



**THE EFFECT OF POW+TREE STRATEGY ON THE STUDENTS' ABILITY  
IN WRITING HORTATORY EXPOSITION TEXT  
AT SMA AL-WASHLIYAH 3 MEDAN**

**THESIS**

**Submitted to Faculty of Tarbiyah and Teacher Training UIN-SU Medan as a Partial  
Fulfillment of The Requirements for S-1 Program**

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## **ABSTRACT**

**Nur Aini Afika Sari: The Effect of POW+TREE Strategy on Students' Ability in Writing Hortatory Exposition Text At SMA AL-WASHLIYAH 3 MEDAN**

**Keyword: Students' Ability, Hortatory Exposition Text, POW+TREE Strategy.**

This research was intended to find out the empirical evidence of the students' achievement in writing ability by using POW+TREE strategy at the second grade of SMA AL-WASHLIYAH 3 MEDAN. This research was experimental research. The population of this research was all students of class 11 of AL-WASHLIYAH 3 MEDAN. The samples of this research were taken from 27 students of experimental group (class XI IPA 2) and 27 students of control group (class XI IPA 1). The instrument for collecting data was a test. After analyzing the data, the writer got; (1) The students' ability in writing hortatory exposition text by using POW+TREE strategy got the mean 82,29 and standard deviation was 7,37; (2) The students' ability in writing hortatory exposition text by using conventional strategy got the mean 72,33 and standard deviation was 4,76. The value of  $t_{\text{observed}}$  was 42,334 and that of  $t_{\text{table}}$  was 2,009. So the value of  $t_{\text{observed}}$  was higher than that of  $t_{\text{table}}$ . It means that there was significant effect of using POW+TREE on the students' ability in writing hortatory exposition text.

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The Writer

## TABLE OF CONTENTS

<b>ABSTRACT .....</b>	<b>i</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>ii</b>
<b>TABLE OF CONTENTS.....</b>	<b>iv</b>
<b>LIST OF TABLES .....</b>	<b>vi</b>
<b>LIST OF APPENDICES .....</b>	<b>vii</b>
<b>CHAPTER I : INTRODUCTION .....</b>	<b>1</b>
A. The Background of the Study .....	1
B. The Identification of the Study .....	5
C. The Formulation of the study .....	5
D. The Objective of the Study .....	5
E. The Significant of the Study .....	6
F. The Limitation of the Study .....	6
<b>CHAPTER II THEORITICAL REVIEW.....</b>	<b>7</b>
A. Theoritical Framework.....	7
1. Writing .....	7
2. Process of Writing.....	10
3. Type of Text.....	16
4. Hortatory Exposition Text .....	16
5. POW+TREE Strategy .....	17
6. The Advantages and disadvantages using POW+TREE strategy ...	20

B. Related Study .....	29
C. Conceptual Framework .....	31
D. Hyphotheses .....	32
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>33</b>
A. Location of study .....	33
B. Population and Sample .....	33
C. Research Design .....	35
D. Defenition operational Variabel .....	36
E. Instrument of Research .....	36
F. The Score of Test .....	38
G. Technique of Collecting Data .....	39
H. Technique of Analyzing Data .....	39
<b>CHAPTER IV : FINDING AND ANALYSIS .....</b>	<b>43</b>
A. Description of Data. ....	43
B. Data Analaysis.....	46
C. Finding Research.....	69
<b>CHAPTER V : CONCLUSION AND SUGGESTION.....</b>	<b>70</b>
A. Conclusion .....	70
B. Suggestion .....	70
<b>REFERENCES .....</b>	<b>72</b>
<b>APPENDIXCES</b>	

## LIST OF TABLES

Table	Title	Page
I	Example of Hortatory Exposition Text.....	20
II	Acronym of POW+TREE Strategy .....	23
III	Teaching POW+TREE Strategy .....	24
IV	Table Population of study .....	34
V	The design of study .....	35
VI	The score of test .....	38
VII	The score of pre test and post test of Experimental Group ...	43
VIII	The score of pre test and post test of Control Group .....	44
IX	Frequency distribution of Pre test in experimental group .....	46
X	Normality Testing of Pre test n Experimental Group .....	48
XI	Frequency distribution of Post test in Experimental Group ...	50
XII	Normality testing of Pre test in control group .....	52
XIII	Frequency Distribution of Pre test in control group .....	55
XIV	Normality testing of pre test in control group .....	57
XV	Frequency distribution of Post test in control group .....	59
XVI	Normality Testing of Post Test in Control Group .....	61
XVII	Mean of Post test- pre test in Experimental Group .....	65
XVIII	Mean of Post test – Pre test in Control Group .....	66

## LIST OF APPENDICES

Appendix	Tittle	Page
I	Rencana Pelaksanaan Pembelajaran control class .....	74
II	Rencana Pelaksanaan Pembelajaran experiment class .....	82
III	Soal pre test .....	90
IV	Soal post test .....	91
V	The Critical Value Liliefors Test .....	92
VI	Documentation .....	93
VII	Surat Izin Riset .....	95



## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

English as a foreign language was very important to us, because English was one of introduction in communication language in the International world. In English there was four skill that the students' in junior high school should be mastered, there was listening, speaking, reading, and the last is writing.

Writing was a medium of communication that represents language through the inscription of signed and symbols. In most language system, writing was a complement to speech or spoken language. Within a language system, writing relies on many of the same structure as speech, such as vocabulary, grammar and semantics, with the added dependency of a system of signed or symbols, usually in the form of a formal alphabet. The result of writing was generally called text, and the receipt of text was called a reader.<sup>1</sup>

According to Harmer writing was a process of transforming thoughts and ideas into written form. It should be be read and comprehended by the reader in order that communication took place.<sup>2</sup> When a writer written, he communicated his ideas by considered knew or unknown reader who would get his ideas and his meaning in the form of corrected written text. To wrote well, he should had good wrote capabilities too. Moreover, someone who wants to wrote essay or story should know in writing process and the aspect of writing skills. He should be able to organized the idea to used the spelling and punctuation well.

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<sup>1</sup>Wikipedia.*Definition of writing*. Accessed from en.m.wikipedia.org/wiki/writing. Accessed on 15 Februari 2018. At 15.00 pm

<sup>2</sup> Jeremy Harmer. 2004. . *How to teach writing*. England : Longman. p 13

In education, writing is one of the four language skills that should be mastered by the students. It is considered the most difficult skill to be learned and mastered because not only transform thoughts into words but also should involved some language components, such as grammar, spelling, language used, vocabulary, and punctuation. When the students wrote sentences to express their feeling and want to be understood, they should write it in correct language structure. It made writing become the difficult skill to be mastered.

In senior high school, there was some types of genre was studied such as narrative, descriptive, recount, spoof, exposition, procedure, etc. In this case, hortatory exposition is the main focus. Hortatory exposition text is to argue that something should be ought to be.<sup>3</sup> Therefore, the purpose of the hortatory exposition text is to argue or persuade people to believe what the writer believes in.

Hortatory exposition text had three main parts, they were (1) Thesis statement : statement or announcement of issue concern (2) Arguments : reasons for concerned that would to recommendation and (3) recommendation : statement of what should not happened or be done base on the given arguments. The students should be able to knew these three parts in order they could wrote hortatory exposition well and ordered the students could distinguished with other types of text.

In every school, the teacher should developed the method in teaching writing. Remembering that it was very necessary for the students to wrote the word well. However, in fact, the students' ability at writing was still less. The

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<sup>3</sup> Pardiyo. 2007. *Pasti Bisa, Teaching Writing-Genre Best Writing*. Yogyakarta : CV. Andi Offset. p 215

lacked of students' interested to wrote and the teacher's attention in using method was low. The first problem was from the students themselves. Based on the observation in SMA Al-Washliyah 3 Medan, there was three English Teacher at there. The English teacher of Ten Grade was Mam Umami Kalsum, S.Pd , the Eleventh Grade and Third Grade was Miss Ferry Zulianti, S.Pd. The researcher would do the research on the eleventh grade. The English Teacher of Eleventh Grade said that the students found difficulties in written a text, especially hortatory exposition text because there should be some arguments stated in the text by the students. They used English book by Mahrukh Basir. 2014. *Bahasa Inggris*. Jakarta: Kementrian Pendidikan dan Kebudayaan Republik Indonesia.

As the matter of the fact, most of them were not able to elaborate the arguments that they had in mind, even to express them because the vocabulary that the students had was still lack so they need more time to found the suitable words in context or known as diction by using dictionary.

Moreover, It made the students felt confused when they write a paragraph such choice of words. For example if the students had many ideas when start to write a text, but they did not knew the words in English language and they could not choosed the appropriate words based on the topic of the text. So it makes their written short and poor. Then, some of the students might did not want to open their dictionary or study at home, because when the teacher gave homework for them to found difficult words in a paragraph by used dictionary, most of them did not it well. It gave effect for them that their knowledge in vocabulary was could not increased. The second cause, the teacher might also contributed to the problem above. The teacher applied the conventional method for each topic without

thinking about students' needed. The topic of the text that was given to the students were not interested topic for them. It made them bored when begin to wrote.

According to the statement of Lienemann and Reid that POW+TREE is a strategy that helps students to convey their opinion in essay. The POW components of the strategy are design to help students pick their idea, organize (plan) and write their paragraph. The TREE component is intended to help students organize their notes. On the other hand, the students 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.<sup>4</sup>

Moreover, the students would be able to organized the flow of their written based on the ideas they had. There are some reason for the researcher to choose POW+TREE strategy, they were (1) POW+TREE strategy could assist students to thought before they wrote by used *pick my ideas*. This would help them to planned what they would to wrote, (2) POW+TREE strategy could assist student to wrote in a good structure because POW+TREE prompts student to wrote by given a topic sentence, then stated some reasons, and written the explanation for each reason. It would help students to wrioe in a well structure, (3) POW+TREE was an interested strategy to learned writing because it had media like cue card, mnemonic chart, graphic organizer that could raised the students easier to wrote.

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<sup>4</sup> Robert, Reid and Torri Ortiz Lienemann. 2008. *Strategy Instruction for Students*. New York: The Guilford Press. p 335

Based on the problems discussed previously, the writer interested to did a studied with tittle “ **The Effect of POW+TREE strategy on students’ ability in writing Hortatory Exposition Text at SMA AL WASHLIYAH 3 MEDAN**”

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

In relation to the background of study, the problem in this research would be identified as follows :

1. The students’ achievement in writing hortatory exposition text was still low.
2. The students’ mastery on the grammatical pattern but they did not understand how to apply in writing text.
3. The teacher set a monotonous and seldom used an appropriated technique in teaching and focusing on translating text.

### **C. The Formulation of the Study**

Based on the background of the problem as stated before, the formulation of the problem is :

Is there any significant effect on the students’ ability in writing hortatory exposition text by POW+TREE strategy?

### **D. The Objective of the Study**

The objective of the study are :

To find out the significant effect on the students’ ability in writing hortatory exposition text by using POW+TREE strategy.

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

The result of the study is expected to be useful for :

1. The English Teachers : English Teacher can use this study as a contribution to make a map concept she/he will have a new strategy to teach writing especially in writing Hortatory Exposition text by applying POW+TREE strategy and The English Teacher can make this technique to be an interesting technique to increase the students achievement in writing Hortatory Exposition text.
2. The students : It will improve the students' ability in writing Hortatory Exposition Text in real life.
3. The other researchers : it can be used as the reference of the research that has the same variable as a comparative study.

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

Based on identification of study, the writer would be like limited the study on two factors, they were : writing skill especially in hortatory exposition text. And, used the strategy of POW+TREE in writing hortatory text.

## **CHAPTER II**

### **THEORITICAL REVIEW**

#### **A. Theoritical Framework**

##### **1. Writing**

Writing is one of language skills that can be used as a means to express the writers' idea base on their thoughts and feelings. By writing, the writers can express what happen in their minds so that the readers know what the writers think and feel. Writing is a difficult skill because writers must balance multiple aspects such as content, organization, purpose, vocabulary, punctuation, spelling, and mechanics such as capitalization. Writing is especially difficult for non native speakers because they are expected to create written products that demonstrate the mastery of all elements above in a new language.

Nowadays, there are many ways which used of communication among people around the world. One of them called writing. As one of ways communication, writing was important in life, especially for the students, because by writing they could share much information, ideas and try to found new words as long as doing the communication through paper or article.

