



## THE USE OF POW TREE IN TEACHING WRITING AT ENGLISH DEPARTMENT MADURA UNIVERSITY

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**Abstract:** The researcher raises two questions of research, they are: (1) how does the Writing lecturer implement Pow-Tree strategy in teaching writing subject at English department in Madura University, (2) how does students' progress in writing. This research is descriptive qualitative research. There are three research instruments are used to collect the data needed, they are: observation, interview, and, documents. The subject of this research are 11 students of four semester at English Department in Madura University. Based on the research analysis result in implementing strategy of Pow-Tree in three phases of teaching writing. This strategy was implemented in the second phase-whilst phase. There are seven steps in implementing this strategy in the writing subject. The lecturer was demanded to use real example that related with the students' daily life experienced. This strategy was success in gaining students interest in writing paragraph. The students as the subject of this research said that this helped them to organize their paragraph writing compose.

**Keywords:** Pow-tree Strategy, Student Interest, Writing

**Abstrak:** Penelitian bertujuan untuk menjawab dua pertanyaan, yaitu (1) bagaimana penerapan strategi Pow-Tree pada mata kuliah Menulis pada jurusan Pendidikan Bahas Inggris yang dilakukan oleh dosen di Universitas Madura (2) bagaimana kemajuan siswa dalam menulis. Untuk menjawab pertanyaan ini peneliti menggunakan pendekatan deskriptif dengan jenis penelitian kualitatif. Ada tiga jenis instrument yang digunakan untuk memperoleh data, yaitu: observasi, wawancara, dokumen. Penelitian ini menggunakan 11 orang mahasiswa semester empat pendikan Bahasa Inggris di Universitas Madura. Setelah menganalisis data dimana penerapan strategi Pow-Tree digunakan dalam tiga tahapan pembelajaran. Strategi ini diterapkan pada tahapan inti pembelajaran dengan menggunakan tujuh langkah pembelajaran. Dosen menerapkan strategi ini dengan menggunakan contoh yang berkaitan langsung dengan kehidupan sehari-hari yang dihadapi oleh mahasiswa. Dengan strategi ini mahasiswa lebih bisa focus dalam pengorganisasian karangan dalam bentuk paragraph.

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Kata kunci: Minat Siswa, Menulis, Strategi Pow-tree

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## INTRODUCTION

Nowadays English is an international language that has an important role in the improvement of technology and literature. It is acceptable around of the world. Recently, English as a foreign language in Indonesia has been taught from elementary school to college. Indonesian students as a part of society need English. They need English as a means of the future, both spoken and written.

English language skill divided into four skills such as writing, speaking, listening and reading. The most complex and difficult skill to teach is writing. It is also stated as a complex skill which involves some language components such as vocabulary, grammar, and mechanic of languages. A language learner can be said getting successfully in learning a language if they can produce a writing work.

In learning English, writing have an important role to developing the mastery of the system of the English language. Writing is one of selection way in order to present idea, opinion or reports from the

author. There was several aspect of language skills which must be mastered by someone who want to make a paragraph. A good quality of writing can be achieved if the paragraph consist of a good grammar, vocabulary, diction and also punctuation. Besides that language that used must be clear, no ambiguity and easy to be understood by the readers. So that the message from the writer to the reader can delivered well.

Writing is a communication activity that is used by people to communicate with each other in written form. Through writing, the writers deliver their message to the readers when they do writing. Besides having writing skill as the way to communicate, it is also should be mastered by the students as the media to share their idea, opinion, and feeling. Therefore, the students should improve their writing ability to complete their all language skills. So that the reader gets interesting and understanding the message that is delivered in the written form. In writing, there are additional information and important

reasons why it helps the students in learning. each other in written form. Through writing, the writers deliver their message to the readers when they do writing. Besides having writing skill as the way to communicate, it is also should be mastered by the students as the media to share their idea, opinion, and feeling. Therefore, the students should improve their writing ability to complete their all language skills. So that the reader gets interesting and understanding the message that is delivered in the written form. In writing, there are additional information and important reasons why it helps the students in learning.

Based on the writer's experience, when lecturer practice at the English department at Madura University, she found some problems that are faced by students in teaching writing process. First problem is students are difficult in generating and developing their ideas because the students did not have an idea to write and usually confuse to choose their topic, they are lazy to think something and much need teacher helps. The second, the students have

difficulties to express their ideas and related to the topic and change them into good and complete sentences. Then, they produce error sentences. It makes written language ungrammatical. As a result, they did not produce coherent writing. The students cannot provide good sentences in writing. So ,they had difficulties in developing their idea to be a paragraph. Most of the students think that writing is a boring activity that spends much time and needs more attention in vocabulary, grammar, punctuation, or arrangement of words. Most of them did not know how to present their ideas clearly in writing language.

