types of Descriptive text**

Descriptive text have a five types there are:

### 1. Describing a Personality

If we want to describe a person, the first that we do is recognize him or her individual characteristic. They need to describe people occurs fairly in archaism of physical attribute (hair, eye) emotional (warm, nervous and others), moral attributes (greedy, flush, worthy, etc) and intellect (clever perception, and so on) consequently the writer describes the person clearly.

### 2. Describing a Place

As with the people, there is a commonly occurring head to describe place such as features of town district, or area like garden pr park the best way to describe a place is by presenting some concrete example, such as hotel, home, and so on. Further, it is essential to describe the size and agreement of the are involved.

### 3. Describing a Process

To describe a process in descriptive writing, it is important to the writer to know and to understand how something is happened and done. That's why the writer should consider the steps for completing the process and also the verbs are usually use in the imperative form.

#### 4. Describing Thing (Object)

The best way to describing an object accurately in providing the physical characteristics of an object such as the size, the shapes, the form, the color etc. Therefore the writer will describe all the pictures of the object.

#### 5. Describing an Event

In describing an event, the writer should be able to recognize and remember what had happened two days ago, I that case he or she has to explain all details related to the event clearly. Indeed it makes the reader fell the event in the real situation

### 5.3 Example of Descriptive Text

Table 2.1  
the Example of Descriptive Text

<b>Text Elements</b>	<b>Examples</b>
Identification	Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.
Description	Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 meter high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa.

	<p>The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways.</p> <p>The design of Borobudur symbolizes the conception of universe in Buddhist cosmology. It is believed that the universe is divided into three spiritual spheres, kamadhatu, rupadhatu, and arupadhatu. The first sphere, kamadhatu, represents respectively the sphere of desires where we are bound to our desires; the second sphere, rupadhatu, represents forms where we abandon our desires but are still bound to name and form; and the last sphere, arupadhatu, represents formlessness where there is no longer either name or form. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people. With its magnificent size and architecture, no wonder that Borobudur Temple includes 7 wonders of the world.</p>
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## 6. POW+TREE Strategy

POW+TREE is one of the writing strategy that can be used by the teacher in teaching process. According to Thomas (2010:315), POW is an organizational strategy and TREE is genre-specific persuasive essay strategy. It is explained that POW+TREE strategy used to help the writer or student to organize their writing well. This strategy will lead the students what should be put in good order of essay. Specifically genre of writing is persuaded to put in writing essay. POW is acronym of (pick my idea, organize my note, write and say more). Then, TREE stand for (topic sentence, reason, example 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.



Margaret (2009:425) describes that POW+TREE is a strategy that plans who is the characters, what is the setting that organize, and write more ideas. It explained that this strategy can help writer or student to write by considering some points such as characters, setting or organization, and ideas. This strategy leads the students to determine the characters, make or organization then how to explore the ideas.

### **6.1 The Advantages of POW+TREE Strategy**

According to Thomas (2010:317), there are some points of benefit to use POW+TREE Strategy such as memorize it, model it, goal setting, self-monitoring, self-instruction, and self-reinforcement. Then, Star Legacy Modules (2006:2) notice that POW+TREE Strategy has two main benefits like, it is presented in a step-by-step sequence, it has been empirically validated.

Finally, Asaro (2009: 3) states that POW+TREE Strategy has benefits for students in learning writing are improved the complexity, length, and Cohesiveness in writing process. Then, it can help students think productively before writing and then to sequence their ideas logically. The students can add relevant detail and structure of the text. Therefore, students can review and improve their first draft.

### **6.2 The Procedures of POW+TREE Strategy**

Harris, et al (2007:240) the students are taught to apply the following step-by-step procedure:

1. *P (pick the idea or topic)*. The students choose their idea/topic that is making in a paragraph.

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

## **7. Approach, Strategy. Method and Technique**

In teaching and learning process, a teacher should have approach, technique. There are four terms are very important in learning English to know how far the students in order students learn effectively and efficiently. Teaching is not only a process of transformation the lesson, but it also makes students have a skill and enables them to do something.

### **7.1 Approach**

Brown (2001:16) stated that approach is in theoretically well-informed position and believe about nature of language, the nature of language learning and the applicability of both to pedagogical setting. An approach is a set of correlation assumption dealing with the nature of language and the nature of language

learning and teaching. Approach is the level at which assumption and beliefs about language, language learning and language teaching.

