



Premise : Journal of English Education and Applied Linguistics

e-ISSN: 2442-482x, p-ISSN: 2089-3345

<https://fkip.ummetro.ac.id/journal/index.php/english>

DOI: 10.24127/pj.v15i1.14579

POW+TREE STRATEGY ON HIGH SCHOOL STUDENTS' WRITING ACHIEVEMENT IN MUNTOK, INDONESIA

by

Riany Mutmainah*

English Education Study Program, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Raden Fatah, Palembang, Indonesia

rianymutmainah@gmail.com

Annisa Astrid

English Education Study Program, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Raden Fatah, Palembang, Indonesia

Annisaastrid_uin@radenfatah.ac.id

Winnie Agustia Riznanda

English Education Study Program, Faculty of Tarbiyah and Teacher Training Universitas Islam Negeri Raden Fatah, Palembang, Indonesia

Winnieagustiariznanda_uin@radenfatah.ac.id

**corresponding author*

(Article History: Received:01-11-2025;Reviewed1:20-11-2025;Reviewed2:06-12-2025: Accepted:05-01-2026;Published:10-02-2026).

Abstract.

The purpose of this study was to determine whether: (1) there was a significant improvement in the twelfth-grade students' writing achievement before and after treatment using the POW+TREE strategy, and (2) there was a significant difference between students who were taught using the POW+TREE strategy and students who did not at SMAN 1 Muntok, Bangka Barat. The writing test was administered using a pre- and post-test in a quasi-experimental design. An experimental group was taught using POW+TREE, and a control group was taught through a strategy that is usually used by the teacher. The results showed a substantial improvement in the writing ability of the experimental group students after the implementation of the POW+TREE strategy, as well as significant differences between the experimental and control groups. This study also fills an empirical gap, as previous research on POW+TREE has focused mainly on lower grade levels under Curriculum 2013, whereas this study examines twelfth-grade students in the Merdeka Curriculum context. The findings of this research indicated that the POW+TREE strategy is effective in helping students improve their more structured, organized, and communicative writing skills.

Keywords: *POW+TREE strategy, students, teaching writing, writing*

Abstrak:

Tujuan dari penelitian ini adalah untuk mengetahui apakah: (1) terdapat peningkatan yang signifikan pada pencapaian menulis siswa kelas XII sebelum dan sesudah diajarkan dengan menggunakan strategi POW+TREE, dan (2) terdapat perbedaan yang signifikan antara siswa yang diajarkan menggunakan strategi POW+TREE dan siswa yang tidak di SMAN 1 Muntok, Bangka Barat. Penelitian ini menggunakan desain kuasi-eksperimental dengan pre-test dan post-test untuk tes menulis, yang melibatkan kelompok eksperimen yang diajarkan menggunakan strategi POW+TREE dan kelompok kontrol yang diajarkan melalui strategi yang biasanya digunakan oleh guru. Hasil penelitian

How to cite this article

Mutmainah, R., Astrid, A., & Riznanda, W. A. (2026). POW+Tree strategy on high school student' writing achievement: an experimental study in Bangka Barat Indonesia. *Premise : Journal of English Education and Applied Linguistics*, 15(1), 21–38. <https://doi.org/10.24127/pj.v5i1.14579>

Mutmainah et al. (2026)

menunjukkan adanya peningkatan yang signifikan pada kemampuan menulis siswa kelompok eksperimen setelah penerapan strategi POW+TREE, serta perbedaan yang signifikan antara kelompok eksperimen dan kelompok kontrol. Penelitian ini juga mengisi kesenjangan empiris, karena penelitian sebelumnya mengenai POW+TREE terutama berfokus pada jenjang kelas yang lebih rendah dalam konteks Kurikulum 2013, sedangkan penelitian ini mengkaji siswa kelas XII dalam konteks Kurikulum Merdeka. Hasil penelitian ini menunjukkan bahwa strategi POW+TREE efektif dalam membantu siswa meningkatkan keterampilan menulis yang lebih terstruktur, terorganisasi, dan komunikatif.

Kata kunci: Menulis, strategi POW+TREE, Siswa, Mengajar Menulis

INTRODUCTION

Students need to learn and master writing as a basic language skill. Bora (2023) stressed that writing is very important for helping students improve their analytical, rational, and critical thinking skills across various contexts. Moore and Morton (2017) also stated that a substantial portion of communication in academic, professional, and community settings relies heavily on writing. Recent studies have indicated that many students still face challenges in writing, including grammar errors, difficulty in developing ideas, lack of conciseness, and limited vocabulary (Fatimah et al., 2025; Hamdani & Abid, 2025). These problems highlight that students' writing ability remains a critical issue, underscoring the importance of effective ways to assist students in getting better at writing.