Based on the problem above, the lecture needs to think and use about appropriate strategies for the condition in writing class, the lecture's strategies not only to help the students to pass through the process of developing ideas but also to involve the students to monitor their writing. There are some strategies can be used to solve the problem of students in developing ideas such as Plan and Write strategy, POW and TREE strategy.

Considering the background above the researcher raises some subsidiary research problems as follows: (1) how does the lecturer implement the Pow Tree on teaching writing in English department Madura University? (2) how do students' progress in writing using pow trees in the fourth semester at the English Department of Madura University?

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

Fegerson and Mickerson (1992) argue that writing activities are skills that is acquire in teaching learning process. Writing is one skill in English that must be teach integrated and it is set as the most difficult language skill for learners. In fact learners are not able to make a good writing because they have a

limitation of vocabulary, poor grammar and they difficult in generating their idea.

Nunan (2007) explains that the writing process is a thought process that aims to find ideas about how to translate into good writing, and organize ideas into a statement in a paragraph. However, most of students especially for junior high school think that writing is very difficult. it is happen because of some factors such as difficulty in expressing their ideas and writing is bored activity for them. This condition make a passive activity during the class. Based on the phenomenon above teacher must find the best method or strategy to attract students interested in study English.

Technical writing is one strategy in writing that use technical vocabulary, graphic and conventional report form. It is refers to type of writing where the author outlines the detail and operations of administrative, technical, mechanical and scientific system. In line with Gordon and Walter (1998) point of view, there are five principles as a foundation in good technical writing

as follow :

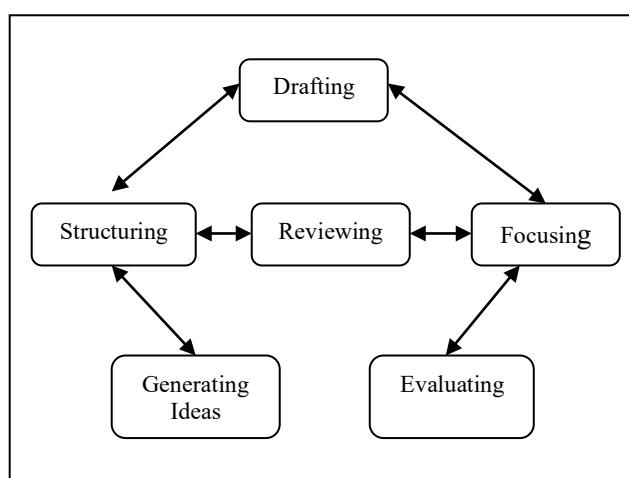
1. When writing a report always assume that readers are intelligent but uninformed.
2. Decide the purpose of the reports and make sure that every word, sentence and paragraphs are related with the purpose.
3. Use simple, concrete and familiar language.
4. Always check your writing at the beginning and the end of your report.
5. Make an attractive reports to the readers.

### Process Writing Approach

Graham and Perin (2007) stated that the process of writing approach is involves of continuing activities, they are:

1. Planning, translating and reviewing.
2. Stressing personal responsibility.
3. Facilitate high level of students interaction.
4. Develop writing environment.
5. Encourage self selection and evaluation.

According to White and Arndt in Harmer (2001) writing process is an interrelated set of recursive stages which include : drafting, structuring, reviewing, focusing and generating ideas and evaluation.



**Figure 1:** White and Arndt's process writing model (Harmer, 1998)

White and Arndt's model has a disadvantages that this model is takes time. Students need much time to concentrate with their writing process. They need much time to brainstorm their ideas, to draft a words into sentence and a sentence into paragraph, reviewing and editing in various ways. Beside that this stage may include discussion, research, language study and considerable amount of interaction between the students themselves.

Vanderbilt (2002) states that POW and TREE are mnemonic devices that are used together in constructing students' ideas. It is used to help the students to pass planning, organizing, writing, and editing as an elements of writing. It is also used useful for writers who may have difficulty in writing process.

Lienemann and Reid (2006) state Pow tree is a strategy that helps students to deliver their opinion in the essay. The word Pow is an abbreviation of Pick, Organize and Write. Pick relate with students ideas, organize and write for writing the paragraph. While Tree is intended to help students organize their notes.

