

THE EFFECT OF POW+TREE STRATEGY BY USING LEARNING VIDEO TOWARDS STUDENTS' WRITING ABILITY IN PEKANBARU, INDONESIA

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Abstract

Based on curriculum 2013, in learning English subject, the students are expected to develop and produce write simple text types, analytical exposition text. The POW+TREE strategy is the astrategy that teacher used in the classroom by combining which is available the learning video in teaching writing. The purpose of this research is to find out the effect of the strategy by using learning video towards students' writing ability. The method of this research used was true experimental which are two classes, as a control class, XI science 2 and the other is as an experimental class, the XI science 1 of SMA SERIRAMA YLPI PEKANBARU. They were tested both of pre and posttest by giving the written test that analyzed by using SPSS. The result of this research showed that there was a significant effect of that strategy by using video towards students' writing ability. The students score by using the strategy with learning video was higher than that strategy without using video.

Keywords: POW+TREE Strategy Video Writing

Introduction

Writing is the activity or process to share the information in written form. Through writing, the people can share the information without meet the people. Murcia (2001) defined writing is an activity which is concern in the interactive process occurs between the writer and the reader via text.

According to Murcia (2001) stated that the first stages in teaching writing skills in a foreign language classroom is focused on the mechanic skills. It refers to the letter recognition, letter discrimination, word recognition and basic rules of spelling, punctuation and capitalization as well as recognition of whole sentences and paragraph. Besides, Suryanti (2016) stated that writing English as a foreign language (EFL) appears to be excruciating experience for many students not only in Indonesia, but also in Malaysia, Thailand, Japan and other countries. It means that they should do the first stage, which is mechanic skill in doing writing activity in English teaching and learning process.

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

Furthermore, it is one of subject in English learning which is constituted in English curriculum at Senior High School. Based on school based curriculum, the students are expected to develop and produce writes implettext types in report text, narrative, spoof, analytical exposition and hortatory exposition text. In this research, the researcher focused on analytical exposition text.

However, almost students cannot write their idea and developed their idea. It was caused by the problem that the students have in writing English. First, the students cannot arrange the word in good sentences. The students cannot write the sentence in correct grammatical. Then, they have limited of vocabulary. Actually, the students have many ideas in writing, but, those problems that make the students

cannot develop their idea. To solve the students' problem to write and developing their idea, the researcher applied the POW+TREE Strategy by using Video in teaching learning process.

POW+TREE Strategy in teaching writing to make the students interest to write and easy to express their idea. POW is the acronym of (pick my idea, organize my note, write and say more). Then, TREE stand for (topic sentence, reasons, examples, and ending). Kartika, Suci et al (2017) 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 that POW+TREE can help students write the text easily and can increase their ability in writing. That's why, in this research, the students can develop their idea in writing a text easily through the media, video, surely applying the strategy.

Based on the study which was conducted by Mason Linda H. Richard M. Kubina, Jr. And Raol J. Taft (2011) with title "Developing Quick Writing Skills of Middle School Students With Disabilities". In both studies, students' written responses were evaluated before, during, and after self-regulated strategy development instruction for the POW+TREE planning strategy (POW: pick my ideas, organize my notes, write and say more; TREE: (topic sentence, reasons – three or more , explain, ending). All study participants improved on the number of persuasive parts included and the quality of the written response immediately after and we following instruction.

The second research was conducted by KartikaSuci et al (2017) with title "The Effect of POW+TREE Strategy towards Students" Writing Ability at SMAN 14 Pekanbaru. They applied the strategy in experimental class. While, in control class, the researchers did not applied the strategy in order to compare the students' ability by using strategy and did not use strategy. The result of students' score in control class were, the researchers got mean score of pre-test was 53.63. While, in post-test, the reserachers got mean score was 60.07. However, the researcher got students' mean score in experimental class was 49.90. After the researchers applied the POW+TREE Strategy, the mean score of students become 73.60. Thus, there was increase of students score after using the strategy. Based on the researchers' analysis by using SPSS 22.0 program, the researchers got the $t_{\text{calculated}}$ was 8.063. While, the t_{table} based on df 58 was 2.00. Thus, the $t_{\text{calculated}}$ higher than t_{table} . In brief, there was significant effect of POW+TREE Strategy towards students' writing ability of the second year students at SMAN 14 Pekanbaru.

This research also applied POW+TREE Strategy (Pick an idea, Organize your word, and Write and say more) + TREE (Topic sentence, Reason, Explain, Ending) strategy in writing exposition text.. But, the researcher applied the strategy by using Learning Video. The video contain the steps of POW+TREE Strategy. The students only see the video carefully. Then, they can get the detail steps of the ways to developing the idea. The content of video included the example that help the students to easy write the idea and developing the idea. The video showed the steps which is a general planningstrategy that includes three steps: (P) pick an idea or side of a topic. The Teacher in video gave some topics/ideas, and the teacher asked the students to pick their idea before write the paragraph. Next, (O) organize ideas into writing using a graphic organizer. The teacher in video asked the students to organize the word and make notes related on their topics. And (W) writes and says more by modifying and improving the original plan while writing. The students are asked to write their notes and develop their notes before start writing the paragraph. The second strategy is TREE. The video also showed the steps: write a convincingtopic sentence (T) that tells what you believe, write three reasons (R)why you feel the way you do about a topic, write explanations(E) to support each reason written, and wrap it up with a good ending (E) or summary sentence. Further, the teacher in video asked the students to write a paragraph after they write their notes. Then, start writing activity by write topic sentences and ask them to write opinion based on the topic sentence that they write. The students should pay attention on topic sentence and state their opinion. The next steps is directing the students to make arguments, at least three arguments based on topic sentence that their write. After the students write their arguments, the teacher asked the students to write the reasons and explain it to support their arguments. It means that if the students write their arguments, the students also support with the reasons and explanation. And the last steps is the students make ending with a good concluding statements.