Moreover, writing was detached from the practical purposes and personal experiences of the writer.<sup>5</sup> In other words, writing a skillful activity combining knowledge, idea and experience. It is supported by Caroline who states that writing was a combination of process and product. The process refers to the act of

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<sup>5</sup> Ken Hyland. 2003. *Second language writing*. New York: Cambridge University Press. p 7

gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.<sup>6</sup>

In addition, Nunan states that writing has evolved in societies as result of cultural changes creating communicative needs which cannot be readily met by the spoken language. He speculates that with the emergence of cultures based on agriculture rather than hunting and gathering, there developed a need for permanent records which could be referred to over and over again. In the modern world written language serves a range of function in everyday life, including the following : primarily for action, primarily for information, primarily for entertainment .<sup>7</sup>

Writing is actually a developmental process. Students try to express their views or ideas in the best writing with teachers' guidance. Teachers have to provide students with the space to make their own meanings within a positive and a cooperative environment. What students need is to practice more and more. Brown illustrates that writing is like swimming.<sup>8</sup> When people want to be able to swim, they must have like an instructor to show them basic ways or tricks to swim, although the instructor is only their parents or their 9 friends (not professional instructors). After they get the basic ways to swim, they will develop based on their own style. The more chance they get to swim, the more perfect they will be. Writing has similar illustration with swimming. At the first time, there will be teachers who guide students to write. They will show students principles of writing. After students get the principles, they will try to develop their writing

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<sup>6</sup> Carolin T. Linse. 2005. *Practical English Language Teaching :Young Learners*. New York : McGraw Hill. p 98

<sup>7</sup> David Nunan. 2007. *Language Teaching Methodology*. Sydney : Longman. p 84

<sup>8</sup> H. Douglas Brown. 2001. *Teaching By Principles An Interactive Approach to Language Pedagogy*. San Fransisco : Longman. p 334



according to their own style. Students should get sufficient writing practices to acquire writing ability. These practices are aimed to stimulate their skill in expressing thoughts in a good passage. It is impossible to be able to write the researcher and effectively without sufficient practice.

Writing belongs to productive skill rather than perceptive one. It produces a message to communicate. Spratt, Pulverness, and Williams state that writing and speaking belong to productive skills. That's mean they involve producing language rather than receive it.<sup>9</sup> It means that writing and speaking will produce an output as an indicator that students have learn both those skills. It is clearly that the output of speaking skill can be oral conversation or drama. Meanwhile, the output of writing skill can be written stories, letters, or other text types.

When we talk about writing, in Holy Qur'an also explain about it. Allah the Almighty says in the Holy Qur'an Al-Qalam: 1 :

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

The meaning :

Nun. By the pen and by the (record) which (men) write.<sup>10</sup>

And also hadits about writing :

قَيِّدُوا الْعِلْمَ بِالْكِتَابِ

The meaning : Tie the science with the book ( by writing it). (H.R. Sayyidina 'Ali bin Abi Tholib ra)

So, students can arrange ideas into sentences, then the sentences to be good paragraphs. Writing is said as a unit of discourse because the process of writing is

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<sup>9</sup> Mary sprett, et all. 2005. The TKT (Teaching Knowledge Test) course. UK : University Press,Cambridge. p26

<sup>10</sup> Departemen Agama RI. 2007. *Al-qur'anulkarim*. Jakarta : Sygma

not short. It needs long process to make a good writing. If the students do it well, their hand writing can be success and understood by the reader.

## **2. Process of Writing**

Harmer explain that the process of writing there are four elements : Planning, drafting, editing, and final draft.<sup>11</sup>

The first stage that will be discussed is planning. According to Harmer, there must be three considerations in this stage. The first one is thinking the purpose of writing. It will influence other features, like text type, language use, and information or content of the text. The second one is related to the audience students refer to. It will have impacts in other cases. One of them is dealing with the language choice, whether they will use formal or informal language. The last consideration is the content structure It is about the sequence of the text. In his book, Harmer exemplifies how to sequence facts, ideas, and arguments in the best way.

After finishing their plan, students are led to step on the second stage which is drafting. In this stage, students are starting to write their ideas or topics they have selected before. They can also make outline about their writing content before they start to write in the best form.

The third stage according to Harmer is editing. Here, students are checking the drafts have been written by students. After they are checked and edited, students will start to write in the best form of writing based on their own text type.

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<sup>11</sup> Jeremy Harmer. 2004. *How to teach writing*. England : Longman. p 4-5

This is the fourth or the last stage of writing process. Harmer assumes final draft as finished product. It is considered as best writing after passing checking and editing. In this stage, students are allowed to publish their writing to readers.

In another book that is related to steps of writing, Following Emig's in Hyland description of composing as 'recursive', rather than as an uninterrupted, *Pre-writing->Writing->Postwriting* activity, a great deal of research has revealed the complexity of planning and editing activities, the influence of different writing tasks and the value of examining what writers do through a series of writing drafts.<sup>12</sup>

Khane states that Writing in it is 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)<sup>13</sup>.

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 these things at once. If that sounds mysterious, it is because writing is a complex activity. As writer

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<sup>12</sup>Ken Hyland. 2002. *Teaching Reasearching Writing*. Britain : Pearson Education Limited. p 20

<sup>13</sup> Thomas,S, Khane. *Oxford Essential Guide to Writing* .New York: Barkley Book. p 17

thinks about a topic you are already beginning to select words and construct sentences in other words, to draft.

According to Kriszner, there are six process of writing.<sup>14</sup> There are :

1. The first process is finding ideas,
2. The second process is identify main idea and writing topic sentence. This process is after have enough material to write about, it's time to identify your main idea—the idea you will develop in your paragraph.
3. The third process is arranging the supporting point. This process is to arrange them in the order in which you plan to discuss them in your paragraph and decided to group them in these two categories under the headings “Problems” and “Advantages.”
4. The fourth process is drafting. Drafting is get your ideas down on paper. Begin your paragraph with a topic sentence that states the paragraph's main idea. Then, following the list of points you plan to discuss, write or type without worrying about correct wording, spelling, or punctuation.
5. The fifth step is revising. Revising is the process of reseeing, rethinking, reevaluating, and rewriting your work. Revision usually involves much more than substituting one word for another or correcting a comma here and there.
6. The last process is editing. Editing is check for correct grammar, punctuation, mechanics, and spelling. You also proofread carefully for typographical errors that your spell checker may not identify and it is a vital last step in the writing process.

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<sup>14</sup> Laurie G. Kirsner and Stephen R. Mandell. 2009. *Writing first*. USA : Library of Congress Control. p 7-22

Furthermore, Richards and Willy said that process of writing comprising four main stages : Planning, drafting, revising, and editing.<sup>15</sup> These steps can be seen as follows:

- a) The first stage is planning (pre-writing). Pre writing is any activity in the classroom that encourages students to write. It stimulate thought for getting started. The following activities provide the learning experiences for students at this stage : brainstorming, clustering, rapid free writing, WH Question.
- b) The second stage is drafting. Drafting is the writer focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft.
- c) The third stage is revising. Revising is review the text on the basis of the feedback given in the responding stage. Revising is not merely checking for language errors. It is done to improve global content and the organisation of ideas so that the writer's intent is made clearer to the reader.
- d) The last stage is editing. Editing is engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. The writer edit their own or their peer's work for grammar, spelling, punctuation,diction,sentence, structure and accuracy of supportive textual material such as quotation,examples and the like.

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<sup>15</sup> Jack C.Richard and Willy A. Renandya.2002. *Methodology in Language Teaching An Anthology of Current Practice*. New York : Cambridge University Press. p 315-318

### 3. Type of Text

According to the statement of Pardiyono, *genre dapat didefinisikan sebagai jenis teks yang berfungsi sebagai pola rujukan sehingga suatu teks dapat dibuat dengan efektif; efektif dari sisi ketepatan tujuan, pemilihan dan penyusunan text elements, serta ketepatan dalam penggunaan tata bahasa* (The type of text (genre) has a functions as a frame of reference so that a text can be made effectively; effective in terms of goal accuracy, selection and compilation of text elements, as well as precision in the use of grammar.)<sup>16</sup>

There are many kinds of text in Learning English, They are :

#### a. Descriptive text

Descriptive text is text that gives a description of an object, either living or non living things to the reader. The generic structure of descriptive text is :

- Identification : A statement that describes the object to be described
- Description : Description of the condition of the object that can be reviewed in several ways, such as location, means of transport, people, wheather, size, etc.

#### b. Recount text

Recount teks is type of text that aims to provide information about past activities. The generic structure of Recount text is :

- Orientation : To draw the attention of the reader and focus their attention. In this section also introduces the perpetrators, place, and time in the text.
- Record of events : To provide details of events or events in hronologically.

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<sup>16</sup> Pardiyono. *Op.Cit.* p 2

- Re-Orientation : Conclusion from what has been stated in the record of the event.

#### c. Narrative Text

Narrative text is the past events to amuse or entertainment and provide a good lesson to the reader or listener. The generic structure of narrative text is :

- Orientation : it is about the opening paragraph or where the characters of the story are introduced.
- Complication : where the problem in the story is developed
- Resolution : where the problem in the story is solved

#### d. Procedure Text

Procedure text is text to help the readers how to do or make something completely. the most common example of procedural text is a recipe. A procedure usually has four components, they are :

- Topic/Goal : states what is to be done
- Sequence and steps : listed in order of use includes items needed to complete task and a series of steps
- Closing : how the success of the procedure can be tested

#### e. Explanation Text

Explanation text is explain the process involved in the formation of a natural or social phenomenon. The generic structure of explanation text is :

- General statement : Stating the phenomenon issues which are to be Explained

- Sequenced explanation : Stating detail about the series of steps which explain the phenomena.
- Closing : the conclusion about the explain before

#### f. Discussion Text

Discussion text is a text which is to present a problematic discourse. This problem will be discussed in the form of ideas or general opinions on a natural or social phenomenon that occurs in the community in two point of views. The generic structure of discussion text is :

- Statement of issues : stating the issue which is to discuss
- Arguments for : Presenting the point in supporting the presented issues
- Arguments against : Presenting other points which disagree to the supporting point.

#### g. Analytical Exposition Text

Analytical exposition text is a text that elaborates the writer's idea about the phenomenon surrounding. The purpose of this text is :

- To persuade the readers or listener that there is something that, certainly, need to get attention
- To analyze a topic and to persuade the reader that this opinion is correct and supported by arguments.



The generic structure is :

- Thesis : Introduces the topic and shows speaker or writer's position
- Argument : It consist about point and elaboration point
- Reiteration : conclusion that supported the argument

#### h. Hortatory Exposition Text

Hortatory exposition text is something should be or ought be. The generic structure is :

- Thesis : containing topic and brief statement of the writer's position related to the topic
- Arguments : the author's argument about the statement in the thesis
- Conclusion : A conclusion that reinforces the argument that is contained in the thesis is true

#### i. News Item

News item is the text to inform the events that are interesting and appropriate to be informed to others. The generic structure is :

- Headline : Reduced clause
- Summary of events : summary of news or incident report
- Background events : It is about actual events reported
- Source : comments from some experts, such as officials, witnesses, victims

#### j. Report Text

Report text is text to descriptions that provide useful scientific and knowledge-improving information or an account given of a matter after investigation or consideration. The generic structure is :

- Title : The goal of the text
- General statement : The certain statements relating to the topics that have been written in the title
- Description : Tells what the phenomenon under discussion; in term of parts, qualities, habits or behaviours.

#### k. Review Text

Review text is an evaluation of publication, such as a movie, video, game, musical composition, book, or an event. The purpose of review text is used to critic the events or art works for the reader or listener. The generic structure of review text is :

- Tittle : The title of review or evaluation containing a statement from the reviewer
- Identification : The reviewer's explanation of what to do with the title
- Summary and evaluation : concluding statement and last opinion
- Author and publisher : The information about the author and book Publisher.

#### 4. Hortatory Exposition Text

*Teks hortatory eksposisi adalah jenis teks lisan atau tulisan yang dimaksudkan untuk menjelaskan kepada pendengar atau pembaca bahwa sesuatu hal harus atau tidak seharusnya terjadi atau dilakukan* (Hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done.)<sup>17</sup> According to the statement of Puji Purnama, *Teks hortatory eksposisi adalah jenis teks Bahasa Inggris yang termasuk kedalam kelompok argumentasi* (Hortatory exposition is a type of English text that belongs to the class of argumentation.)<sup>18</sup>

a. The generic structure of hortatory exposition :

- Thesis : Statement or announcement of issue concern
- Argumentation : Reasons for concern that will lead to recommendation
- Recommendation : Statement of what should or should not happen or be done based on the given arguments.

b. Language Feature of hortatory exposition are :

- Focusing on the writer
- Using abstract noun : Policy, advantage, etc
- Using action verb
- Using thinking verb
- Using modal adverb ; certainly, surely, etc
- Using temporal connective ; firstly, secondly, etc.