### **7.2 Strategy**

Brown (2001:113) stated that strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. Learning strategy can be defined as the planning that contain a series of activities designed to achieve specific educational objectives. Further described is a learning strategy learning activities that must e done as that the teacher and students learning objectives scan be achieved effectively and efficiently (Kemp in Sanjaya 2008:126). The terms strategy in is often used in many context with meaning is always the same. In the context teaching strategies can be interpreted as a general pattern on teacher students action in the manifestation of the teaching activity. The terms strategy is often used in may contexts whit meaning is always the same. In the context of teaching strategies can be interpreted as a general pattern of teacher-student action in the manifestation of the teaching activity.

### **7.3 Method**

Brown (2001:16) states that methods that a generalize set of classroom specification for accomplishing linguistic objectives. Methods ten to be concern primarily with teacher and students roles and behaviors and secondarily with such features as linguistics and subject matter objectives, sequencing and materials. Method is theoretically related to an approach, organize by design, and practically realize in procedure.

#### **7.4 Technique**

Brown (2001:14) states that “technique is the specific activities manifested in the classroom that are consistent with a method and therefore were harmony with an approach as well”. More clearly stated that technique as a super ordinate term to refer various activities that either teacher or learners in the classroom. In this case technique is helped someone to improve the students’ achievement in mastering the language. So it ill very usefully to be applied in the classroom, with the technique teaching process will be facilitated and enjoyable to study. In fact technique is a kind of strategy to make a lesson more understands able by the students in other word, the teacher device a kind of activity then simulated the curiously of the students when the learning process occurred. It is a particular trick, strategy or contrivance use to accomplish and immediate objective technique to be consistent with a method and therefore in harmony with an approach as well. Further, technique depends on the teachers, his individual art and on the composition of the class particular problem must be track equally successful by the different technique.

#### **B. Conceptual Framework**

Writing is one of the language skills which inform the writer’s in the written form, It is processed of communication which requires an entirely different set of competence and use theoretical convention. In teaching, Descriptive text one of the types of writing to describe about particular person, thing, place, object and also event. In teaching English especially in writing

strategy is one of the most important factors. The teacher should choose the appropriate strategy in teaching. Teaching with the appropriate strategy help the students can be easy to understand the material. To make writing activity easy when teaching for the student, English teacher should create some strategies in order to develop the students' ability in writing. POW+TREE is two-part strategy to help students write opinion essay. This strategy establishes the students' background knowledge about and prior experience in writing within a set time frame.

By using POW+TREE as a strategy in teaching writing descriptive text, firstly the teacher was given the pretest to find how the scores that the students achieve before treatment is given. The teacher explain material which is descriptive text. The teacher gradually reduces the amount of support. For each essay written, student evaluate the essay and graph the parts. Students help each other as well as receive from the teacher. They share their essays and provide feed are back to each other. Used of the mnemonic chart, self-statements and graphic organizer are faded during this stage. POW+TREE is one of the writing strategy that can be used by the teacher in teaching process and a strategy that plans who is characters, what is the setting that organizes, and write more ideas.

### **C. Relevance of the Study**

The studies that have relevant with this study are: this study which has relevance with this research was conducted by Delgusri Wiyanti (2012 / 2013) In researching, researchers used the strategy POW+TREE in the Experimental class

and the Quick Write strategy in the control class. The treatment given as much as 8 times meeting material given in accordance with syllabus of class 11 semester 2 that is hortatory exposition text and narrative text. After conducting experiment, the researcher conducted a post-test to know the result of the impact of the strategy that has been tested. After obtaining the data, the researcher analyzed by using the formula sudjana (2005). The result showed an increase in student writing value after using POW+TREE strategy experimental class that is XI IPA 3, the average of post-test value is 77.45. while the value of post-test control class after using the Quick Write strategy is 74.83. while the t-count of the two classes is 0.20 greater than the t-table 0.016. thus POW+TREE strategy can give a positive effect on the value of student in learning writing.

#### **D. Hypothesis**

The hypothesis of this study can be formulated as follows :

H<sub>a</sub>: There is significance effect using POW+TREE Strategy on the students' achievement in writing descriptive text.

H<sub>o</sub>: There is no significance effect using POW+TREE Strategy on the students' achievement in writing descriptive text.