Harris, et al., (2005: 240), Kartika et al (2017), the students are taught to apply the following step-by-step procedure: 1. P (pick the idea or topic). The students choose their idea/topic that is making in a paragraph. 2. O (organizes your thoughts and makes notes). The students organize their thoughts and write it (making notes). 3. W (writes and then says more). The students write their notes and say more their notes. 4. T (topic sentence-state your opinion). The students pay attention to the topic sentence and state their opinions. 5. R (give at least three reasons to support their believe). The students write their reasons to support their believe. 6. E (explain your reasons in more details. The students explain their reasons in more details to support their opinion. 7. E (end with a good concluding statement).The students make a paragraph to end the text with the good concluding statement.

In this research, the step of POW+TREE Strategy had illustrated in the learning video. First, the researcher showed the video to the students. Second, the students look at the video carefully. After that, the

researcher gave some topics and the students choose the topic and start to write the text based on the steps that had been they seen.

Method

The research was true experimental research. They were two classes as the sample. First class was experimental class and the second class was the control class. the students were taught by the teacher. In collecting the data, the researcher gave the tests. Pre-test in first meeting and post-test in last meeting. After the researcher gave pre-test to know the basic level of students, the researcher did the treatment to help the students write and developing their idea. The researcher applied the POW+TREE Strategy video in experimental class. While, in control class, the researcher taught with conventional teaching. After that, the researcher gave post-test to know the result of the students' achievement. Last, researcher compared the students score by using SPSS to know there is any significant effect after did treatment by using POW+TREE Strategy by using learning video.

Population of this research is the second grade students of SMA SERIRAMA YLPI PEKANBARU. The sample is the XI Science 1 class as experimental class and XI Science 2 class as control class.

Result and Discussion

Descriptive Statistics in Experimental Class

| | N | Min | Max | Mean | Std. Dev. |
|---------------------|----|-----|-----|-------|-----------|
| Pretest | 25 | 45 | 75 | 58.27 | 10.308 |
| Post-test | 25 | 65 | 80 | 74.60 | 3.592 |
| Valid N (list wise) | 25 | | | | |

The table above is the descriptive statistics table in experimental class, it can be concluded that the mean score of pre-test was 58.27 and standard deviation was 10.308. Further, the minimum score in pretest was 45 and the maximum score was 75. While, the mean score of post-test was 74.60 and standard deviation 3.592 with the minimum score was 48 and the maximum score was 80.

Descriptive Statistics Control class

| | N | Min | Max | Mean | Std. Dev. |
|---------|----|-----|-----|-------|-----------|
| Pre | 25 | 33 | 67 | 58.12 | 7.542 |
| Post | 25 | 44 | 75 | 65.12 | 10.109 |
| Valid N | 25 | | | | |

The table above is the descriptive statistics table in control class, it can be concluded that the mean score of pre-test was 58.12 and standard deviation was 7.542 further, the minimum score in pretest was 33 and the maximum score was 67. While, the mean score of post-test was 65.12 and standard deviation 10.109 with the minimum score was 44 and the maximum score was 75. Based on the result score of control class and experimental class, it can be concluded that the mean score of experimental class was higher than control class.

Based on the previous study by using POW+TREE Strategy, the researcher compared the result of writing strategy by using POW+TREE Strategy and POW+TREE Strategy by using video. Here are the data of preliminary study of writing by using POW+STREE Strategy. The researchers found the mean score of posttest in experimental class was = 73.60 and control class = 60.07 Standard deviation of experimental class S1 = 5.341 and standard deviation of control class S2 = 7.483.

Moreover, this research was conducted by POW+TREE with learning video. The result showed that the students score by using POW+TREE Strategy with learning video was higher than POW+TREE Strategy without using video. Kartika et al (2017) also mentioned the same result of students' score in writing through POW+TREE. In the result of their research showed that the t-table value of significance level of 5% was 2.00 and the t-calculated was 8.063. So that, t-count is higher than t-table ($8.063 > 2.000$) it means the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. There is any significance effect on students writing ability in experimental class and control class.

Meanwhile, Mason (2011) in her research showed that the students with disabilities could develop quick writing well. The result of the research showed that All study participants improved in the number of persuasive parts included and the quality of the written response immediately after and weeks following instruction. By using video through POW+TREE strategy can improve the students' writing well, especially in analytical exposition. The video showed the instructions in writing a text step by step. The students can develop their idea easily. Because there is a guidance of writing analytical exposition text in good structure. Video is as a media in teaching writing.

Conclusion

In teaching writing, the teacher should use the media to help students writing easily. One of the media, in this research is using video. Meanwhile, the teacher not only is teaching by using video but also applying the strategy. The POW+TREE strategy can help teacher and students especially in writing a text. The result showed that this strategy was significant effect in students' writing. It can be seen from the result of increasing of Post-test. That's why, the students need a media like video in guiding their idea in writing activity. Especially in this research, the video related to the topic which contained the steps of POW+TREE strategy.

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