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<sup>17</sup> Amalia Pradini. 2014. *Analytical Exposition & Hortatory Exposition*. Jakarta : PT. Multazam Mulia Utama. p 42

<sup>18</sup> Puji Purnama. 2011. *Cara Super Menguasai Materi Bahasa Inggris SMA Kelas 1,2,3*. Yogyakarta : Mitra Buku. p 161

- Using evaluative words ; important, valuable, trustworthy, etc.
- Using passive voice
- Using simple present tense

Example of Hortatory Exposition Text :<sup>19</sup>

### Why You Should Not Smoke

Table I

Thesis	I am sure that you know that smoking harms your body. Then why do you continue smoking? Maybe you do it because you haven't really become conscious about all the effects that smoking has. There are a lot of reasons why you shouldn't smoke. Some of them are that <i>smoking affects your health</i> , that <i>you spend a lot of money on cigarettes</i> , and that when you smoke <i>you are not respecting people around you</i> .
Argument 1	The first reason why you shouldn't smoke is that smoking affects your health. If you smoke, your physical condition will be negatively affected, so it will be very difficult for you to succeed in sports. Also, smoking produces lethal diseases like cancer and reduces the length and quality of your life. Maybe you don't notice all the physical effects of smoking immediately, but you surely will be sorry one day.
Argument 2	The second reason why you shouldn't smoke is because of all the money that you spend on it.

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<sup>19</sup> EnglishIndo.contoh hortatory exposition text. Accessed from <https://www.englishindo.com/2011/10/contoh-hortatory-exposition-why-you-should-not-smoke.html>. Accessed on 08-03-2018. At 00.16 pm

	<p>Maybe you start smoking only when someone offers you a cigarette, but there will be a day when you will feel the need of a cigarette. By this time, you will pay whatever to smoke, and each time you will smoke more, so you will spend more money. All the money you would spend on cigars could have been spent in something better, don't you think?</p>
Argument 3	<p>The last reason why you shouldn't smoke is out of respect for the people around you. When you smoke, you not only harm yourself, but you also harm all the people around you. So you mustn't be selfish; you should at least avoid smoking in front of people who don't smoke. Also, many people don't like the cigarette's smell, so they won't enjoy your company. Would you like that?</p>
Recommendation	<p>I have said just some reasons of why you shouldn't smoke, so I hope that now those of you who smoke are able to think a little and try to make a smart decision. In addition to all the reasons I've said, I would like you to think about how much you love yourself and then whether you want to continue harming yourself.</p> <p>Think also about all the people who love you, like your family who doesn't want to see you suffering or sick. If you decide to continue smoking, what a pity. But if you decide to stop smoking, congratulations! Remember that "If you can dream it, you can do it."</p>

## 5. POW+TREE Strategy

POW+TREE. POW is the acronym of (pick my idea, organize my note, write and say more). Then, TREE stand for (topic sentence, reasons, explain 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.<sup>20</sup>

Therefore, to make the opinion clearly in writing, we need a tool that can be used in writing especially for writing an opinion or persuasive text. It is supported by Reid , the tool to make the opinion clearly in writing is a strategy called POW+TREE. The POW is part of this strategy that gives power when write and TREE part help to remember all the parts to a good opinion essay.<sup>21</sup>

Moreover, scruggs and mastropieri define that POW+TREE is a strategy that can be increased ability to make a thoughtful, considered argument in writing, and could be of particular benefit. It means with POW+TREE students can make a good argument and can consider what good argument that can be used in the text and also they can increase their ability in writing.<sup>22</sup> According Harris et al in peter westwood, this strategy can be effective with students with learning difficulties<sup>23</sup>.

The students are taught to apply the following step-by-step procedure:

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<sup>20</sup> Delgusri Wiyanti. 2013. *The Effect Of Using Pow+Tree Strategy Toward Students' Writing Skill At Eleventh Grade Students Of Sma N 4 Padang*. Thesis. Padang: Staff Pengajar Program Studi Pendidikan Bahasa Inggris, University: STKIP PGRI Sumatera Barat

<sup>21</sup> Robert Reid and Torri Ortiz Lienemann. 2006. *Strategy Instruction for Students with Learning Disabilities*. New York: The Guilford Press. p 140

<sup>22</sup> Scruggs, E. Thomas, Margo A. Mastropieri. 2011. *Advances in Learning and Behavioral Disabilities: Assessment and Intervention. (Volume 24)*. Bingley: Emerald Group Publishing Limited. p 312

<sup>23</sup> Peter Westwood. 2008. *What Teachers Need to Know about Reading and Writing Difficulties*. Australia : ACER Press. p. 75

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

Actually POW and TREE can be 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:

	Pick The idea	
	Organize my notes using TREE	
	Topic Sentence	What do you Believe
	Reasons	Three or more
	Explain	Why do I believe this?
	Ending	Wrap it up right
	Write and say more	
	Topic Sentence	
	Give at least three reasons to support the belief	
	Explain your reasons in more detail	
	End with a good concluding statement	

Table II


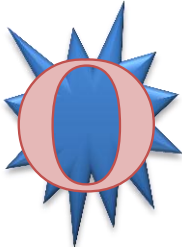
The TREE strategy (Graham, Harris, & Sawyer, 1987) can be used to guide students' composition of opinion essays. The TREE strategy is composed of

four self-directional prompts used to guide the fundamental form of an opinion essay. To most effectively use the TREE strategy students are taught to use TREE within a general three-step planning strategy: POW. The POW strategy is used to frame the writing process; TREE is used to organize the written prose.<sup>24</sup>

### Teaching POW+TREE<sup>25</sup> :

#### a. Develop Background knowledge

Before teach the POW+TREE strategy, the teacher determines what skills the students will need in order to use it properly. If the students are unable to perform any of the skills she identifies, she knows that she will need to provide explicit instruction for those specific skills. The table below outlines the skills that the teacher will assess.

ll	sesment
 <p>P Pick an idea or opinion</p>	<p>Given a prompting question (e.g., Should children go to school in the summer?), the student should be able to clearly decide what he or she believes.</p> <p>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</p>
 <p>O Organize and generate notes and ideas for each part of the TREE.</p>	<p>Given a graphic organizer and information, the student should be able to appropriately fill in the organizer. Students organize their thoughts and ideas in the fashion of a typical opinion essay, starting with a topic sentence, which is the first step in TREE.</p>

<sup>24</sup> Robert, Reid and Torri Ortiz Lienemann. Op.Cit. p 132

<sup>25</sup> [iris.peabody.vanderbilt.edu/module/pow/cresource/q2/p05/](http://iris.peabody.vanderbilt.edu/module/pow/cresource/q2/p05/)



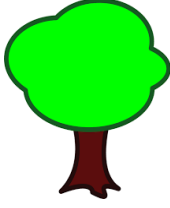

 <p><b>Topic sentence</b></p> <p><b>Reason</b></p> <p><b>Explanation</b></p> <p><b>Ending</b></p>	<p>Given a prompting question, the student should be able to clearly respond, writing what he or she believes. The topic sentence makes the author's opinion clear.</p> <p>Given his or her topic sentence, the student should be able to provide a written reason to support the topic sentence.</p> <p>Given his or her topic sentence and reasons to support that topic sentence, the student should be able to elaborate on those reasons.</p> <p>Given his or her topic sentence, reasons to support that topic sentence, and elaborations, the student should be able to compose a statement summarizing the information in the paragraph</p>
 <p><b>Write and say more</b></p>	<p>Given the information in a graphic organizer, the student should be able to construct a complete paragraph. 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.</p>

Table. III

When the students have used the POW+TREE strategy to write his essay, the teacher asks them to review their writing for completeness. Later, teacher provides students' with edit-and-revision recommendations about his first draft.

When the students have completed the second draft of their essays, the teacher implements the peer-editing process. After this, the students write the final versions of their essays.

**b. Model the strategy**

The teacher thinks aloud to demonstrate the use of the POW+TREE strategy. In this way, she verbalizes her thought processes as she models the strategy.

**c. Promote Memorization**

Memorizing the steps of the POW+TREE strategy is of the utmost importance. The ultimate goal is for students to be able to use the strategy fluently, as opposed to spending all of their cognitive resources remembering what each letter of the mnemonic represents.

The researcher uses several activities to help her students to memorize the strategy. Below are two of these activities :

**Hacky Sack Toss** — The teacher tells her students that when she tosses the hacky sack to them they should state a step in the POW+TREE strategy and tell what they need to do at that step. She starts by tossing a hacky sack to a student and asking, “What is the first step in the POW+TREE strategy?” The student responds, “Pick my idea. I need to decide what my opinion is.” The student then tosses the hacky sack back to Ms. Lin, tosses it to another student and asks for the next step.

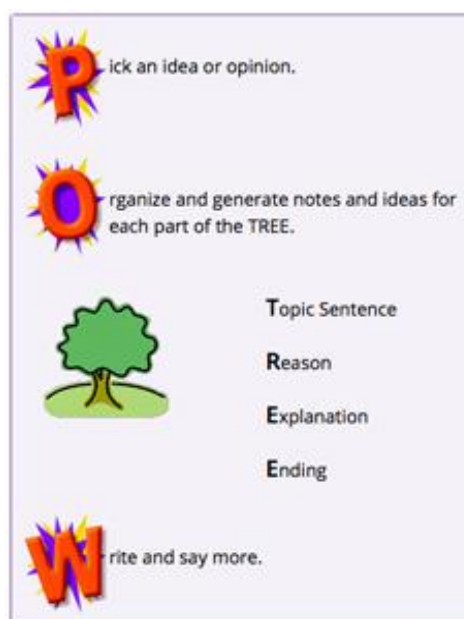
**Partner Sharing** — After the teacher provides training on partner sharing or paired instruction, she partners the students. Students take turns recalling the steps of the strategy and what they need to do at each step. Students use a mnemonic chart or cue cards to make sure their partners get each step correct. Partners give feedback to each other, and the process allows the pairs to repractice the steps correctly. This is especially helpful for students who struggle with memorization.

**d. Support the students**

Supporting the student is possibly the most critical part of the process. Students need to be given adequate time and support to master the strategy. Over time, she will gradually reduce the amount of support she offers. It is important to remember, however, that even when students have learned the purpose of a strategy and have memorized its steps, they may not be ready to use the strategy independently.

The teacher hangs a poster that displays the steps for the POW+TREE strategy to serve as a prompt for her students. Once the students have memorized the steps of the strategy, she will remove the poster and ask her students to make cue cards without the strategy descriptions. Eventually, she will have her students stop using the cue cards altogether. At this point, most of her students will have attained mastery of the strategy and will be able to work independently. She will continue to prompt them to use the strategy throughout the year.

## Poster of POW+TREE Strategy



### e. Encourage independent practice

During the independent practice stage, most of the students will demonstrate mastery of the POW+TREE strategy and will be able to write persuasive essays independently. The teacher knows that the students will need ongoing opportunities to practice the strategy. She will monitor her students' use of the strategy and will evaluate whether or not their performance has improved.

## 6. The Advantages and Disadvantages using POW+TREE strategy

### a. The advantages<sup>26</sup>

POW+TREE strategy have many advantages to the students, such as:

1. POW+TREE strategy can assist students to think before they write by using *pick my ideas*. This will help them to plan what they want to write.

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<sup>26</sup> Deborah A. McLaughlin. 2004. *A THESIS "AN ASSESSMENT OF THE EFFECTIVENESS OF THE POW PLUS TREE AND COPS WRITING STRATEGIES"*. Rowan University : USA. p 12-13

2. POW+TREE strategy can assist student to write in a good structure because POW+TREE prompts student to write by giving a topic sentence, then stating some reasons, and writing the explanation for each reason. It will help students to write in a well structure.
3. POW+TREE is an interesting strategy to learn writing because it has media like cue card, mnemonic chart, graphic organizer that can raise the students easier to write.
4. Help students' generate notes for the essay that correspond to their topic.

b. The disadvantages

POW+TREE strategy have disadvantages to the students, such as:

1. Students can not use the POW strategy without adding a TREE to a strategy when they write an argumentative essay.
2. This strategy can not be applied by students without teacher guidance.

**B. Related Study**

1. Delgusri Wiyanti (2012) conducted the research about, "The effect of using POW+TREE strategy toward students' writing skill at eleventh grade students of SMAN 4 Padang". This research was conducted by Delgusri Wijayanti from STKIP PGRI Sumatera Barat. This research found that there is an increase of students writing value after using POW + TREE strategy in experiment class that is XI IPA 3, obtained from post-test value is 77.45. while the value of post-test control class after using a quick write strategy that is 74.83. The t-count of

the two classes is 0.20 is greater than the 0.016 t table. Thus POW + TREE strategy can give a positive effect on the value of students in learning

2. Fahrizal (2013) conducted the research about, “The effect of using POW and TREE strategy toward the ability in writing persuasive text at the second year students’ of MA Asysyafi’iyah Air Kampar Regency”. This research was conducted by Fahrizal from UIN SULTAN SYARIF KASIM RIAU. 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.
3. Permadi Pasaribu (2016) from Universitas Negeri Medan (UNIMED) conducted the research about “The effect of POW+TREE strategy on students’ ability in writing hortatory exposition text” This study deals with the effect of POW+TREE Strategy on students’ ability in writing hortatory exposition text.. The problem of the study is to find out whether POW+TREE Strategy significantly affects students’ ability in writing hortatory exposition text or not. This study was conducted by using experimental design. The population of the study was the students of eleventh grade of SMA Methodist 8 Medan in the academic year 2015/2016, there were 3 parallel classes of grade XI. There were two classes selected to be sample. The Experimental group (XI IPA-2) was taught by applying POW+TREE Strategy, while the Control group (XI IPA-1) was taught by applying conventional strategy. The data of the study was obtained from the students’ scores of writing test. There were two kinds of test

used in this study. They were pre-test and post-test. The data were analyzed by applying t-test formula. After analyzing the data, the result of the study showed that t-observed (2.338) was higher than t-table (1.994) ( $t\text{-observed} > t\text{-table}$ ) at the level of significance of  $p = 0.05$  and the degree of freedom ( $df$ ) = 68. It can be concluded that applying POW+TREE strategy significantly affects students' ability in writing hortatory exposition text, or in other words, the null hypothesis is rejected, therefore the alternative hypothesis is accepted.