## CHAPTER III

### METHOD OF RESEARCH

#### A. Location and Time

The research was conducted at VIII grade students of SMP SWASTA PANCASILA Tanjung Beringin, which located on Jl. Jati Desa Pekan Tanjung Beringin, Kabupaten Serdang Bedagai. In academic year 2017/2018 the research of choosing this school because the facilities not capable to support teaching learning process, and the students hard to make a good sentences and the students hard to understand about descriptive text, the students hard to comprehend about writing especially Descriptive text. Based on the situations the researcher was conducted a research about the effect of Using POW+TREE Strategy on the Students' Achievement in Writing Descriptive Text.

#### B. Population and Sample

The population of this research was conducted at VIII grade students of SMP SWASTA PANCASILA Tanjung Beringin. There are 2 classes and the total number of students are 68 students. This research was applied total sampling. The samples chosen are VIII-A as the experimental group and VIII-B as the control group. So, total numbers are 68 students. The design is figured as follows:

Table 3.1  
Population and Sample

Group	Class	Population	Sample
Experimental	VIII-A	34	34

Control	VIII-B	34	34
	Total	68	68

### C. Research Design

The research was used experimental research meaning that there are two groups from the sample. The experimental group and the control group. The experimental group that taught by Using POW+TREE Strategy in Writing Descriptive Text.

Table 3.2  
Research Design

Group	Pre-test	Treatment	Post-test
Experimental	ü	ü	ü
Control	ü	-	ü

### D. Instrument of the Research

This research was used writing test as instrument to collect the data. The students was asked to write a descriptive text based on the topic that, given by the teacher. The test was divided in two sessions, the first is pretest given prior to the treatment. The second is post test which applied after conducting the treatment. There are five categories a good writing namely: content, organization, vocabulary or mechanism, and language use.

Table 3.3  
Scale of Score Qualitative and Quantitative

Qualitative form	Quantitative Form
Excellent to very good	90-100
Good to average	70-89
Fair to poor	30-69
Very poor	0-29



## **E. Technique of Collecting Data**

The get the accurate data, in this study the researcher used the test in the collecting the data, they are:

### **a. Pre-test**

Before treatment of research by Using POW+TREE Strategy, a pretest is administrated to the sample, the experimental group and control group. The pre-test consist of writing test. The researcher asked the students to write a descriptive text based on the direction given. The pre-test consist of Essay Test.

### **b. Treatment**

Both experimental and control groups was given in different treatment. The experimental group was taught with using POW+TREE strategy while control group was taught without using POW+TREE strategy.

### **c. Post-test**

After treatment, the post test was given to the students. The post test instrument is same at the pre-test. The post-test in the final test in this research, is used to measure the treatment, whether it is significant or in order to find out the weather the treatment was affective to the students' achievement in writing descriptive text.

## **F. Technique for Analyze Data**

In this research descriptive quantitative technique was applied it analyze the data, there were the steps:

1. check the students' answer

2. scoring the students' answer.
3. Listing the scores into two tables, first for the experimental group scores and second for the control group scores.
4. Calculating the total score pre-test and post-test in experimental group and control group. Calculating was conducted by using t-test as show below, according to Sugiyono (2015):

- a. Calculating Mean Score:

$$\bar{X} = \frac{\sum X_i}{n_x}$$

- b. Standard Deviation

$$S^2 = \frac{N \sum X^2 - (\sum X)^2}{(N) - (N - 1)}$$

- c. Correlation

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} \quad (\text{sugiyono, 2015: 225})$$

- d. Hypothesis test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}} \quad (\text{sugiyono, 2015: 274})$$

- e. Determination Test

$$D = (r_{xy})^2 \times 100\%$$

6. finding out the students' difficulties

**G. Statistical Hypothesis**

Ha : There is a significant effect of using POW+TREE Strategy on the Students' Achievement in writing descriptive text.

H<sub>0</sub> : There is no significant effect of using POW+TREE Strategy on the Students' Achievement in writing descriptive text.