On the other hand, the students will be careful and precise for their text before writing into a piece of paper, because O in POW makes them organize their notes. And it can help them to share their ideas.

Moreover, Scruggs and Mastropieri (2009) define that Pow Tree is one strategy that considered an arguments in writing that increased ability to make a decision thoughtfully and could be a principal benefit. It means with Pow Tree students can make a good argument and can consider what good argument can be used in the text and also they can increase their ability in writing.

Harris, et al., (2007) argue that Pow Tree has a procedural step that must be applied by students. The following steps are:

1. P (pick the idea or topic)  
The students choose the idea or topic that will be made in paragraph.
2. O (organize)  
The students organize the idea and write to make some notes.
3. W (write)  
The students write some notes and add some supporting information related with the

notes.

4. T (topic sentence)

The students must be focused with the topic and make an opinions.

5. R (review)

The students makes a supporting sentences at least three reasons to support their topic.

6. E (explain)

Continuing their reasons in more detail explanations.

7. E (end)

Make a good concluding statement as the end of the paragraph in a text.

Otherwise, Harris (2008), there are six stages of strategy instruction in developing students' writing skills in teaching writing, include the following:

a. Develop a background of knowledge.

In writing lessons, the teacher begins the lesson with a discussion that the students have already known about the paragraph and elements of paragraph.

b. Discuss the topic. The lecture

talks to the students about the goal of learning strategy It also can improve communication with readers.

- c. Model the topic. The teacher models self- statement while planning out each step involved by using Pow Tree from topic selection, to generating ideas and begin the writing.
- d. Memorize the topic. The students learn the mnemonics and what they stand for. Students demonstrate what they had learned about the strategy for writing a paragraph. In this case, all students require stating Pow Tree and describing component represented.
- e. Support the topic. Students receive considerable support in developing their writing outline, the teacher as a collaborator in the planning process.
- f. Independent performance. The students write one or two topic sentences using the strategy they had learned without lecture support. At this step, students plan and write paragraph individually,

the lecture provides positive feedback as needed.

## METHOD

This study is qualitative research by using a descriptive approach. Qualitative research is a kind of research that construct social reality and cultural meaning. It is focus on interactive processes and events, related with theory and also data in real condition. Newman (2014:17) in Supari (2014:28) said that the researcher's opinion can be or is usually involved in qualitative research but in quantitative, a researcher is detached because the data is all exact and based on the real mathematic calculation.

Bogdan (2000:9) said that qualitative method is research procedure as a result descriptive from the written words or utterance from the people or attitude that we can see. In this method, researcher studied the subject to get deep and brief information or data to answer the problem of research. Moreover it may give valuable knowledge which may be missed by another method.

The instruments used in this qualitative research are (1) observation, (2) interview, and (3) documents. The usage of these instruments made the researcher easy to find the phenomenon that happened and developed around the implementation of Pow Tree on teaching writing in the fourth semester in the English department, Madura University.

Students at fourth semester of the English department at Madura University become the participants of this study. There are fourteen students as participants in this study. This research is based on the saturation of information that had been collected from the participants. According to Newman (2014: 19) in Supari (2014:30), a researcher will be able to continue the research if all of the information needed has been collected and matched according to the goal of the research. Therefore, the collection of research data based on what the researcher needs. When it has been collected, the researcher continues to analyze and get a conclusion based on the data in the field.

Data analysis is a process of the collected data, then organizing them into the category and the unit of basic analysis. In analyzing, will take some steps as follow:

- a. Collecting Data. In obtaining the required data, researchers collect data using observation, interviews, and documentation. The data needed is the use of the Pow Tree as a learning strategy and the development of student writing skills in writing subjects
- b. Classifying Data. In classifying the data collected, researchers classified the data into two groups. The first data group is data about the use of Pow Tree as a learning strategy. The second data is data about student writing skills in writing.
- c. Verifying Data. Data that has been classified and when the researcher returns to the research field and then tries to examine the data by investigating the other data collected, and verifies whether there is a relationship between the data, to obtain valid data
- d. Analyzing data. After verifying

the data collected, researchers analyzed data obtained from the syllabus, teaching strategies, learning materials, and assessment of the use of Pow Tree in teaching writing at Madura University.

e. Drawing conclusion. Conclusions regarding the use of Pow Tree as a learning strategy and the ability of students of the English language education program at the Madura University in writing courses are made by describing data into descriptive writing analysis based on the phenomena that occur when the study was conducted and the evidence from the data collected.