### **C. Conceptual Framework**

Writing is very important but it is not easy to teach the students be able to write. There are many kinds of writing, such as descriptive, narrative, recount, procedure, explanation, hortatory, news item, report, and etc. One of the texts that learned by students at senior high school is hortatory exposition text. Hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done.

Although the students also find difficulties in writing. It is proved by the score of students is low. There are many factors that influence the students writing ability on hortatory exposition text such as the students did not have self confidence to produce writing, because they can not organize their ideas and information about the topic when they had some ideas to write, they did not express it because they have lack vocabulary so they need more time to find the suitable words in context or known as diction by using dictionary. Moreover, the students were also still low in mastery grammatical aspect of writing to the sentences they wrote are not organized correct. There is some solution to solve the

problem. Strategy is one of the important factors in obtaining the students' writing ability. The teacher's strategy can help the students to understand the lesson easily.

POW+TREE strategy POW+TREE strategy assists students in learning how to write an opinion essay which opinion essay is about what the writers believe or what they think about a certain topic. It will help them to plan what they want to write because POW+TREE strategy can assist student to write in a good structure POW+TREE prompts student to write by giving a topic sentence, then stating some reasons, and writing the explanation for each reason. It will help students to write in a well structure. This strategy is consisted of six steps that should be followed by the students in making paragraph in making writing plan before writing the text. POW stands for Pick my idea, Organize my notes, Write and say more, TREE stands for Topic sentence, Reasons, Explain reasons, and Ending.

#### **D. Hypotheses**

Based on the theoretical and conceptual framework, so the writer formulate the hypotheses as follows :

Ha : There is significant effect of using POW + TREE strategy on students' ability in writing persuasive text between those who are taught by using POW and TREE strategy.

Ho : There is no significant effect of POW + TREE strategy on students' ability in writing hortatory exposition text between those who are taught by using POW and TREE strategy.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Location of Study**

As the writer explained in preceded chapter that the writer's objectives was the research were the students' of SMA AL WASHLIYAH 3 MEDAN IN THE ACADEMIC YEARS 2017/2018. All of data would be taken from SMA AL -WASHLIYAH 3 MEDAN IN THE ACADEMIC YEARS 2017/2018.

The reasons for choosing this school as the location of the research, were :

1. No similar research had been conducted in this school
2. The students' achievement in hortatory exposition text was low
3. Some teachers in this school were still ignored of used the strategy when taught.

#### **B. Population and Sample**

##### **1. Population**

According to Ary, et.all., in sukardi, Population was all members of well defined class of people, events or object.<sup>27</sup> Population was a generalization region consisting of objects or subjects that had certain qualities and characteristics set by the researchers to be studied and then drawn conclusions.<sup>28</sup> The population of this research was all of the students in XI IPA SMA AL-WASHLIYAH 3 MEDAN IN THE ACADEMIC YEARS 2017/2018 that has 4 classes. The total of the students were 146 students. The detail was as follow :

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<sup>27</sup> Sukardi. 2003. *Metodologi Penelitian Pendidikan*. Jakarta : PT. Bumi Aksara. p 53

<sup>28</sup> Sugiyono. 2013. *Metode Penelitian Pendidikan*. Bandung : Alfabeta. p 117

**Table IV. Table Population of Study**

NO	Class	Students
1	XI IPA I	27 Students
2	XI IPA II	27 Students
3	XI IPS	30 Students
	TOTAL	84 students

*Source data : Head of administration SMA AL-WASHLIYAH 3 Medan*

## 2. Sample

Sample is part of the number and characteristics possessed by that population.<sup>29</sup> sample is a subgroup of the students that is representative of the whole population, a group of people, thing or place where data is collected. A sample is actually a part, which is considered as a representative of a population.

<sup>30</sup>

The writer would did observation at XI IPA I and XI IPA II. In order to got the representative sample, the writer choose the sample that could represented the true situation of the population. They were experimental group taught used POW+TREE Strategy and control group which was taught without POW+TREE Strategy.

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<sup>29</sup> Ibid. p 118

<sup>30</sup> Brown, H. Douglas. 2001. Teaching by Principle: An Interactive Approach to Language Pedagogy. New York : Longman. p 71

### C. Research Design

The object was taught by used two methods on the students of the 2<sup>nd</sup> grade in SMA AL WASHLIYAH 3 MEDAN IN THE ACADEMIC YEARS 2017/2018. This study would be applied by experimental research. The writer applied an experimental research which used two group of sample such as control and experimental group to investigated the effect of POW+TREE strategy on students' ability in writing hortatory exposition text . The experimental group which received the treatment using POW+TREE strategy, meanwhile the control group was the group which received the treatment using conventional method. In conducting the research, the writer expected the POW+TREE strategy gave a good effect in writing hortatory exposition text.

The data was took and analyzed by quantitatively to found The Effect of Used POW+TREE Strategy ( Pick my idea, Organize my notes, Write and say more, Topic sentence, Reasons, Example, and Ending ) to The Students ability in writing hortatory exposition text.

**The design of this studied was illustrate as follows:**

**Table V.**

Group	Pre-test	Treatment	Post-test	Class
Experimental Group( EG)	✓	POW+TREE strategy	✓	XI IPA 2
Control Group(CG)	✓	Conventional method	✓	XI IPA 1

#### **D. Definition Operational of Variable**

This research also had two variables. The two variables were:

1. Dependent variable

The dependent variable of this research was the students' ability in writing Hortatory exposition text.

2. Independent variable

The independent variable in this research was the students achievement on directed writing Hortatory exposition text by using POW+TREE as a method in teaching writing.

#### **E. Instrument of Research**

Instrument is an important device for collecting the data in a research study. To measure the students' achievement in education, for example, usually a test was used as the instrument. From a certain kind of test, a teacher or an experimenter would be able to collect the data that was the scores which could be used to identify, classify, or evaluate the test takers. Before collecting the data, I made the test first as the instrument. The instrument was a hortatory exposition text.

To made sure that the instrument was valid enough, The writer would checked the Competence-Based Curriculum first. This curriculum stated that the students were supposed to made hortatory exposition texts. Thus, the content of the test offered in the research was valid enough. For collecting the data the writer decided to used an essay test in the form of hortatory exposition text. The writer

considered that “an essay test” was an appropriate type of the test. It is because in an essay test of writing, the students were free to expressed their ideas. They could freely express and organize their ideas in a written form. In this research there were some procedured that would be used in collecting the data, they were : pre-test, treatment, and post test. The procedured described as follow :

### 1. Pre-test

The pre-test will be conduct before treatment. The same pre-test was given to both experimental and control group in order to investigated the students writing hortatory exposition text. Both experimental and control group would be asked to wrote based on the text given.

### 2. Treatment

The treatment would be conducted after pre-test in experimental group. The students would be teach by applying POW+TREE Strategy and control group which would be taught by Conventional Method. Both experimental and control group were taught by the same material.

### 3. Post-Test

The post-test was used writing test. It was gave after the treatment finished. The objective of this was to got the data about the result of treatment to be analyzed in order to know the effect of POW+TREE Strategy on students' ability in writing hortatory exposition text at SMA AL-WASHLIYAH 3 MEDAN IN THE ACADEMIC YEARS 2017/2018.

#### **F. The score of the test**

To know students' ability in writing , there were five scoring components scales, namely : content, organization, vocabulary, language use and mechanics. The score per items were 20 for very good answer. Students would got 100 point if they could answered correctly to all of item. The specific criteria would described in detail the following stages.

**Tabel VI. The Score of the test**

Score	Content	Organization	Vocabulary	Language Use	Mechanics
18-20	Very good to excellent: knowledgeable, substantive through development of topic sentence relevant to assigned topic.	Very good to excellent : fluent expression, idea clearly stated, well organized, logical sequencing and cohesive.	Very good to excellent: sophisticated range, effective word and usage, word form mastery, appropriate register.	Very good to excellent: demonstrate mastery of conversations few errors spellinh, punctuation, capitalization, writing sentence	Very good to excellent : demonstrate mastery of conversations- few errors spelling, punctuation, capitalization, writing sentence.
14-17	Average to good : some knowledge able to subject adequate range, limited	Average to good : somewhat choppy, loosely organized but main ideas stand	Average to good : adequate range, occasional errors of meaning not obscured.	Average to good : effective but simple construction several errors of	Good to very good : occasional errors of spelling

	development of topic, sentence mostly relevant to topic but lack detail	out.		agreement, tense, number, word order/function word, articles, pronouns and preposition.	punctuation, capitalization, writing sentences but meaning not obscured.
10-13	Poor to fair : limited knowledge of subject, little substance inadequate development topic.	Poor to fair : non-fluent ideas confused or disconnected, lack logical sequencing and development.	Poor to fair : limited range, frequent errors of word idiom, choice, usage but meaning confused and obscured.	Poor to fair : major problem in simple complex construction, frequent errors of negation agreement, number, etc.	Poor to fair : frequent errors of punctuation, capitalization, writing sentences, poor hand writing.
4-9	Very poor : does not show knowledge of subject, non-substantive, not pertinent or not enough to evaluate.	Very poor : does not communicate, no organization or not enough to evaluate.	Very poor : essentially translation little knowledge of English vocabulary, idiom word form or not enough to evaluate.	Very poor : virtually no mastery of sentences of construction rules dominated by errors, doesn't communicate, not enough to evaluate.	Very poor : no mastery of conventions, dominate by texting, hand writing, illegible, or not enough to evaluate.

## **G. Technique of Collecting Data**

The technique of collecting data was administrated by means which there were two sources of data collected:

1. Data of pre-test that administrated before the class treatment of control and experimental groups.
2. Data post-test that administrated after the class treatment of control and experimental groups.

## **H. The Technique for Analyzing Data**

Before doing a hypothesis examination, hence was beforehand done a conditions test that was the normality test and homogeneity test :

### **1. Normality Test**

Normality test use to determine if a data set is well-modelled by a normal distribution and to compare how likely it is random variable underlying the data to be normally distribution. The normality test of variable X use Lilifors test :

- i. Perception  $x_1, x_2, \dots, x_n$ , made permanent number  $z_1, z_2, \dots, z_n$ , by formula :

$$z_i = \frac{x - \bar{x}}{s}$$

Where : X = Score of student

$\bar{x}$  = Mean Score

S = Standard Deviation

- ii. To every this permanent number and by used enlist of permanent normal distribution, and then calculated the opportunity  $F(z_1) = P(z \leq z_1)$



iii. Here in after calculate a proportion  $z_1, z_2, \dots z_n$  the smaller is equal to

$$z_i$$

iv. Count the difference  $F(z_i) - S(z_i)$  and then determine its absolute price

v. Take the biggest price among absolute price among absolute price the difference. Mention the price the  $L_0$ . If  $L_0 < L$  obtain from critical value price test the Liliefors with real level  $\alpha = 0.05$ , hence distribution normal

## 2. Homogeneity Test

To test whether variants of both homogenous sample, used by two variants equality test, that was :

$$F = \frac{\text{The biggest variants}}{\text{the smallest variants}}$$

Here in after compare with the table F.

Its criterion if  $F_{count} < F_{table}$ , so both sample are homogenous.

After the writer found out whether both groups had normal distribution and homogeneity.

## 3. Hypothesis Test

The hypothesis to be test in the form :

$$H_a : \mu_x = \mu_y$$

$$H_o : \mu_x \neq \mu_y$$

Where:

$H_a$  : alternative hypothesis

$H_0$  : null hypothesis

$\mu_x$  : the mean score of the students' teach by using POW+TREE strategy

$\mu_y$  : the mean score of students' teach by using conventional method.

## CHAPTER IV

### FINDING AND ANALYSIS

#### A. Description of Data

To collect the data of this research, the writer observed the second grade of SMA AL-WASHLIYAH 3 MEDAN. There were three classes , namely XI IPA-1, XI IPA-2, and XI IPS. For the XI IPA-2. This study was conducted by applying an experimental research. There were two groups in this research, namely experimental and control group. This research applied a writing text which the total score 100. The pre test was given before the treatment and the post test was given after the treatment. The researcher gave the treatment to students' in the experimental group by using POW+TREE strategy while control group without using POW+TREE strategy.