**CHAPTER IV**  
**DATA AND DATA ANALYSIS**

**A. Data Collection**

The data collection of this research was taken from students' written test. The students' score was taken from their content, organization, vocabulary, language use and mechanics. The experimental group were given pre-test and post-test in the form of written paragraph. The result of the pre-test and post-test of the experimental group were presented in the following tables. Each student from each group was based on five indicators:

C : Content

O : Organization

V : Vocabulary

LU : Language Use

M : Mechanism

The result of the pre-test and post-test of the classes were presented in the following tables:

**Table 4.1**  
**The Score of Pre-test of the Experimental Group**

No.	Students' initial	Indicator					Total
		C	O	V	LU	M	
1.	AIS	13	12	11	8	1	50
2.	ARF	13	6	6	6	3	34
3.	AP	26	12	13	14	5	70
4.	ALD	17	8	9	12	4	50

5.	A	26	13	13	14	4	70
6.	ASY	23	14	12	12	4	65
7.	ASN	16	9	11	13	4	54
8.	AT	17	9	14	14	4	59
9.	BI	26	12	13	11	4	66
10.	CD	26	12	12	11	5	65
11.	DS	26	12	12	11	5	66
12.	D	21	12	11	15	4	63
13.	DA	23	14	14	15	4	70
14.	FR	13	6	6	18	3	46
15.	H	18	8	7	13	4	50
16.	J	21	12	12	16	4	65
17.	JS	13	10	10	13	4	50
18.	KH	18	9	11	17	4	59
19.	LS	17	6	6	13	4	46
20.	LF	18	8	7	13	4	50
21.	MRP	18	8	7	11	4	48
22.	MAAF	21	13	12	16	4	60
23.	MR	13	6	8	7	4	38
24.	MI	14	7	6	16	3	55
25.	M	18	9	7	9	4	47
26.	MAR	13	8	7	18	3	49
27.	N	20	16	12	13	4	65
28.	NS	13	7	8	11	3	50
29.	PN	17	7	7	11	4	46
30.	RS	18	11	11	15	4	59
31.	ROM	21	16	11	18	4	70
32.	S	20	10	11	6	3	50
33.	SRLY	21	11	12	18	3	65
34.	SZA	21	11	11	11	3	57
<b>SUM</b>							<b>1.907</b>
<b>MEAN</b>							<b>56,09</b>

Based on the data in the table above, it showed that the highest score was **70** and the lowest score was **34**, so the total score of pre-test in experimental group was **1.907**. The mean of pre-test in experimental group was **56,09**.

**Table 4.2**  
**The Score of Post-test of the Experimental Group**

No.	Students' initial	Indicator					Total
		C	O	V	LU	M	
1.	AIS	20	13	15	19	5	72
2.	ARF	25	13	14	16	5	72
3.	AP	28	17	19	15	5	80
4.	ALD	27	19	19	17	5	87
5.	A	28	13	18	22	5	86
6.	ASY	27	18	15	22	4	85
7.	ASN	25	15	12	20	5	77
8.	AT	25	20	15	20	5	85
9.	BI	27	19	18	21	4	89
10.	CD	27	19	18	19	5	88
11.	DS	25	13	11	18	5	72
12.	D	25	15	15	20	5	80
13.	DA	27	18	19	20	5	89
14.	FR	27	15	16	23	5	86
15.	H	25	17	15	22	5	85
16.	J	25	15	12	14	4	72
17.	JS	27	19	15	13	5	82
18.	KH	25	13	11	19	4	72
19.	LS	25	13	14	14	5	71
20.	LF	25	13	18	19	4	79
21.	MRP	27	17	18	17	5	84
22.	MAAF	25	15	15	21	4	80
23.	MR	27	13	14	13	4	71
24.	MI	27	14	15	23	4	83
25.	M	22	16	12	21	4	75
26.	MAR	26	16	14	23	4	83
27.	N	27	16	19	22	5	89
28.	NS	26	17	15	22	5	85
29.	PN	27	15	15	15	4	75
30.	RS	27	16	14	19	5	81
31.	ROM	27	15	15	20	4	81
32.	S	27	14	12	17	5	75
33.	SRLY	27	16	17	19	5	84
34.	SZA	20	13	14	22	5	70

<b>SUM</b>	<b>2.725</b>
<b>MEAN</b>	<b>80,14</b>

Based on the data in the table above, it showed that the highest score was **89** and the lowest score was **71**. So the total of post-test in experimental group was **2.725**. The mean of post-test in experimental group was **80,14**.

