THE EFFECT OF TREE STRATEGY ON STUDENTS' ACHIEVEMENT IN WRITING EXPOSITION TEXT
(A Study at the Eleventh Grade Students of SMA Negeri 1 Sayurmatinggi in 2017/2018 Academic Year)

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Abstract

One of the curriculum's expectations at the eleventh grade students of SMA Negeri 1 Sayurmatinggi is students are able to write exposition text. But in fact, students' achievement is unsatisfied so that the writer decides to conduct a research in that field. The aims of this research are : 1) to know the extent of students' achievement in writing analytical exposition text at the eleventh grade students of SMA Negeri 1 Sayurmatinggi before taught by TREE strategy, 2) to know the extent of students' achievement in writing analytical exposition text at the eleventh grade students of SMA Negeri 1 Sayurmatinggi after taught by TREE strategy, 3) whether there is a significant effect of students' achievement in writing analytical exposition text taught by TREE strategy at the eleventh grade students of SMA Negeri 1 Sayurmatinggi. The population of this research is all of the eleventh grade students of SMA Negeri 1 Sayurmatinggi and the sample is 31 students which are taken by cluster sampling technique. The instrument to collect data used is writing test. The result of analyzed data shows that the score of t_{test} is 7.8 while the score of t_{table} is 1.67. it shows that t_{test} is higher than t_{table}. It means that there is a significant effect of students' achievement in writing analytical exposition text at the eleventh grade students of SMA Negeri 1 Sayurmatinggi taught by TREE strategy.

Keywords: TREE strategy, students' achievement in writing, analytical exposition text

1.   BACKGROUND

Language is very important element in intelectual, social, and emotional of students' development. Through language, students can covey their idea, knowledge, argument, emotion and it also helps them to use their analytical and imaginative ability in communication. English is an international language that has four skills which are expected to be achieved by students, they are writing, reading, speaking and listening.

Writing is one of English skills which must be achieved by students. It is a complex activity which needs cognitive process in delivering idea, opinion, thought, feeling and information to readers. One of the curriculum expectations at the eleventh grade is students are able to write analytical exposition text. Analytical exposition text is also called argumentative text is a text which delivers opinions, arguments, and has social function to convince the reader that the presented topic is an important topic for discussion or attention by way of arguments or the opinions that support the idea or topic.

But in fact, students cannot write this text well. They find difficulties in identifying generic structures and the lexicogrammatical features of the text. As a matter of fact, the writer found that the daily marks of students' writing analytical exposition text is 60 meanwhile the standard mark

is 75. They think that writing this text is so difficult.

This problem must be solved by identifying the factors which caused the difficulties. There are many factors such as students' motivation, teacher's strategy, learning environment, etc. Teacher's strategy is one of important factors to make learning process is successful. So, in teaching writing teacher must use the suitable strategy to teach it. Many strategies can be used in teaching writing such as TREE, PMI, POW, etc. TREE is a strategy which gives guidances in writing by giving four important points in writing they are Topic, Reason, Example and Ending.

Based on the explanation above, the writer conducts research with the title "The Effect of TREE Strategy on Students' Achievement in Writing Analytical Exposition Text at the Eleventh Grade Students of SMA Negeri 1 Sayurmatinggi."

2.   THEORETICAL DESCRIPTION
Writing Analytical Exposition Text

Writing is a complex activity which needs ability in arranging words and sentences grammatically and logically to be understood by readers. It involves multiple process where a writer does not only need to learn the mechanism of writing but also need to develop the idea by

activating cognitive process, working memory and controlling attention well.

The cognitive process which a writer activates in writing means that a writer needs ability in acquiring, developing and conveying knowledge, idea and thought into coherent written form. Then in conveying the writer's mind, a writer's memory is working.

It is important how the writer works his memory to store and recognize the important and related information to their writing. Furthermore in doing writing process, a writer also needs to have self regulation to focus and pay attention well.

According to Kellog (2007:124), "Writing is indeed one of the most effortful activities that humans can implement." Effortful means writer needs effort and attention control in expressing ideas in writing presentation.

Then Silva and Matsuda (2002:251), "Writing involves a dynamic interaction among the three basic elements that play a part in the writing act, namely the text, the writer and the reader, which requires writers' consideration of all of them in order to write accordingly." It tells that writing is a dynamic process which involves writer and reader understanding.