After conducting the research, the research got the data of students' scores in pre test and post test from both experimental and control group.

**Table VII. The Score of Pre Test and Post Test of Experimental Group**

NO	Students' initial	Scores	
		pre test	Post test
1	SN	41	88
2	AD	41	78
3	CK	41	74
4	DE	38	75
5	KH	42	88
6	ASL	45	84
7	NA	38	78
8	DRR	38	75
9	AA	65	94
10	VY	38	78
11	RK	42	75

12	MS	42	75
13	FR	45	85
14	RS	45	85
15	MHN	55	94
16	ZS	41	88
17	MF	65	94
18	SS	45	78
19	YR	56	85
20	DP	65	94
21	ICH	56	85
22	SK	55	78
23	DF	56	78
24	SF	45	74
25	AS	55	74
26	APA	45	74
27	NC	65	94
	<b>TOTAL</b>	<b>1305</b>	<b>2222</b>
	<b>MEAN</b>	<b>48,33333333</b>	<b>82,2962963</b>

Based on the table above, the students' achievement in writing text in experimental group showed the lowest score pre test was 38, and the highest score of pre test was 65 and the mean of pre test was 48,33. On the other hand the lowest score of post test was 94 and the highest score of post test was 94 and the mean of post test was 82,29.

**Table VIII. The score of Pre Test and Post Test of Control Group**

No	Students' Initial	Score	
		Pre test	Post test
1	MIL	20	68
2	JL	33	69
3	SE	33	68
4	MAR	20	70
5	SPH	20	68
6	AFA	20	68
7	HAR	20	69
8	MAR	26	70
9	NC	32	70

10	YA	40	69
11	TP	26	69
12	AF	35	72
13	SA	20	72
14	NHP	40	72
15	SNC	26	80
16	SPAL	21	75
17	NPM	26	84
18	MKL	65	75
19	WL	21	75
20	LK	65	68
21	HK	35	69
22	BRP	32	70
23	WDW	35	72
24	RA	40	72
25	NAL	21	80
26	PS	32	84
27	PPD	35	75
	<b>TOTAL</b>	<b>839</b>	<b>1953</b>
	<b>MEAN</b>	<b>31,07407407</b>	<b>72,33333333</b>

Based on the table above, the students' score in writing text in control group showed the lowest score of pre test was 20, and the highest score of pre test was 65 and the mean of pre test 31,07. On the other hand the lowest score of post test was 68 and the highest score of post test was 64 and the mean of post test 72,33.

Based on the explanation above, it shows that the students' score in experimental group was higher than students' score in control group, where in pre test (48,33) and the score in post test (82,29) The total score of the mean score in experimental and control group showed that there was significant effect in improvement of students' score between pre test and post test.

## B. Data Analysis

### 1. Normality Testing

Normality testing used to determine if a data set is well-modeled by normal distribution and to compare how likely it is for a random variable underlying the data set to be normally distributed.

#### 1.1. Normality Testing of Experimental Group

**Table IX. Frequency Distribution of Pre Test in Experimental Group**

NO	Xi	Fi	FiXi	Xi <sup>2</sup>	FiXi <sup>2</sup>
1	38	4	152	1444	5776
2	41	4	164	1681	6724
3	42	3	126	1764	5292
4	45	6	270	2025	12150
5	55	3	165	3025	9075
6	56	3	168	3136	9408
7	65	4	260	4225	16900
<b>TOTAL</b>		<b>27</b>	<b>1305</b>	<b>17300</b>	<b>65325</b>

Based on the data above, the result of FiXi<sup>2</sup> is 65325 and FiXi is 1305.

Then the following is the calculation of mean, variant and standard deviation.

#### a. Mean

$$\bar{x} = \frac{\sum f_i X_i}{\sum f_i}$$

**Where:**  $\bar{x}$  = Mean of Variable x

$\sum F_i X_i$  = Total number of score

$\sum F_i$  = Number of sample

So,

$$\bar{x} = \frac{\sum fi Xi}{\sum fi}$$

$$= \frac{1305}{27}$$

$$= 48,33$$

**b. Variant**

Where :

$$S^2 = \text{variant}$$

$$N = \text{Number of sample}$$

So,

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

$$= \frac{27 \times 65325 - (1305)^2}{27(27-1)}$$

$$= \frac{1763775 - 1703025}{702}$$

$$= \frac{60750}{702}$$

$$= 86,53$$

**c. Standard Deviation**

$$S = \sqrt{S^2}$$

$$= \sqrt{86,53}$$

$$= 9,30$$

After getting the calculation of mean, variant and standard deviation, then the next step is to found out the normality of the test. It means that the test was

given to the students is observed by Liliefors test. The calculation of normality reading text can be seen in the following table:

**Table X. Normality Testing of Pre Test in Experimental Group**

NO	SCORE (Zi)	F	Fkum	Zi	F(Zi)	S(Zi)	F(Zi-S(Zi))
1	38	4	4	-1,11	0,1335	0,1481	-0,0146
2	38	4	4	-1,11	0,1335	0,1481	-0,0146
3	38	4	4	-1,11	0,1335	0,1481	-0,0146
4	38	4	4	-1,11	0,1335	0,1481	-0,0146
5	41	4	8	-0,78	0,2177	0,2962	-0,1745
6	41	4	8	-0,78	0,2177	0,2962	-0,0185
7	41	4	8	-0,78	0,2177	0,2962	-0,0185
8	41	4	8	-0,78	0,2177	0,2962	-0,0185
9	42	3	11	-0,67	0,2514	0,4074	-0,156
10	42	3	11	-0,67	0,2514	0,4074	-0,156
11	42	3	11	-0,67	0,2514	0,4074	-0,156
12	45	6	17	-0,35	0,3632	0,6296	-0,2664
13	45	6	17	-0,35	0,3632	0,6296	-0,2664
14	45	6	17	-0,35	0,3632	0,6296	-0,2664
15	45	6	17	-0,35	0,3632	0,6296	-0,2664
16	45	6	17	-0,35	0,3632	0,6296	-0,2664
17	45	6	17	-0,35	0,3632	0,6296	-0,2664
18	55	3	20	0,72	0,2358	0,7407	-0,5049
19	55	3	20	0,72	0,2358	0,7407	-0,5049
20	55	3	20	0,72	0,2358	0,7407	-0,5049
21	56	3	23	0,82	0,2061	0,8518	-0,6457
22	56	3	23	0,82	0,2061	0,8518	-0,6457
23	56	3	23	0,82	0,2061	0,8518	-0,6457
24	65	4	27	1,79	0,0367	1	-0,9633
25	65	4	27	1,79	0,0367	1	-0,9633
26	65	4	27	1,79	0,0367	1	-0,9633
27	65	4	27	1,79	0,0367	1	-0,9633
<b>TOTAL</b>	<b>1305</b>	<b>Lo = -0,9633</b>					
<b>MEAN</b>	<b>48,3333333</b>	<b>Lt = 0,161</b>					



**a. Finding Z score**

Formula:  $Z_i = \frac{x_i - \bar{x}}{s}$

$$Z_i 1 = \frac{38 - 48,33}{9,30} = -1,11$$

$$Z_i 2 = \frac{41 - 48,33}{9,30} = -0,78$$

$$Z_i 3 = \frac{42 - 48,33}{9,30} = -0,67$$

$$Z_i 4 = \frac{45 - 48,3}{9,30} = 0,35$$

$$Z_i 5 = \frac{55 - 48,3}{9,30} = 0,72$$

$$Z_i 6 = \frac{56 - 48,3}{9,30} = 0,82$$

$$Z_i 7 = \frac{65 - 48,3}{9,30} = 1,79$$

**B. Finding S(Zi)**

$$S(Z_i) = \frac{F_{kum}}{N}$$

$$S(Z_i) = \frac{4}{27} = 0,1481$$

$$S(Z_i) = \frac{8}{27} = 0,2962$$

$$S(Z_i) = \frac{11}{27} = 0,4074$$

$$S(Z_i) = \frac{17}{27} = 0,6296$$

$$S(Z_i) = \frac{20}{27} = 0,7407$$

$$S(Z_i) = \frac{23}{27} = 0,8518$$

$$S(Z_i) = \frac{27}{27} = 1$$

From the table above, it can be seen that Liliefors observation or  $Lo = -0,0146$  with  $n = 27$  and at real level  $\alpha = 0,05$  from the list of critical value of Liliefors table  $Lt = 0,161$ . It is known that the coefficient of  $Lo (-0,0146) < Lt (0,161)$ . So it can concluded that the data distribution of the students' ability in writing text normal.

**Table XI. Frequency Distribution of Post Test in Experimental Group**

NO	$X_i$	$F_i$	$F_i X_i$	$X_i^2$	$F_i X_i^2$
1	74	4	296	5476	21904
2	75	4	300	5625	22500
3	78	6	468	6084	36504
4	84	1	84	7056	7056
5	85	4	340	7225	28900
6	88	3	264	7744	23232
7	94	5	470	8836	44180
<b>TOTAL</b>		<b>27</b>	<b>2222</b>	<b>48046</b>	<b>184276</b>

Based on the data above, the result of  $F_i X_i^2$  is 184276 and  $F_i X_i$  2222. Then the following is the calculation of mean, variant and standard deviation.

**a. Mean**

$$\bar{x} = \frac{\sum f_i X_i}{\sum f_i}$$

Where:

$$\bar{x} = \frac{\sum f_i X_i}{\sum f_i}$$

**Where:**  $\bar{x}$  = Mean of Variable x

$\sum F_i X_i$  = Total number of score

$\sum F_i$  = Number of sample

So,

$$\bar{x} = \frac{\sum f_i X_i}{\sum f_i}$$

$$= \frac{2222}{27}$$

$$= 82,29$$

#### **b. Variant**

Where :

$S^2$  = variant

N = Number of sample

So'

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

$$= \frac{27 \times 184276 - (2222)^2}{27(27-1)}$$

$$= \frac{4975452 - 4937284}{702}$$

$$= \frac{38168}{702}$$

$$= 54,37$$

**c. Standard Deviation**

$$S = \sqrt{S^2}$$

$$= \sqrt{54,37} = 7,37$$

After getting the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. It means that the test was given to the students' is observed by Liliefors test. The calculation of normality reading text can be seen in the following table:

**Table XII. Normality Testing of Pre Test in Control Group**

NO	SCORE (Zi)	F	Fkum	Zi	F(Zi)	S(Zi)	F(Zi)- S(Zi)
1	74	4	4	-0,15	0,1314	0,1481	-0,0167
2	74	4	4	-0,15	0,1314	0,1481	-0,0167
3	74	4	4	-0,15	0,1314	0,1481	-0,0167
4	74	4	4	-0,15	0,1314	0,1481	-0,0167
5	75	4	8	-0,13	0,1635	0,2962	-0,1327
6	75	4	8	-0,13	0,1635	0,2962	-0,1327
7	75	4	8	-0,13	0,1635	0,2962	-0,1327
8	75	4	8	-0,13	0,1635	0,2962	-0,1327
9	78	6	14	-0,07	0,281	0,5185	-0,2375
10	78	6	14	-0,07	0,281	0,5185	-0,2375
11	78	6	14	-0,07	0,281	0,5185	-0,2375
12	78	6	14	-0,07	0,281	0,5185	-0,2375
13	78	6	14	-0,07	0,281	0,5185	-0,2375
14	78	6	14	-0,07	0,281	0,5185	-0,2375
15	84	1	15	0,03	0,5871	0,5555	0,0316
16	85	4	19	0,04	0,6406	0,7037	-0,0631
17	85	4	19	0,04	0,6406	0,7037	-0,0631
18	85	4	19	0,04	0,6406	0,7037	-0,0631
19	85	4	19	0,04	0,6406	0,7037	-0,0631
20	88	3	22	0,1	0,7794	0,8148	-0,0354
21	88	3	22	0,1	0,7794	0,8148	-0,0354
22	88	3	22	0,1	0,7794	0,8148	-0,0354
23	94	5	27	0,21	0,9429	1	-0,0571

24	94	5	27	0,21	0,9429	1	-0,0571
25	94	5	27	0,21	0,9429	1	-0,0571
26	94	5	27	0,21	0,9429	1	-0,0571
27	94	5	27	0,21	0,9429	1	-0,0571
<b>TOTAL</b>	<b>2222</b>	<b>Lo = -0,2375</b>					
<b>MEAN</b>	<b>82,2963</b>	<b>Lt = 0,161</b>					

**a. Finding Z Score**

Formula:  $Z_i = \frac{x_i - \bar{x}}{s}$

$$Z_i 1 = \frac{74 - 82,29}{7,37} = -1,12$$

$$Z_i 2 = \frac{75 - 82,29}{7,37} = -0,98$$

$$Z_i 3 = \frac{78 - 82,29}{7,37} = -0,58$$

$$Z_i 4 = \frac{84 - 82,29}{7,37} = 0,23$$

$$Z_i 5 = \frac{85 - 82,29}{7,37} = 0,36$$

$$Z_i 6 = \frac{88 - 82,29}{7,37} = 0,77$$

$$Z_i 7 = \frac{94 - 82,29}{7,37} = 0,77$$

**b. Finding S(Zi)**

$$S(Z_i) = \frac{F_{kum}}{N}$$

$$S(Z_i) = \frac{4}{27} = 0,1481$$

$$S(Z_i) = \frac{8}{27} = 0,2962$$

$$S(Z_i) = \frac{14}{27} = 0,5185$$

$$S(Z_i) = \frac{15}{27} = 0,5555$$

$$S(Z_i) = \frac{19}{27} = 0,7037$$

$$S(Z_i) = \frac{22}{27} = 0,8148$$

$$S(Z_i) = \frac{27}{27} = 1$$

From the table above, it can be seen that Liliefors observationor  $Lo = -0,2375$  with  $n = 27$  and at real level  $\alpha = 0,05$  from the list of critical value of Liliefors table  $Lt = 0,161$ . It is known that the coefficient of  $Lo (-0,2375) < Lt (0,161)$ . So it can be concluded that the data distribution of the students' ability in writing text normal.