**Table 4.3**  
**The Score of Pre-test of the Control Group**

No.	Students' initial	Indicator					Total
		C	O	V	LU	M	
1.	AL	12	5	6	6	3	32
2.	AM	21	12	11	9	5	60
3.	AS	16	14	11	11	4	56
4.	ARR	20	13	12	12	3	61
5.	B	21	12	13	12	4	62
6.	DM	20	11	8	11	3	54
7.	D	13	8	6	6	3	34
8.	E	13	9	8	7	3	40
9.	EL	13	6	6	7	3	35
10.	HD	13	7	2	12	4	38
11.	HR	18	11	9	18	4	60
12.	HM	18	12	12	12	4	59
13.	HP	20	11	12	5	4	52
14.	IM	18	13	8	18	4	61
15.	I	13	8	8	11	3	43
16.	KA	21	11	11	9	3	55
17.	M	15	8	7	10	4	44
18.	MP	13	8	6	8	4	39
19.	MI	16	9	6	11	4	46
20.	MM	17	12	11	11	3	54
21.	MAUD	3	7	7	11	4	32
22.	MA	20	12	9	10	3	54
23.	N	13	8	7	11	4	43
24.	R	21	11	9	11	3	55
25.	RAS	17	11	12	18	4	62

26.	SA	16	12	12	18	4	62
27.	SP	18	8	6	10	3	45
28.	S	13	8	8	12	3	44
29.	SS	21	10	11	11	4	57
30.	SV	20	11	9	11	4	55
31.	SUS	15	8	7	11	4	45
32.	W	16	10	11	13	4	54
33.	WR	20	11	11	9	4	55
34.	WB	17	9	6	10	3	45
<b>SUM</b>							<b>1.693</b>
<b>MEAN</b>							<b>49,79</b>

Based on the data in the table above, it showed that the highest score was **62** and the lowest score was **32**, so the total score of pre-test in control group was **1.693**. The mean of pre-test in control group was **49,79**.

**Table 4.4**  
**The Score of Post-test of the Control Group**

No.	Students' initial	Indicator					Total
		C	O	V	LU	M	
1.	AL	22	14	8	18	4	66
2.	AM	25	13	12	22	5	77
3.	AS	24	16	14	12	4	70
4.	ARR	21	6	11	18	4	60
5.	B	21	18	17	19	5	80
6.	DM	23	11	9	18	4	65
7.	D	21	6	14	13	3	60
8.	E	22	12	13	18	4	69
9.	EL	22	12	9	18	4	65
10.	HD	20	11	12	13	4	60
11.	HR	20	13	12	11	4	60
12.	HM	22	14	18	13	5	72
13.	HP	23	17	15	16	5	76
14.	IM	24	16	14	12	4	70
15.	I	22	10	11	13	5	60
16.	KA	27	14	14	12	4	71



17.	M	28	11	11	14	4	68
18.	MP	19	12	13	12	4	60
19.	MI	21	14	11	11	4	60
20.	MM	22	16	13	17	4	72
21.	MAUD	22	16	12	11	3	64
22.	MA	22	16	16	13	4	71
23.	N	20	17	15	19	5	76
24.	R	22	15	16	15	5	73
25.	RAS	21	12	15	19	4	71
26.	SA	24	12	13	11	4	64
27.	SP	23	12	8	18	4	65
28.	S	21	16	11	13	4	65
29.	SS	22	13	14	14	4	67
30.	SV	19	14	11	16	4	64
31.	SUS	26	11	17	18	5	77
32.	W	23	13	11	11	5	63
33.	WR	20	11	16	17	4	68
34.	WB	20	11	11	13	5	60
<b>SUM</b>							<b>2.235</b>
<b>MEAN</b>							<b>67,35</b>

Based on the data in the table above, it showed that the highest score was **80** and the lowest score was **60**. So the total score of post-test in control group was **2.235**. The mean of post-test in control group was **67,35**.

## **B. Data Analysis**

Based on the data from the test, the score were analyzed in order to the differences of pre-test and post-test of the experimental and control group.

**Table 4.5**  
**The Difference Score of the Pre-Test and Post-Test in Experimental Group**

No	Students' Initial	Score	
		Pre-Test	Post-Test
1	AIS	50	72
2	ARF	34	72

3	AP	70	80
4	ALD	50	85
5	A	70	86
6	ASY	65	85
7	ASN	54	77
8	AT	59	85
9	BI	66	89
10	CD	65	88
11	DS	66	72
12	D	63	80
13	DA	70	89
14	FR	46	86
15	H	50	85
16	J	65	72
17	JS	50	82
18	KH	59	72
19	LS	46	71
20	LF	50	79
21	MRP	48	84
22	MAAF	60	80
23	MR	38	71
24	MI	55	83
25	M	47	75
26	MAR	49	83
27	N	65	89
28	NS	50	85
29	PN	46	80
30	RS	59	81
31	ROM	70	81
32	S	50	75
33	SRLY	65	84
34	SZA	57	70
	<b>Total Number</b>	<b>1.907</b>	<b>2.725</b>
	<b>MEAN</b>	<b>56,09</b>	<b>80,14</b>