However, writing remains within the most challenging language skills that involves multiple components of effective communication, such as grammar, mechanics, vocabulary, and organization (Harris et al., 2023; Inmaculada et al., 2023; Ramya & Pongoodi, 2017). Previous studies have examined various aspects of writing, including grammar, vocabulary usage, and organization of ideas (Erniwati et al., 2022; Grünke, 2021; Sartika & Rachmanita, 2017; Yuliarsih & Sa'adiyaSy, 2019). However, most of these studies focused on university students, and few have investigated effective writing strategies for high school students, leaving a gap in understanding how to improve writing skills at the secondary education level. As a result, many high school students still struggle to organize their thoughts logically, construct sentences accurately, and use appropriate vocabulary (Fatimah et al., 2025; Marhamah et al., 2019). These difficulties underline the necessity of structured instructional strategies that focus on specific aspects of the writing process.

In addressing these writing challenges, teachers have a vital role in applying instructional strategies that enhance learning outcomes. Lawton (as cited in Sarode, 2018) defines an instructional approach as a comprehensive scheme that includes expected student

Mutmainah et al. (2026)

behaviors, instructional objectives, and implementation methods. In the context of writing, effective writing instruction encourages students to generate ideas, organize content, set writing goals, and evaluate their work critically (Harris et al., 2023). However, few studies have explored structured instructional strategies, such as the POW+TREE strategy for improving high school students' writing skills, which indicates a lack of clarity regarding how the strategies can enhance writing ability at the secondary level. Therefore, this research seeks to examine the practical results of high school students' writing ability after using the POW+TREE strategy.

The POW+TREE strategy has been widely promoted to assist students in becoming better writers. As a part of the SRSD (Self-Regulated Strategy Development) design, this approach has been in development since 1982 by Harris, Graham, and colleagues (Harris et al., 2023). This teaching method helps students master writing through explicit instruction and self-regulation techniques. They assert that the POW+TREE method is particularly effective in supporting students in grades 2-12. They also assert that this method comprises two stages. The first stage is the POW (Pick an idea, organize my notes, and write and say more), while the second stage is the TREE (Topic sentence, reasons, explanations, and ending). Following these steps guides students in planning and composing texts, improving writing organization, idea development, and clarity (Harris et al., 2023). In practice, implementing the POW+TREE strategy enables teachers to provide structured instructional support that helps students become more independent writers.

To gain more understanding of students' writing challenges, a preliminary study was conducted at SMAN 1 Muntok, Bangka Barat, by interviewing the English teacher and some twelfth-grade students. A qualitative design was employed, utilizing interviews and analysis of students' writing assignments as data collection instruments. The data were obtained through teacher and student interviews, classroom observations, and analysis of writing samples. The findings revealed that many students struggled to organize their ideas, pick the appropriate vocabulary, and use grammar properly in writing. An English teacher textbook published by the Ministry of Education (Kemendikbud) that applies the Project-Based Learning (PjBL) model (2018). These preliminary findings highlight a gap in instructional strategies for high school students, highlighting the need to investigate structured approaches such as the POW+TREE strategy to develop writing skills.

Mutmainah et al. (2026)

According to the Kemendikbud (2018), English textbooks used for twelfth-grade students at SMAN 1 Muntok, Bangka Barat, within the Merdeka curriculum context include several types of written materials, which include narrative, hortatory exposition, and argumentative texts. However, the English teacher mentioned that only argumentative texts would be taught in the 2nd semester of the 2024/2025 academic year. Consequently, this study focuses solely on this particular genre. An argumentative text is a text as a form of writing aimed at convincing readers that a certain viewpoint on a topic is either correct or incorrect (Wilson, 2022). This text type requires students to organize arguments and elaborate reasons, making it suitable for the application of the POW+TREE method.

The current approach implemented in classroom practice, the PjBL model, encourages collaboration and problem-solving through real-world tasks. However, it often lacks the structure, and guidance students need to develop their writing effectively, as tasks require students to select and develop topics without detailed feedback on writing structure (Argawati & Suryani, 2020). Research by Argawati and Suryani (2020) and Atmojo and Hanifah (2024) has shown that PjBL does not consistently support individual accountability and can complicate teachers' ability to monitor students' writing progress. Furthermore, the emphasis on group activities under PBL limits opportunities for personal development in writing mechanics, coherence, and idea elaboration. Consequently, there is a need for a more structured and supportive strategy, such as the POW+TREE strategy, which provides scaffolding to guide students through planning, organizing, and composing texts, thereby enhancing the writing achievement of twelfth-grade students. Numerous studies have examined the impact of this strategy on students' writing abilities, particularly in the context of the 2013 curriculum. At the secondary school level, research by Aprizawati (2017), Marhamah et al. (2019), and Sartika and Rachmanita (2017) conducted the strategy in 2013 curriculum contexts and found that the POW+TREE strategy significantly improved tenth and eleventh-grade students in organizing their ideas, structuring arguments, and choosing appropriate vocabulary in writing. Similarly, at the junior high level, studies by Grünke (2021), Ilmi (2017), Ismawati (2022), and Kurniawan (2020) reported the improvements in eighth- and ninth-grade students' ability to develop coherent paragraphs, especially in recount and descriptive texts. While at the university level, research by Erniwati et al. (2022), Pilu et al. (2018), and Yuliarsih and Sa'adiyaSy (2019) demonstrated that the POW+TREE strategy

Mutmainah et al. (2026)

assists students in planning, developing, and revising their writing more effectively. These findings confirm the POW+TREE strategy's versatility as the educational landscape shifts toward more flexible and student-centered models, such as the Merdeka Curriculum. There is a need to reassess the applicability of structured writing strategies, such as the POW+TREE strategy, within this new teaching writing context. The findings of this research will hopefully give significant insights into writing instruction practices under the Merdeka curriculum and contribute to developing teaching strategies that are both effective and contextually appropriate.