## Normality Testing of Control Group

**Table XIII. Frequency Distribution of Pre Test in Control Group**

NO	Xi	Fi	FiXi	Xi <sup>2</sup>	FiXi <sup>2</sup>
1	20	5	100	400	2000
2	21	3	63	441	1323
3	26	4	104	676	2704
4	32	3	96	1024	3072
5	35	4	140	1225	4900
6	40	4	160	1600	6400
7	65	4	260	4225	16900
<b>TOTAL</b>		<b>27</b>	<b>923</b>	<b>9591</b>	<b>37299</b>

Based on the data above, the result  $\sum FiXi^2$  is 37299 and  $\sum FiXi$  is 923. Then the following is the calculation of mean, variant and standard deviation.

### a. Mean

$$\bar{x} = \frac{\sum fi Xi}{\sum fi}$$

Where:

$$\bar{x} = \frac{\sum fi Xi}{\sum fi}$$

**Where:**  $\bar{x}$  = Mean of Variable x

$\sum FiXi$  = Total number of score

$\sum Fi$  = Number of sample

So,

$$\bar{x} = \frac{\sum fi Xi}{\sum fi}$$

$$= \frac{923}{27}$$

$$= 34,18$$

#### **b. Variant**

Where :

$$S^2 = \text{variant}$$

$$N = \text{Number of sample}$$

So'

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

$$= \frac{27 \times 37299 - (923)^2}{27(27-1)}$$

$$= \frac{1007073 - 851929}{702}$$

$$= \frac{155144}{702}$$

$$= 221,00$$

#### **c. Standard Deviation**

$$S = \sqrt{S^2}$$

$$= \sqrt{221,00} = 14,86$$

After getting the calculation of mean, variant and standard deviation, then the next step is to find out the normality of the test. It means that the test was given to the students' is observed by Liliefots test. The calculation of normality reading text paragraph can be seen in the following table:



**Table XIV. Normality Testing of Pre Test in Control Group**

NO	SCORE (Zi)	F	Fkum	Zi	F(Zi)	S(Zi)	F(Zi)- S(Zi)
1	20	5	5	-0,95	0,1711	0,1851	-0,0140
2	20	5	5	-0,95	0,1711	0,1851	-0,0140
3	20	5	5	-0,95	0,1711	0,1851	-0,0140
4	20	5	5	-0,95	0,1711	0,1851	-0,0140
5	20	5	5	-0,95	0,1711	0,1851	-0,0140
6	21	3	8	-0,88	0,1894	0,2962	-0,1068
7	21	3	8	-0,88	0,1894	0,2962	-0,1068
8	21	3	8	-0,88	0,1894	0,2962	-0,1068
9	26	4	12	-0,55	0,2912	0,4444	-0,1532
10	26	4	12	-0,55	0,2912	0,4444	-0,1532
11	26	4	12	-0,55	0,2912	0,4444	-0,1532
12	26	4	12	-0,55	0,2912	0,4444	-0,1532
13	32	3	15	-0,14	0,4443	0,5555	-0,1112
14	32	3	15	-0,14	0,4443	0,5555	-0,1112
15	32	3	15	-0,14	0,4443	0,5555	-0,1112
16	35	4	19	0,05	0,4801	0,7037	-0,2236
17	35	4	19	0,05	0,4801	0,7037	-0,2236
18	35	4	19	0,05	0,4801	0,7037	-0,2236
19	35	4	19	0,05	0,4801	0,7037	-0,2236
20	40	4	23	0,39	0,3483	0,8518	-0,5035
21	40	4	23	0,39	0,3483	0,8518	-0,5035
22	40	4	23	0,39	0,3483	0,8518	-0,5035
23	40	4	23	0,39	0,3483	0,8518	-0,5035
24	65	4	27	2,07	0,0192	1	-0,9808
25	65	4	27	2,07	0,0192	1	-0,9808
26	65	4	27	2,07	0,0192	1	-0,9808
27	65	4	27	2,07	0,0192	1	-0,9808
<b>TOTAL</b>	<b>923</b>	<b>Lo = -0,9808</b>					
<b>MEAN</b>	<b>34,18519</b>	<b>Lt = 0,161</b>					

**a. Finding Z Score**

$$\text{Formula: } Z_i = \frac{x_i - \bar{x}}{s}$$

$$Z_1 = \frac{20 - 34,18}{14,86} = -0,95$$

$$Z_2 = \frac{21 - 34,18}{14,86} = -0,88$$

$$Z_3 = \frac{26 - 34,18}{14,86} = -0,55$$

$$Z_4 = \frac{32 - 34,18}{14,86} = -0,14$$

$$Z_5 = \frac{35 - 34,18}{14,86} = 0,05$$

$$Z_6 = \frac{40 - 34,18}{14,86} = 0,39$$

$$Z_7 = \frac{65 - 34,18}{14,86} = 2,07$$

**b. Finding S(Zi)**

$$S(Z_i) = \frac{F_{kum}}{N}$$

$$S(Z_i) = \frac{5}{27} = 0,1851$$

$$S(Z_i) = \frac{8}{27} = 0,2962$$

$$S(Z_i) = \frac{12}{27} = 0,4444$$

$$S(Z_i) = \frac{15}{27} = 0,5555$$

$$S(Z_i) = \frac{19}{27} = 0,7037$$

$$S(Z_i) = \frac{23}{27} = 0,8518$$

$$S(Z_i) = \frac{27}{27} = 1$$

From the table above, it can be seen that Liliefors observation or  $Lo = -0,9808$  with  $n = 27$  and at real level  $\alpha = 0,05$  from the list of critical value of Liliefors table  $Lt = 0,161$ . It is known that the coefficient of  $Lo (-0,9808) < Lt (0,161)$ . So it can be concluded that the data distribution of the students' ability in writing text normal.

**Table XV. Frequency Distribution of Post Test in Control Group**

NO	$X_i$	$F_i$	$F_i X_i$	$X_i^2$	$F_i X_i^2$
1	68	5	340	4624	23120
2	69	5	345	4761	23805
3	70	4	280	4900	19600
4	72	5	360	5184	25920
5	75	4	300	5625	22500
6	80	2	160	6400	12800
7	84	2	168	7056	14112
<b>TOTAL</b>		<b>27</b>	<b>1953</b>	<b>38550</b>	<b>141857</b>

Based on the data above, the result of  $F_i X_i^2$  is 141857 and  $F_i X_i$  is 1953. Then the following is the calculation of mean, variant and standard deviation.

**a. Mean**

$$\bar{x} = \frac{\sum f_i X_i}{\sum f_i}$$

Where:

$$\bar{x} = \frac{\sum f_i X_i}{\sum f_i}$$

**Where:**  $\bar{x}$  = Mean of Variable x

$\sum F_i X_i$  = Total number of score

$\sum F_i$  = Number of sample

So,

$$\bar{x} = \frac{\sum f_i X_i}{\sum f_i}$$

$$= \frac{1953}{27}$$

$$= 72,33$$

**b. Variant**

Where :

$S^2$  = variant

N = Number of sample

So'

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

$$= \frac{27 \times 141857 - (1953)^2}{27(27-1)}$$

$$= \frac{3830139 - 3814209}{702}$$

$$= \frac{15930}{702}$$

$$= 22,69$$

### C. Standard Deviation

$$S = \sqrt{S^2} = \sqrt{22,69} = 4,76$$

After getting the calculation of mean, variant and standard deviation then the next step is to find out the normality of the test. It means that the test was given to the students' is observed by Liliefors test. The calculation of normality writing text can be seen in the following table:

**Table XVI. Normality Testing of Post Test in Control Group**

NO	SCORE (Zi)	F	Fkum	Zi	F(Zi)	S(Zi)	F(Zi)- S(Zi)
1	68	5	5	-0,90	0,1841	0,1851	-0,0010
2	68	5	5	-0,90	0,1841	0,1851	-0,0010
3	68	5	5	-0,90	0,1841	0,1851	-0,0010
4	68	5	5	-0,90	0,1841	0,1851	-0,0010
5	68	5	5	-0,90	0,1841	0,1851	-0,0010
6	69	5	10	-0,69	0,2451	0,3703	-0,1252
7	69	5	10	-0,69	0,2451	0,3703	-0,1252
8	69	5	10	-0,69	0,2451	0,3703	-0,1252
9	69	5	10	-0,69	0,2451	0,3703	-0,1252
10	69	5	10	-0,69	0,2451	0,3703	-0,1252
11	70	4	14	-0,48	0,3156	0,5185	-0,2029
12	70	4	14	-0,48	0,3156	0,5185	-0,2029
13	70	4	14	-0,48	0,3156	0,5185	-0,2029

14	70	4	14	-0,48	0,3156	0,5185	-0,2029
15	72	5	19	-0,06	0,4761	0,7037	-0,2276
16	72	5	19	-0,06	0,4761	0,7037	-0,2276
17	72	5	19	-0,06	0,4761	0,7037	-0,2276
18	72	5	19	-0,06	0,4761	0,7037	-0,2276
19	72	5	19	-0,06	0,4761	0,7037	-0,2276
20	75	4	23	0,56	0,7123	0,8518	-0,1395
21	75	4	23	0,56	0,7123	0,8518	-0,1395
22	75	4	23	0,56	0,7123	0,8518	-0,1395
23	75	4	23	0,56	0,7123	0,8518	-0,1395
24	80	2	25	1,61	0,9463	0,9259	0,0204
25	80	2	25	1,61	0,9463	0,9259	0,0204
26	84	2	27	2,45	0,9929	1	0,0071
27	84	2	27	2,45	0,9929	1	0,0071
<b>TOTAL</b>	<b>1953</b>	<b>Lo = -0,2276</b>					
<b>MEAN</b>	<b>72,33333</b>	<b>Lt = 0,161</b>					

**a. Finding Z Score**

$$\text{Formula: } Zi\ 1 = \frac{xi - \bar{x}}{s}$$

$$Zi\ 1 = \frac{68 - 72,33}{4,76} = -0,90$$

$$Zi\ 2 = \frac{69 - 72,33}{4,76} = -0,69$$

$$Zi\ 3 = \frac{70 - 72,33}{4,76} = -0,48$$

$$Zi\ 4 = \frac{72 - 72,33}{4,76} = -0,06$$

$$Zi\ 5 = \frac{75 - 72,33}{4,76} = 0,56$$

$$Z_i 6 = \frac{80-72,33}{4,76} = 1,61$$

$$Z_i 7 = \frac{84-72,33}{4,76} = 2,45$$

**b. Finding S(Zi)**

$$S(Z_i) = \frac{F_{kum}}{N}$$

$$S(Z_i) = \frac{5}{27} = 0,1851$$

$$S(Z_i) = \frac{10}{27} = 0,3703$$

$$S(Z_i) = \frac{14}{27} = 0,5185$$

$$S(Z_i) = \frac{19}{27} = 0,5185$$

$$S(Z_i) = \frac{23}{27} = 0,8518$$

$$S(Z_i) = \frac{25}{27} = 0,9259$$

$$S(Z_i) = \frac{27}{27} = 1$$

From the table above, it can be seen that Liliefors observation or  $Lo = -0,2276$  with  $n = 27$  and at real  $\alpha = 0,05$  from the list of critical value of Liliefors table  $Lt = 0,161$ . It is known that the coefficient of  $Lo (-0,2276) < Lt (0,161)$ . So it can be concluded that the data distribution of the students' ability in writing text is normal.