**Table 4.6**  
**The Differences Score of the Pre-Test and Post-Test in Control Group**

No	Students' initial	Score	
		Pre-test	Post-test
1	AL	32	66
2	AM	60	77
3	AS	56	70
4	ARR	61	60
5	B	62	80
6	DM	54	65
7	D	34	60
8	E	40	69
9	EL	35	65
10	HD	38	70
11	HR	60	60
12	HM	59	72
13	HP	52	76
14	IM	61	70
15	I	43	60
16	KA	55	71
17	MR	44	68
18	MP	39	60
19	MI	46	60
20	MM	54	72
21	MAUD	32	64
22	MA	54	71
23	N	43	76
24	R	55	73
25	RAS	62	71
26	SA	62	64
27	SP	45	65
28	S	44	65
29	SS	57	67
30	SV	55	64
31	SUS	45	77
32	W	54	63
33	WR	55	68
34	WB	45	60

	<b>Total Number</b>	<b>1.693</b>	<b>2.235</b>
	<b>MEAN</b>	<b>49,78</b>	<b>67,35</b>

**Table 4.7**  
**The differences of Pre-Test and Post-Test in Experimental Group**

<b>No</b>	<b>Students' initial</b>	<b>Pre Test (X<sub>1</sub>)</b>	<b>Post Test (X<sub>2</sub>)</b>	<b>(X<sub>2</sub>-X<sub>1</sub>)</b>	<b>X<sup>2</sup></b>
1	AIS	50	72	22	484
2	ARF	34	72	38	1444
3	AP	70	80	10	100
4	ALD	50	85	31	961
5	A	70	86	16	256
6	ASY	65	85	20	400
7	AS	54	77	23	529
8	AT	59	85	26	676
9	BI	66	89	23	529
10	CD	65	88	23	529
11	DS	66	72	6	36
12	D	63	80	17	289
13	DA	70	89	19	361
14	FR	46	86	40	1600
15	H	50	85	35	1225
16	J	65	72	7	49
17	JS	50	82	32	1024
18	KH	59	72	13	169
19	LS	46	71	25	625
20	LF	50	79	29	841
21	MRP	48	84	36	1296
22	MAAF	60	80	20	400
23	MR	38	71	33	1089
24	MI	55	83	28	784
25	M	47	75	28	784
26	MAR	49	83	34	1156
27	N	65	89	24	576
28	NS	50	85	35	1225
29	PN	46	75	29	841
30	RS	59	81	22	484
31	ROM	70	81	11	121

32	S	50	75	25	625
33	SRLY	65	84	19	361
34	SZA	57	70	13	169
	<b>TOTAL</b>	$\sum X_1 = 1907$	$\sum X_2 = 2725$	$\sum X_2 X_1 = 812$	$\sum X^2 = 22038$

Based on the **table 4.7** above it can be seen that there was differences between pre-test and post-test score of experimental group. In pre-test, the lowest score was **34** and in post-test was **70**. While the highest score of experimental group was **71** in pre-test and **89** in post-test. After calculated the data for the experimental group above the score for pre-test was **1.907** and the total score for post-test was **2.725**. It means the score for post-test is higher than pre-test. The mean score was calculated as follow :

$$\frac{\sum X_2}{\sum X_1}$$

$$\frac{2725}{1907}$$

$$142,90$$

So, the mean score for Experimental Group was **80,15**.