One of the curriculum's expectations at the eleventh grade of SMA Negeri 1 Sayurmatinggi is students are able to write exposition text. Exposition text can be divided into two, they are analytical exposition and hortatory exposition text. Analytical exposition that is also called argumentative text is a kind of exposition text which delivers arguments completed by giving facts and strong emphasizement for readers.

Djuharie (2007: 31) said that analytical exposition elaborates about the writer's arguments and the as the gives a reiteration to convince the readers. Furthermore Pardiyono (2007:222) said that the rhetorical structure of analytical exposition text are thesis contains a writer's statement of his or her position about certain a topic or problem, argument contains description of facts to support his or her statement in the thesis, reiteration contains a brief conclusion or resume related to his description to convince that what is stated in the thesis is
acceptable, or correct reasonably.

1.1 Social Function

As the writer explained previously that analytical exposition is a kind of exposition text which gives arguments. It has social function to convince the reader that the presented topic is an important topic for discussion or attention by way of arguments or the opinions that support the idea or topic. Rosa, Muryanti, Mulia (2008:178) said that analytical exposition text is used to persuade the readers that the idea that the idea is important matter. It means that this text has influencing process to bring the readers to do or to do not something relate to case is happening.

1.2 Generic Structure

Generic Structure is the stages that must be followed in arranging a text because it is the structure which forms a text. As Djuharie (2007:32) said that Generic Structure or schematic structure refers to the plot that is applied in the text, or the steps mapping of ideas/information in the text.

Analytical exposition text has three generic structures namely:
1) **Thesis**
   According to Sinatra (2010:37), Thesis introduces topic and indicates writer's position. In section thesis, the author introduces the topic or main idea that will be discussed. Thesis has always been in the first paragraph of analytical exposition.
2) **Arguments**
   Arguments consist of main case or elaboration of main topic. As Djuharie (2007:31), arguments conssit of point or core of the problem as the concern and elaboration.
   The topic discussed by the author is a very important topic or need attention. In this section this section the author presents the arguments or the opinions that support the idea of the author, usually in a text. Analytical exposition have more than two arguments. The more arguments appear, the more confident the reader.
3) **Reiteration**
   This section is always located at the end of the paragraph. Reiteration contains rewriting or replacement of ideas that contained in the first paragraph. Reiteration is also commonly called the conclusion.

1.3 Lexicogrammatical Features

A lexicogrammatical features is the language features used in arranging text. Djuharie (2007:32) said that lexicogrammatical feature is identical with sytax (in traditional grammar) and refers to certain structure which is used to express certain meaning.
Further he added the lexicogrammatical features of analytical exposition text are:
1) Using modals
2) Using action verbs
3) Using thinking verbs
4) Using adverbs
5) Using adjective
6) Using technical terms
7) Using general and abstract noun

8) Using connectives/transition

2. Teaching Strategy

Teaching strategy is important to help students get the material better and develop students' skill. It is the steps or procedures that is used by teacher in teaching. Westwood (2008:4) said that ineffective educational practices (i.e.teaching strategy) contribute to childres's difficulty in learning to read and write. It is clear that using suitable teaching strategy is important to get the good result in teaching.
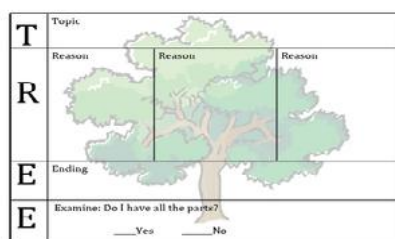
2.1 TREE Strategy

TREE is a teaching writing strategy which gives guidance to students as a writer. Teacher applies this strategy by giving the acronym of TREE.

Harris (2003:323) said that TREE is one of the Self Regulated Strategy Development (SRSD) model which guiding students to write opinion essay. Furthermore Deruvo (2009:63) said that TREE strategy creates a genre specific framework for a persuassive essay: Topic Sentence, Reason, Explanation, and Ending. In addition Reid and Lienemann (2006:140) TREE part helps you to remember all the parts to a good opinion essay.

TREE is a framework of opinion essay that can be visualized as: Topic sentence is like the trunk of the tree that supports the whole argument; Reasons (at least three reasons are like the roots of the argument; Example is a reminder to tell more about each reason and support the reasons; and finally Ending is like the earth that wrasps up the whole argument.