## 2. Homogeneity Testing

### 2.1. Homogeneity Testing of Pre Test

$$F_{\text{obs}} = \frac{S_1^2}{S_2^2}$$

Where:  $S_1^2$  = the biggest variant

$S_2^2$  = the smallest variant

Based on the variants of both samples of pre test found that:

$$S_{\text{ex}}^2 = 86,53 \quad N = 27$$

$$S_{\text{co}}^2 = 221,00 \quad N = 23=7$$

So :

$$F_{\text{obs}} = \frac{86,53}{221,00} = 0,39$$

Then the coefficient of  $F_{\text{obs}} = 2,55$  is compared with  $F_{\text{table}}$ , where  $F_{\text{table}}$  is determined at real  $\alpha = 0,05$  and the same numerator  $dk = N-1 = 27-1$  that was exist  $dk$  numerator 26, the denominator  $dk = n-1$  (  $27-1= 26$ ). Then  $F_{\text{table}}$  can be calculated  $F_{0,05(26;26)} = 1,95$

So  $F_{\text{obs}} < F_{\text{table}}$  or  $(0,39 < 1,93)$  so it can be concluded that the variant is homogenous.



## 2.2 Homogeneity Testing of Post Test

$$F_{\text{obs}} = \frac{S_1^2}{S_2^2}$$

Where:  $S_1^2$  = the biggest variant

$S_2^2$  = the smallest variant

Based on the variants of both samples of post test found that:

$$S_{\text{ex}}^2 = 54,37 \quad N = 29$$

$$S_{\text{co}}^2 = 22,69 \quad N = 23$$

So :

$$F_{\text{obs}} = \frac{54,37}{22,69} = 1,75$$

Then the coefficient of  $F_{\text{obs}} = 1,75$  is compared with  $F_{\text{table}}$ , where  $F_{\text{table}}$  is determined at real  $\alpha = 0,05$  and the same numerator dk  $= N-1 = 26$  that was exist dk numerator 26, the denominator dk  $= n-1$  ( $27-1= 26$ ). Then  $F_{\text{table}}$  can be calculated  $F_{0,05(26;26)} = 4,24$

So  $F_{\text{obs}} < F_{\text{table}}$  or ( $1,75 < 4,24$ ) so it can be concluded that the variant is homogeneous.

### 3. Hypothesis Test

**Table XVII . Mean of Post Test- Pre Test in Experimental Group**

NO	Scores		Decrease
	Post test	pre test	
1	88	41	47
2	78	41	37
3	74	41	33
4	75	38	37
5	88	42	46
6	84	45	39
7	78	38	40
8	75	38	37
9	94	65	29
10	78	38	40
11	75	42	33
12	75	42	33
13	85	45	40
14	85	45	40
15	94	55	39
16	88	41	47
17	94	65	29
18	78	45	33
19	85	56	29
20	94	65	29
21	85	56	29
22	78	55	23
23	78	56	22
24	74	45	29
25	74	55	19
26	74	45	29
27	94	65	29
			<b>917</b>
<b>MEAN</b>			<b>33,96296</b>

**4. Table VIII. Mean of Post Test- Pre Test in Control Group**

No	score		Decrease
	post test	pre test	
1	68	20	48
2	69	33	36
3	68	33	35
4	70	20	50
5	68	20	48
6	68	20	48
7	69	20	49
8	70	26	44
9	70	32	38
10	69	40	29
11	69	26	43
12	72	35	37
13	72	20	52
14	72	40	32
15	80	26	54
16	75	21	54
17	84	26	58
18	75	65	10
19	75	21	54
20	68	65	3
21	69	35	34
22	70	32	38
23	72	35	37
24	72	40	32
25	80	21	59
26	84	32	52
27	75	35	40
		<b>TOTAL</b>	<b>1114</b>
		<b>MEAN</b>	<b>41,2593</b>

Before doing hypothesis testing by using t-test, in this case is done by taken post-test score in experimental class and post test score in control class. The

post test socore is taken because the score that have gotten after teaching learning process.

The formula t-test used as follows :

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

The combination of Variant was conducted by using this formula

$$S^2 = \frac{(n_1 - 1) s_1^2 + (n_2 - 1) s_2^2}{n_1 + n_2 - 2}$$

$$S^2 = \frac{(27 - 1) 7,37 + (27 - 1) 4,76}{27 + 27 - 2}$$

$$S^2 = \frac{(26) 7,37 + (26) 4,76}{54 - 2}$$

$$S^2 = \frac{191,62 + 123,76}{52}$$

$$S^2 = \frac{315,38}{52}$$

$$S^2 = 6,06$$

The deviation standard is

$$S = \sqrt{6,06}$$

$$S = 2,46$$

So, it can be known that the value of the combining deviation standard from pulled up the roots of variant values 6,06 is 2,46.

$$\bar{X}_1 = 33,96$$

$$\bar{X}_2 = 41,25$$

$$n_1 = 27$$

$$n_2 = 27$$

$$S = 2,46$$

It can be counted as follows :

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

$$t_0 = t - \text{test}$$

$\bar{X}_1$  = Different levels of pre test score and post test experimental class

$\bar{X}_2$  = Different levels of pre test score and post test control class

$n_1$  = The sample of experiment group

$n_2$  = The sample of control group

$S$  = combining standard deviation

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

$$t_0 = \frac{41,25 - 33,96}{2,46 \sqrt{\frac{1}{27} + \frac{1}{27}}}$$

$$t_0 = \frac{7,29}{2,46 \sqrt{\frac{2}{27}}}$$

$$t_0 = \frac{7,29}{0,17}$$

$$t_0 = 42,882$$

The coefficient of  $t_{count}$  was 42,88 that was compared with  $t_{table}$  , where the coefficient of  $t_{table}$  at real level  $\alpha 0,05$  with  $dk = 27 + 27 - 2 = 52$  gained the

coefficient of  $t_{(0,05)(52)} = 2,009$ . In fact , the coefficient of  $t_{count} (42,882) > t_{table} ( 2,009)$ . It shows that  $t_{count}$  is in zero hypothesis rejection ( $H_0$ ) is accepted. It means that the alternative hypothesis which is proposed by the researcher that there is significant effect of POW + TREE strategy on students' ability in writing hortatory exposition text is accepted.

### **C. Finding of Research**

1. According to result about the calculation above, it was found that the mean of students' ability in writing hortatory exposition text taught by POW+TREE strategy is 82,29 with the highest score 94 and the lowest score is 74 .
2. According to result about the calculation above, it was found that the mean of students' ability in writing hortatory exposition text taught by POW+TREE strategy is 72,33 with the highest score 84 and the lowest score is 68 .
3. The conclusion of t-test –  $t_0 ( 2,042) > t_{table} (2,009)$  with the fact level  $\alpha = 0,05$  and dk ( $n_1+n_2-2$ ) = (16+17-2) = 52. So, alternative hypothesis ( $H_a$ ) was accepted and zero hypothesis ( $H_0$ ) was rejected.
4. The hypothesis above explained that there was significant effect of POW+TREE strategy on students' ability in writing hortatory exposition text.

## CHAPTER V

### CONCLUSIONS AND SUGGESTION

#### A. Conclusion

From the data obtained it was seen that the result of the students' ability in writing hortatory exposition text by using POW + TREE strategy was higher than that by used conventional strategy at the second grade of SMA AL-WASHLIYAH 3 MEDAN. POW+TREE strategy was significant to be used in the effect on the students' achievement in writing ability . The result of  $t_{\text{observed}}$  is 42,882 and  $t_{\text{table}}$  is 2.009 ( $t_{\text{observed}} > t_{\text{table}}$ ,  $42,882 > 2.009$ ). It means that  $H_0$  is rejected and  $H_a$  is accepted. There is a significant effect of using POW+TREE strategy on the students' ability in writing hortatory exposition text.

#### B. Suggestion

Based on the conclusion above, the researcher gives some suggestions as follows:

1. The Headmaster is suggested to give instruction for the teacher to apply the newest strategy in the class.
2. English teachers are suggested to use POW+TREE strategy in their teaching learning process in order to improve the students' writing ability.
3. The students are suggested to use POW+TREE strategy in their learning process in order to improve their writing ability.
4. The researchers who are interested in doing a research related to this study should try to apply POW+TREE strategy on different level of learners through

different genre to prove the effectiveness of POW+TREE strategy on students' writing ability.

5. Finally, the researcher considers that this study still need validity from the next researcher that has the similar topic with this study.



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## **APPENDIX I**

### **RENCANA PELAKSANAAN PEMBELAJARAN**

#### **(RPP)**

Satuan Pendidikan : SMA AL WASHLIYAH 3 MEDAN

Mata Pelajaran : Bahasa Inggris

Kelas/semester : XI IPA 2 / Experiment Class

Materi Pokok : Teks hortatory

Alokasi Waktu : 2 x 45 menit (1 pertemuan)

#### **A. Kompetensi Inti**

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan proaktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2.4 Menunjukkan perilaku jujur, tanggung jawab, peduli, responsif, dan proaktif dalam mengolah, menalar dan mengajukan solusi untuk mengantisipasi permasalahan yang terkait dengan lingkungan sosial dalam bentuk teks (hortatory text)	2.4.1 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain 2.4.2 Mengakui ketika membuat kesalahan 2.4.3 Tidak menyalahkan orang lain atas tindakannya sendiri
3.3 Memahami cara menyajikan hortatory text untuk solusi dalam mengantisipasi dan mengatasi permasalahan yang terkait dengan lingkungan sosial	3.3.1 Mengidentifikasi fungsi sosial teks hortatory 3.3.2 Mengidentifikasi struktur dan unsur kebahasaan teks hortatory 3.3.3 Mengidentifikasi proses menulis teks hortatory
4.4 Menghasilkan hortatory text yang koheren untuk solusi dalam mengantisipasi dan mengatasi permasalahan yang terkait dengan lingkungan sosial	4.2.1 Menyusun outline hortatory text dengan topik yang berkaitan dengan lingkungan sosial 4.2.2 Mengembangkan outline hortatory teks 4.2.3 Membuat teks hortatory yang berkaitan dengan lingkungan sosial dengan memperhatikan struktur dan unsur kebahasaan hortatory teks

### **C. Tujuan Pembelajaran**

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2. Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
3. Mengakui ketika membuat kesalahan
4. Tidak menyalahkan orang lain atas tindakannya sendiri
5. Mengidentifikasi fungsi sosial teks hortatory
6. Mengidentifikasi struktur dan unsur kebahasaan teks hortatory
7. Mengidentifikasi proses menulis teks hortatory
8. Menyusun outline hortatory text dengan topik yang berkaitan dengan lingkungan sosial
9. Mengembangkan outline hortatory teks
10. Membuat teks hortatory yang berkaitan dengan lingkungan sosial dengan memperhatikan struktur dan unsur kebahasaan hortatory teks

### **D. Materi Pembelajaran**

Fungsi sosial : Hortatory exposition text is used to persuade the reader or listener that something should or should not be the case.

Struktur teks :

Example of hortatory exposition text :

### Why You Should Not Smoke

Thesis	I am sure that you know that smoking harms your body. Then why do you continue smoking? Maybe you do it because you haven't really become conscious about all the effects that smoking has. There are a lot of reasons why you shouldn't smoke. Some of them are that <i>smoking affects your health</i> , that <i>you spend a lot of money on cigarettes</i> , and that when you smoke <i>you are not respecting people around you</i> .
Argument 1	The first reason why you shouldn't smoke is that smoking affects your health. If you smoke, your physical condition will be negatively affected, so it will be very difficult for you to succeed in sports. Also, smoking produces lethal diseases like cancer and reduces the length and quality of your life. Maybe you don't notice all the physical effects of smoking immediately, but you surely will be sorry one day.
Argument 2	The second reason why you shouldn't smoke is because of all the money that you spend on it. Maybe you start smoking only when someone offers you a cigarette, but there will be a day when you will feel the need of a cigarette. By this time, you will pay whatever to smoke, and each time you will smoke more, so you will spend more money. All the money you would spend on cigars could have been spent in something better, don't you think?
Argument 3	The last reason why you shouldn't smoke is out of

	respect for the people around you. When you smoke, you not only harm yourself, but you also harm all the people around you. So you mustn't be selfish; you should at least avoid smoking in front of people who don't smoke. Also, many people don't like the cigarette's smell, so they won't enjoy your company. Would you like that?
Recommendation	I have said just some reasons of why you shouldn't smoke, so I hope that now those of you who smoke are able to think a little and try to make a smart decision. In addition to all the reasons I've said, I would like you to think about how much you love yourself and then whether you want to continue harming yourself. Think also about all the people who love you, like your family who doesn't want to see you suffering or sick. If you decide to continue smoking, what a pity. But if you decide to stop smoking, congratulations! Remember that "If you can dream it, you can do it."

### Writing process:

1. Pick my idea : choosing topic
2. Organize my notes : Make topic sentence, Give Reason, Explain the reason and make ending
3. Write

### Unsur kebahasaan :

Language features of hortatory text:

- Focusing on writer

- Using simple present tense
- Using abstract noun: policy, advantage, culture, private, etc.
- Using modal adverb: should, ought to, certainly, surely, etc.
- Using connectives (if necessary) : firstly, secondly, the last, etc.