The standard deviation of Experimental Group

$$\frac{\sum X_2^2}{\sum X_1} - \left( \frac{\sum X_2 X_1}{\sum X_1} \right)^2$$

$$\frac{22038}{1907} - \left( \frac{812}{1907} \right)^2$$

$$11,55 - 0,18$$

$$11,37$$

$$\frac{\sum y}{n}$$

$$\bar{y}$$

$$\sum W$$

$$\bar{W}$$

$$W$$

**Table 4.8**  
**The differences of Pre-Test and Post-Test in Control Group**

No	students' Initial	Pre Test (Y1)	Post Test (Y2)	(Y <sub>2</sub> - Y <sub>1</sub> )	Y <sup>2</sup>
1	AL	32	66	34	1156
2	AM	60	77	17	289
3	AS	56	70	14	196
4	ARR	60	61	1	1
5	B	62	80	18	324
6	DM	54	65	11	121
7	D	34	60	26	676
8	E	40	69	29	841
9	EL	35	65	30	900
10	HD	38	60	22	484
11	HR	60	62	2	4
12	HM	59	72	13	169
13	HP	52	76	24	576
14	IM	61	70	9	81
15	I	43	60	17	289
16	KA	55	71	16	256
17	M	44	68	24	576
18	MP	39	60	21	441
19	MI	46	60	24	196
20	MM	54	72	18	324
21	MAUD	32	64	32	1024
22	MA	54	71	17	289
23	N	43	76	33	1089
24	R	55	73	18	324
25	RAS	62	71	9	81
26	SA	62	64	2	4

27	SP	45	65	20	400
28	S	44	65	21	441
29	SS	57	67	10	100
30	SV	55	64	9	81
31	SUS	45	77	32	1024
32	W	54	63	20	81
33	WR	55	68	13	169
34	WB	45	60	15	225
	<b>TOTAL</b>	<b>∑ Y<sub>1</sub> =1693</b>	<b>∑ Y<sub>2</sub> =2325</b>	<b>∑ Y<sub>2</sub> Y<sub>1</sub> =621</b>	<b>∑ Y<sup>2</sup> =13232</b>

Based on table 4.8 the mean score was calculated as follow :

$$\bar{y} = \frac{\sum y_i}{n}$$

So, the mean score of Control Group was **68,38**.

The standard deviation of Control Group :

$$s = \sqrt{\frac{\sum y_i^2 - \frac{(\sum y_i)^2}{n}}{n-1}}$$



### C. Testing Hypothesis

Based on the previous data it was concluded in the following table :

**Table 4.9**  
**The Calculation Table**

No	X	Y	$X_i(x - \bar{x})$	$Y_i(y - \bar{y})$	$X_i^2$	$Y_i^2$	$X_iY_i$
1	72	66	-8.15	-1.35	66.37	1.83	11.02
2	72	77	-8.15	9.65	66.37	93.07	-78.60
3	80	70	-0.15	2.65	0.02	7.01	-0.39
4	87	61	6.85	-6.35	46.96	40.36	-43.54
5	86	80	5.85	12.65	34.26	159.95	74.02
6	85	65	4.85	-2.35	23.55	5.54	-11.42
7	77	60	-3.15	-7.35	9.90	54.07	23.14
8	85	69	4.85	1.65	23.55	2.71	7.99
9	89	65	8.85	-2.35	78.37	5.54	-20.83
10	88	60	7.85	-7.35	61.67	54.07	-57.74
11	72	60	-8.15	-7.35	66.37	54.07	59.90
12	80	72	-0.15	4.65	0.02	21.60	-0.68
13	89	76	8.85	8.65	78.37	74.77	76.55
14	86	70	5.85	2.65	34.26	7.01	15.49
15	85	60	4.85	-7.35	23.55	54.07	-35.68
16	72	71	-8.15	3.65	66.37	13.30	-29.71
17	82	68	1.85	0.65	3.43	0.42	1.20
18	72	60	-8.15	-7.35	66.37	54.07	59.90
19	71	60	-9.15	-7.35	83.67	54.07	67.26
20	79	72	-1.15	4.65	1.32	21.60	-5.33
21	84	64	3.85	-3.35	14.85	11.24	-12.92
22	80	71	-0.15	3.65	0.02	13.30	-0.54
23	71	76	-9.15	8.65	83.67	74.77	-79.10
23	83	73	2.85	5.65	8.14	31.89	16.11
25	75	71	-5.15	3.65	26.49	13.30	-18.77
26	83	64	2.85	-3.35	8.14	11.24	-9.57
27	89	65	8.85	-2.35	78.37	5.54	-20.83







**D. The significant effect of POW+TREE on the students' achievement in writing Descriptive Text.**

The percentage of using this strategy was 0,07%

It proved :

$$\begin{aligned} \text{Significant} &= (r_{xy})^2 \times 100\% \\ &= 0,07^2 \times 100\% \\ &= 0.0049\% \end{aligned}$$