Table 1. Figure of TREE strategy

2.2 Advantages of TREE Strategy

1) TREE is suitable strategy applied in teaching writing opinion essay especially analytical exposition text.
2) TREE strategy can be visualized as tree that must give ease to be memorized by students
3) TREE strategy gives guidance to students to write well.

3. RESEARCH METHOD

This research is conducted in SMA Negeri 1 Sayurmatinggi which is located in Sayurmatinggi, Tantom Aek Garugur, Tapanuli Selatan. The method used is quantitative research with experimental design. The writer treats TREE Strategy in teaching writing then the result is compared with the conventional strategy. The population is all the eleventh grade students in SMA Negeri 1 Sayurmatinggi and the sample is 31 students which are taken by cluster sampling technique. The technique of collecting data is by using writing test as the instrument. The technique of analyzing data is descriptive analysis to describe the data and inferential analysis to prove the hypothesis of the research. In doing this research, the writer uses statitistical process, it is T-test formula by Anis Sudijono (2010:278).

3. Findings and Discussion

The writer shows the research findings on the dependent variable is students' writing analytical exposition text by using TREE strategy. In this research, the writer has given writing test for students. After collecting data it is found that the highest score of students' writing is 95 and the lowest score is 50.

In describing research data, it is necessary to calculate the three central tendency in statistical process, they are mean, mode, and median.

Table 1
The score of Mean, Median, Mode from TREE strategy at the Eleventh Grade Students of SMA Negeri 1 Sayurmatinggi

No	Items	Score
1	Mean	77.5
2	Median	80
3	Mode	80

From the calculation, it is known that the mean of students' achievement in writing Exposition Text taught by using TREE strategy at the Eleventh Grade Students of SMA Negeri 1 Sayurmatinggi is 77.5, it is categorized 'good'.

Then, the frequency distribution shows that students got score 50-57 is 2 students or 6,45%, score 58-65 is 5 students or 16.12%, score 66-73 is 1 students or 3.33%, score 74-81 is 11 students or 35.4%, 82-89 is 8 students or 25.8% and students got 90-97 is 4 students or 12.9%. Clearly students' achievement in each indicator can be seen as follows:

a. The social function of analytical exposition as the first indicator, the score of social function is 20. There are 31 students or 79% got the score.
b. The thesis of analytical exposition as the second indicator, the score is 10. There are 31 students got score 10.
c. The elaboration of arguments as the third indicator, the score is 10. There are 30 students or 96% students got it.
d. The reiteration as the fourth indicator, the score is 20. There are 23 students or 74% students got the score 20, and 4 students or 13% got score 10.
e. The application of specific noun, the score is 10. There are 31 students got the score.

f. The application of simple present tense, the score is 10. There are 31 students got the score.

g. The application of relational process, the score is 10. There are 3 students or 9.6% got 10. There are 13 students or 41% got score 5. There are 50.6% got the score.

h. The application of passive voices, the score is 10. There are 12 students or 38% got the score.

From the description of the data above, the writer concludes that application of TREE strategy in writing analytical exposition text is better in making generic structures.

Then, the score of t_{test} is 7.8. After finding the score of t_{table}, both if scores are compared. It is found that t_o is higher than t_{table} ($t_{test} > t_{table} = 7.8 > 1.67$). It is clear that the hypothesis is accepted that means there is a significant effect of TREE strategy on students' achievement in writing analytical exposition text at the eleventh grade students of SMA Negeri 1 Sayurmatinggi.

4. CONCLUSION

After analyzing the data as the research findings, the writer comes to conclusions that can be seen as follow:

1. Students' achievement in writing analytical exposition text at the eleventh grade students of SMA Negeri 1 Sayurmatinggi before taught by TREE strategy is 59. It is categorized 'bad'.

2. Students' achievement in writing analytical exposition text at the eleventh grade students of SMA Negeri 1 Sayurmatinggi after taught by TREE strategy is 78. It is categorized 'good'.

3. There is a significant effect of students' achievement in writing analytical exposition text by using TREE strategy. It can be seen from the result of t_{test}, the writer found that ($t_{test} > t_{table} = 7.8 > 1.67$). It means that there is a significant effect of TREE strategy on students' achievement in writing analytical exposition text at the eleventh grade students of SMA Negeri 1 Sayurmatinggi.

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