## **E. Metode Pembelajaran**

POW+TREE Strategy

## **F. Media, Alat, dan Sumber Pembelajaran**

1. Media : Papan Tulis

Kertas HVS

2. Alat : Boardmarker/spidol

3. Sumber Pembelajaran :

Mahrukh Basir. 2014. *Bahasa Inggris*. Jakarta: Kementrian Pendidikan dan Kebudayaan Republik Indonesia

## **G. Langkah-Langkah Kegiatan Pembelajaran**

<p><b>Kegiatan Pendahuluan (10 menit)</b></p> <ul style="list-style-type: none"> <li>• Guru memberi salam;</li> <li>• Guru memeriksa kehadiran siswa;</li> <li>• Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;</li> <li>• Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;</li> <li>• Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;</li> <li>• Guru menyampaikan cakupan materi dan uraian kegiatan.</li> </ul>
<p><b>Kegiatan Inti (60 menit)</b></p> <p><b>Mengamati</b></p>



- Peserta didik mengamati contoh teks hortatory tentang lingkungan sosial disajikan oleh guru, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan;
- Guru membimbing peserta didik untuk memahami contoh yang telah disajikan.

### **Mempertanyakan**

- Dengan pengarahan guru, peserta didik mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks hortatory;
- Peserta didik memperoleh pengetahuan tambahan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks hortatory.
- Peserta didik memperoleh pengetahuan tentang metode pembelajaran writing yaitu menggunakan POW+TREE strategy

### **Bereksplorasi**

- Guru membagikan beberapa topik tentang permasalahan di lingkungan sosial, setiap peserta didik akan mendapat topik yang berbeda-beda;
- Guru membagikan kertas HVS sebagai media siswa dalam menulis hortatory exposition teks.

### **Mengasosiasi/ Menganalisis**

- Dengan bimbingan guru, peserta didik membuat outline hortatory text dengan tentang topik/ permasalahan yang telah diberikan;
- Peserta didik memperoleh balikan (feedback) dari guru dan temannya tentang setiap yang dia sampaikan dalam diskusi.

### **Berkomunikasi**

- Peserta didik memperoleh balikan dari guru dan teman tentang hasil diskusi;
- Peserta didik diminta untuk membuat draft dengan mengembangkan outline yang telah dibuat menjadi sebuah teks hortatory secara individu;
- Peserta didik mengungkapkan hal-hal yang sulit dan mudah dilakukan saat membuat teks hortatory

**Kegiatan Penutup (10 menit)**

- Guru dan peserta didik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya;
- Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran;
- Guru memberikan penugasan berupa tugas mandiri yang ada dalam buku pegangan siswa;
- Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya;
- Guru dan peserta didik mengucapkan salam perpisahan

**H. Penilaian :**

- Teknik penilaian : Tes tertulis
- Bentuk penilaian : Essat test (Individu)
- Instrumen penilaian : terlampir
- Bobot : Jumlah Benar x 20 point = 100 point
- Rancangan penilaian : 1. Content  
2. Organization  
3. Vocabulary  
4. Language Use  
5. Mechanics

Medan, 28 MEI 2018

Mengetahui

Kepala SMA-

AL WASHLIYAH 3 MEDAN

Guru Pamong

Peneliti

**Luhut Siagian,S.Pd**

NIP.

**Ferri Zuliyanti,S.Pd**

NIP.

**Nur Aini Afika Sari**

NIM. 34144028

## **APPENDIX II**

### **RENCANA PELAKSANAAN PEMBELAJARAN**

#### **(RPP)**

Satuan Pendidikan : SMA AL WASHLIYAH 3 MEDAN

Mata Pelajaran : Bahasa Inggris

Kelas/semester : XI IPA 1 / control Class

Materi Pokok : Teks hortatory

Alokasi Waktu : 2 x 45 menit (1 pertemuan)

#### **A. Kompetensi Inti**

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan proaktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2.4 Menunjukkan perilaku jujur, tanggung jawab, peduli, responsif, dan proaktif dalam mengolah, menalar dan mengajukan solusi untuk mengantisipasi permasalahan yang terkait dengan lingkungan sosial dalam bentuk teks (hortatory text)	2.4.1 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain 2.4.2 Mengakui ketika membuat kesalahan 2.4.3 Tidak menyalahkan orang lain atas tindakannya sendiri
3.3 Memahami cara menyajikan hortatory text untuk solusi dalam mengantisipasi dan mengatasi permasalahan yang terkait dengan lingkungan sosial	3.3.1 Mengidentifikasi fungsi sosial teks hortatory 3.3.2 Mengidentifikasi struktur dan unsur kebahasaan teks hortatory 3.3.3 Mengidentifikasi proses menulis teks hortatory
4.4 Menghasilkan hortatory text yang koheren untuk solusi dalam mengantisipasi dan mengatasi permasalahan yang terkait dengan lingkungan sosial	4.2.1 Menyusun outline hortatory text dengan topik yang berkaitan dengan lingkungan sosial 4.2.2 Mengembangkan outline hortatory teks 4.2.3 Membuat teks hortatory yang berkaitan dengan lingkungan sosial dengan memperhatikan struktur dan unsur kebahasaan hortatory teks

### **C. Tujuan Pembelajaran**

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2. Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
3. Mengakui ketika membuat kesalahan
4. Tidak menyalahkan orang lain atas tindakannya sendiri
5. Mengidentifikasi fungsi sosial teks hortatory
6. Mengidentifikasi struktur dan unsur kebahasaan teks hortatory
7. Mengidentifikasi proses menulis teks hortatory
8. Menyusun outline hortatory text dengan topik yang berkaitan dengan lingkungan sosial
9. Mengembangkan outline hortatory teks
10. Membuat teks hortatory yang berkaitan dengan lingkungan sosial dengan memperhatikan struktur dan unsur kebahasaan hortatory teks

### **D. Materi Pembelajaran**

Fungsi sosial : Hortatory exposition text is used to persuade the reader or listener that something should or should not be the case.

Struktur teks :

Example of hortatory exposition text :

#### **Why You Should Not Smoke**

Thesis	I am sure that you know that smoking harms your body. Then why do you continue smoking? Maybe you do it because you haven't really become
--------	--

	conscious about all the effects that smoking has. There are a lot of reasons why you shouldn't smoke. Some of them are that <i>smoking affects your health</i> , that <i>you spend a lot of money on cigarettes</i> , and that when you smoke <i>you are not respecting people around you</i> .
Argument 1	The first reason why you shouldn't smoke is that smoking affects your health. If you smoke, your physical condition will be negatively affected, so it will be very difficult for you to succeed in sports. Also, smoking produces lethal diseases like cancer and reduces the length and quality of your life. Maybe you don't notice all the physical effects of smoking immediately, but you surely will be sorry one day.
Argument 2	The second reason why you shouldn't smoke is because of all the money that you spend on it. Maybe you start smoking only when someone offers you a cigarette, but there will be a day when you will feel the need of a cigarette. By this time, you will pay whatever to smoke, and each time you will smoke more, so you will spend more money. All the money you would spend on cigars could have been spent in something better, don't you think?
Argument 3	The last reason why you shouldn't smoke is out of respect for the people around you. When you smoke, you not only harm yourself, but you also harm all the people around you. So you mustn't be selfish; you should at least avoid smoking in front of people who don't smoke. Also, many people don't like the cigarette's smell, so they won't enjoy

	your company. Would you like that?
Recommendation	I have said just some reasons of why you shouldn't smoke, so I hope that now those of you who smoke are able to think a little and try to make a smart decision. In addition to all the reasons I've said, I would like you to think about how much you love yourself and then whether you want to continue harming yourself. Think also about all the people who love you, like your family who doesn't want to see you suffering or sick. If you decide to continue smoking, what a pity. But if you decide to stop smoking, congratulations! Remember that "If you can dream it, you can do it."

### **Writing process:**

1. Planning : choosing topic and make thesis sentence
2. Outlining : making some points to expand the topic
3. Drafting : developing/ expanding the outline to be paragraph
4. Revising : checking the content, structure, grammar, spelling, and vocabulary
5. Rewriting : rewrite the revising draft to be a good text

### **Unsur kebahasaan :**

Language features of hortatory text:

- Focusing on writer
- Using simple present tense
- Using abstract noun: policy, advantage, culture, private, etc.

- Using modal adverb: should, ought to, certainly, surely, etc.
- Using connectives (if necessary) : firstly, secondly, the last, etc.

## **E. Metode Pembelajaran**

*Conventional Method* (Metode Ceramah)

## **F. Media, Alat, dan Sumber Pembelajaran**

1. Media Papan Tulis
2. Alat : Boardmarker/spidol
3. Sumber Pembelajaran :

Mahrukh Basir. 2014. *Bahasa Inggris*. Jakarta: Kementrian Pendidikan dan Kebudayaan Republik Indonesia

## **G. Langkah-Langkah Kegiatan Pembelajaran**

### **Kegiatan Pendahuluan (10 menit)**

- Guru memberi salam;
- Guru memeriksa kehadiran siswa;
- Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;
- Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- Guru menyampaikan cakupan materi dan uraian kegiatan.



**Kegiatan Inti (60 menit)****Mengamati**

- Peserta didik mengamati contoh teks hortatory tentang lingkungan sosial disajikan oleh guru, dengan merincikan fungsi sosial, struktur teks, dan unsur kebahasaan;
- Guru membimbing peserta didik untuk memahami contoh yang telah disajikan.

**Mempertanyakan**

- Dengan pengarahan guru, peserta didik mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks hortatory;
- Peserta didik memperoleh pengetahuan tambahan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks hortatory.

**Bereksplorasi**

- Guru membagikan beberapa topik tentang permasalahan di lingkungan sosial, setiap peserta didik akan mendapat topik yang berbeda-beda;

**Mengasosiasi/ Menganalisis**

- Dengan bimbingan guru, peserta didik membuat outline hortatory text dengan tentang topik/ permasalahan yang telah diberikan;
- Peserta didik memperoleh balikan (feedback) dari guru dan temannya tentang setiap yang dia sampaikan dalam diskusi.

**Berkomunikasi**

- Peserta didik memperoleh balikan dari guru dan teman tentang hasil diskusi;
- Peserta didik mengungkapkan hal-hal yang sulit dan mudah dilakukan saat membuat teks hortatory

**Kegiatan Penutup (10 menit)**

- Guru dan peserta didik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya;
- Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran;

- Guru memberikan penugasan berupa tugas mandiri yang ada dalam buku pegangan siswa;
- Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya;
- Guru dan peserta didik mengucapkan salam perpisahan

#### **H. Penilaian :**

- Teknik penilaian : Tes tertulis
- Bentuk penilaian : Essat test (Individu)
- Instrumen penilaian : terlampir
- Bobot : Jumlah Benar x 20 point = 100 point
- Rancangan penilaian : 1. Content

6. Organization

7. Vocabulary

8. Language Use

9. Mechanics

Medan, 28 MEI 2018

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NIP.

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NIM. 34144028

### APPENDIX III

#### Pre-test

Name :

Class :

Subject : English/Hortatory Exposition Text

Choose one from five topics below. After that, develop the topic into a hortatory exposition text. Develop them with using text organization, grammatical and language features.

1. Topic : Education

Title : The Importance of Extracurricular Activities

2. Topic : Online Job

Title : The Advantages of Online transportation

3. Topic : Corruption

Title : The Disadvantages of Corruption

4. Topic : Technology

Title : The Bad Effect of Playing Game Online

5. Topic : Sport

Title : The Good Effect of Playing Football

Answer :

Topic :

Thesis	
Argument	
Recommendation	

## APPENDIX IV

### Post Test

Name :

Class :

Subject : English/Hortatory Exposition Text

Choose one from five topics below. After that, develop the topic into a hortatory exposition text. Develop them with using text organization, grammatical and language features.

1. Topic : Education

Title : The Importance of Extracurricular Activities

2. Topic : Online Job

Title : The Advantages of Online transportation

3. Topic : Corruption

Title : The Disadvantages of Corruption

4. Topic : Technology

Title : The Bad Effect of Playing Game Online

5. Topic : Sport

Title : The Good Effect of Playing Football

Answer :

Topic :

Thesis	
Argument	
Recommendation	

# APPENDIX V

## THE CRITICAL VALUE LILIEFORS TEST

Ukuran Sampel	Taraf Nyata ( $\alpha$ )				
	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,022	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
n > 30	$\frac{1,031}{\sqrt{n}}$	$\frac{0,886}{\sqrt{n}}$	$\frac{0,805}{\sqrt{n}}$	$\frac{0,768}{\sqrt{n}}$	$\frac{0,736}{\sqrt{n}}$

Source: Sudjana. *Metoda Statistika*. Bandung: Tarsito, 2002

## APPENDIX VI

### DOCUMENTATION