## FINDINGS AND DISCUSSION

The researcher used observation, interview and documentation to collect data of the implementation Pow-tree by the lecturer and students' writing progress of the fourth semester in the English department of Madura University in writing subject. Based

on the result the lecturer implemented Pow Tree in three phases of teaching writing: there are pre-teaching, whilst- teaching, and post-teaching activity. In the pre-teaching activity, the lecturer gave a brainstorm. Then, whilst-teaching activity the teacher leads the students to develop their ideas. The last is the post-teaching activity.

### 1. Pre-Teaching Activity.

Pre-teaching is very important to start the lesson. It aims to make the students get full concentration and more ready to start the lesson as well as to introduce new topics/material. Some activities will be done by the lecture before entering whilst teaching the activity. The lecturer brainstorms the students related the topic paragraph and give some question.

### 2. Whilst-Teaching Activity

Whilst teaching activity is the activities where the lecture presents the material. The activities divided into three phases, as follow:

- a. Exploration. In this phase, the lecturer did many activities such as: provides topic sentence, explores students' comprehension about the sentence, invites the students to find the sentence and make a draft together, tells to students about the topic material, explains and asks students to analyze the language feature.
- b. Elaboration. In elaboration phase the lecturer did some activities such as: invites students to pick their topic sentence, asks the students to state the topic sentence, provides much help to students in making a good draft, asks the student to revise and edit the draft clearly.
- c. Confirmation. At the last phase in the whilst- teaching activity, the lecturer asked the students to compose the paragraph and to publish their writing in their social media to get feedback from their friends.

### 3. Post-Teaching-Activity

The post teaching activity is the end of the lesson. The lecture gives exercises and discusses it with the students. The purpose is to know how far the students understand the lesson.

Certainly for the students at the English department at Madura University, Pow Tree is a new strategy for them. Considering the condition in their environment, it can be assumed that most of them unfamiliar with the strategy. In the link of how lecturer teachers and students learn, obviously not enough to make students feel enjoy and relax when they are learning. The lecturer must know what the students get and what students face when they want to increase and develop a piece of knowledge. Tend to the focus on this research that is how to implement Pow Tree and how to increase writing ability. Some points are finding. First, the lecture or the students to be models especially to improve writing. In this Pow Tree, the second, during the teaching-learning process in teaching writing used Pow Tree, the lecture has an important role to

succeed in the program of improving skill. Pow Tree occurs when the lecture's strategies not only to help the students to pass through the process of developing ideas but also to involve the students to monitor their writing.

These findings in line with Vanderbilt (2002) who states that POW and TREE are mnemonic devices that are used together within constructing students' ideas. It is used to help the students to pass the elements of writing such as planning, organizing, writing, and editing. It is also used for researcher who have a difficulty in integrated the elements of writing.

Teaching writing using Pow Tree strategy makes the students easy to find a good topic to be developed then make the students easy to organize the idea into a cohesive paragraph. Based on the research result the lecture did many stages in teaching writing by using Pow Tree as a strategy before applied this strategy in writing class:

- a. Preparation. There is some important aspect conducted by lectures before starting to teach

the activities. The lecturer prepared: (1) media, (2) material, (3) lesson Plan, (4) time allocation.

b. Classroom procedure

## CONCLUSION

The implementation of Pow tree in teaching writing in the fourth semester in the English department, Madura University is often implemented for the student in a semester. After having observations during the teaching-learning process in teaching writing used Pow Tree, the fact is the lecture used the lecture or the students to be models especially to improve writing. In this Pow Tree, the lecture has an important role to succeed in the program of improving skills.

Pow Tree occurs when students apply and experience what is being taught referencing real problems associated with their roles and responsibilities as family members, citizens, students, and workers. Pow tree emphasizes higher-level thinking. Knowledge transfer across academic disciplines, and collection, analyzing

and synthesizing information and data from multiple sources and viewpoints.

After having observations during the teaching-learning process in teaching writing used Pow Tree, the lecture has an important role to succeed in the program of improving skill. Pow tree occurs when the lecture's strategies not only to help the students to pass through the process of developing ideas but also to involve the students to monitor their writing. Some strategies can be used to solve the problem of students in developing ideas such as Plan and Write strategy, POW and TREE strategy, POWER strategy which can help the students to think and expand the topic chosen. Plan and Write is a strategy to help the students brainstorming their ideas before writing and arranging the ideas in the best sequences. Next POWER is a strategy that helps students to plan their writing and ending by revising the writing result. POW and TREE strategy is a strategy that completes more in guiding the students to pass their writing process.

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