**E. The Students' Difficulties in Writing Descriptive Text by Using POW+TREE Strategy.**

Consulting to the process of getting the data to be analyzed, it is found that even after treatment, students were still get difficult in writing text especially in writing descriptive text. As it was known that, descriptive text contents some of paragraphs, at least two paragraphs. After analyzing the data, it can be concluded that the students' difficulties in writing descriptive text by using POW+TREE strategy were as the following:

1. Students were getting confused in finding the idea of writing sentences in the process of POW+TREE strategy.
2. Some of the students were not focus to the learning material, so in the end of learning process, they did not know what to write.
3. Most of the students were lack of vocabulary item, and do not know how to put sentences in a good order.
4. Students did not know what is the organization, of writing descriptive text.

Considering the above students' difficulties, those can be solved by practicing English and practicing writing as often as possible, in order to get better

understanding and get better in comprehending English especially in term of writing descriptive text paragraph. Students should make a list of new vocabulary at least two times a week, in order to gain new words, use them in writing or speaking, it was help them to improve their writing capability. By applying POW+TREE strategy, it want hope that the students can get a better understanding about writing especially writing descriptive text. The criteria of the difficulties was shown in the following table.

**Table 4.10**  
**Scale of Score Qualitative and Quantitative**

Qualitative form	Quantitative Form
Excellent to very good	90-100
Good to average	70-89
Fair to poor	30-69
Very poor	0-29

#### **F. Research Finding**

Testing the hypothesis should be done in order to know whether the hypothesis was accepted or rejected. In testing the hypothesis, it was decided that hypothesis was acceptable if  $t_{\text{test}} > t_{\text{table}}$ , where  $t_{\text{table}}$  for the degree of freedom (df)=66 (obtained from  $N_1+N_2- 2$  ;  $34+34-2 =66$ ), in this case it was taken 66 at the level of significance 0,05 (1,997). The result of computing, the  $t_{\text{observed}}$  was higher than  $t_{\text{table}}$  ( $t_{\text{test}} > t_{\text{table}}$ ,  $6,07 > 1,997$ ). It showed that the hypothesis was accepted. Its means that there was a significant effect of using POW+TREE Strategy on the students' achievement in writing skill.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter, the writer mainly presents conclusions and suggestion based on the research findings and discussion presented in previous chapter.

#### **A. Conclusions**

Based on the data analysis, conclusions can be drawn as the following:

1. There were effects of using POW+TREE on students' achievement in writing descriptive text that they could find easier to express their ideas and thoughts to write paragraph especially descriptive text. It showed the final result was  $t_{\text{test}} > t_{\text{table}}$  ( $6,07 > 1,997$ ). It means that there was significant effect towards the students' achievement in writing descriptive text.
2. The students' who were taught by using POW+TREE strategy on the students' achievement in writing descriptive text, in order to increase their writing achievement to the students' was easier to develop their creativity using POW+TREE strategy in writing descriptive text.

#### **B. Suggestions**

From the conclusion above, the suggestion are advisable for improving the teacher of English particularly in learning especially in writing descriptive text as the following:

1. For the Headmaster, the headmaster should be attention of teaching strategy in the school, could increase awareness of teacher in order to give an effective strategy for students so that the students do not get bored.
2. For the English teacher, The English teacher should using POW+TREE as one of alternative way of teaching writing of a paragraph beside that the teachers have to do more active to give them assignment to make them get used to write and also more creative to make the learning situation comfort because it will influence to the students' motivation in writing.
3. For the students, the students should be active in the classroom because in the brainstorming the students are supported to be active in learning process, its hope that the students can be increase the knowledge.
4. For the writer, it is suggested to study this research in order to get information which still has relationship to their study.
5. The readers at UMSU library, to enrich readers' knowledge about teaching method and writing descriptive text.

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## Appendix 3

### Writing Test FOR EXPERIMENTAL GROUP

#### Direction:

1. Write down your full name and class on the top of your sheet.
2. Choose the Picture below !



3. Write a Descriptive text based on the picture !
4. The time is 30 minutes.
5. Concern about Content, Language Use, Organization, Vocabulary, and Mechanism

## Appendix 4

### Writing Test FOR CONTROL GROUP

#### Direction:

1. Write down your full name and class on the top of your sheet.
2. Choose the Picture below !



3. Write a Descriptive text based on the picture !
4. The time is 30 minutes.
5. Concern about Content, Language Use, Organization, Vocabulary, and Mechanism