

ABSTRACT

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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.

Key Words : Students' Ability, Writing, Hortatory Exposition Text, POW+TREE Strategy.

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