Considering the difficulties encountered and prior studies conducted under the 2013 curriculum, a clear research gap remains regarding the implementation of the POW+TREE within the context of the Merdeka Curriculum that encourages student-centered learning, flexibility, and critical thinking, but offers less structured guidance in writing instruction. Prior research has mainly targeted students in grades eight through eleven, with no research conducted specifically on twelfth-grade students at SMAN 1 Muntok, Bangka Barat. The objective of this study is to assess whether the POW+TREE method effectively enhances twelfth graders at SMAN 1 Muntok, Bangka Barat, and improves their writing ability. To find answers to specific research questions, this study investigates the following areas:

1. Is there any significant improvement in the twelfth-grade students' writing achievement before and after the treatment using the POW+TREE strategy at SMAN 1 Muntok? and
2. Is there any significant difference in students' writing achievement between those who received the POW+TREE strategy and those who did not at SMAN 1 Muntok?

Moreover, derived from the Self-Regulated Strategy Development theory, it is hypothesized that the POW+TREE strategy can significantly enhance students' writing achievement and lead to better writing ability compared to strategies that are usually used by the teacher.

METHOD

Design

A quantitative approach was applied in this research, with a before-and-after test. Due to limitations in randomly assigning individuals to groups, the study applied a quasi-experimental approach. The design aims to investigate how the POW+TREE method

influences students' ability to author effective argumentative essays.

Table 1. Research design by Creswell and Creswell (2023)



Descriptions:

- Group A** : Experimental group
- Group B** : Control Group
- O₁** : Pretest in the experimental group
- O₂** : Post-test for the experimental group
- O₃** : Pretest in the control group
- O₄** : Post-test for the control group
- X** : Treatment for the experimental group using POW+TREE.

The independent variable was the POW+TREE, which is an instrument for students to use to arrange their thoughts before authoring an essay. Writing Achievement served as the dependent variable.

Participant

The research was carried out at SMAN 1 Muntok, Bangka Barat, during the 2nd semester of the 2024/2025 school year. The population included 273 twelfth-grade students at SMAN 1 Muntok (Table 2).

Table 2. Population (SMA N 1 Muntok, Bangka Barat, 2024/2025)

No	Class	Students		Total
		M	F	
1.	XII 1	14	23	30
2.	XII 2	16	20	30
3.	XII 3	15	19	34
4.	XII 4	13	23	36
5.	XII 5	12	25	37
6.	XII 6	15	19	31
7.	XII 7	18	19	37
8.	XII 8	12	23	35
Total				273

A convenience sampling approach was used to select the sample in discussion with the English teacher, who provided two classes available for participation. As a result, class XII 1 and XII 2 were chosen as the samples, with 30 students in each class. In addition, the teacher

confirmed that the two classes had similar writing scores and an equal number of students. To maintain the impact on students' writing skills, we randomly assigned some to an experimental group and others to a control group. An experimental group was placed on the second spin, whereas a control group was on the first spin. Class XII 1 was the control group, whereas Class XII 2 was the experimental group. Thus, 60 students were included in this study (Table 3).

Table 3. Sample of the study (SMA N 1 Muntok, Bangka Barat, 2024/2025)

<i>Group</i>	<i>Class</i>	<i>Total</i>
<i>Experimental</i>	<i>XII 2</i>	<i>30</i>
<i>Control</i>	<i>XII 1</i>	<i>30</i>
	<i>Total</i>	<i>60</i>

Instrument

This research collected quantitative data in the form of students' writing scores, evaluated using both pre and post-test writing assessments. A writing test was conducted for both groups prior to and after the treatment. Students were instructed to compose an argumentative essay of 3-5 paragraphs (500-1000 words) by choosing one of 4 given topics. An analytic scoring rubric was used to assess the ability of students' writing skills; assessing content; vocabulary; grammar; organization; and mechanics (Brown & Abeywickrama, 2019).

Moreover, to assess item content, this research employed content validity. The test specification was used to judge whether the test had valid content. There are 5 components of the test specification, which are mode, channel, topic area, and test format. The test specification was developed to test students' writing ability using a writing test in 60 minutes. The students chose one topic from 4 available topics. Therefore, the test specification was based on curriculum standards. Upon completing the test design, the researcher confirmed the validity of the test specification with two experts as the validators in English Education Programs, categorized as follows: 1) A lecturer with more than 5 years of experience, 2) Acquired an understanding of writing skills, and 3) Acquired an understanding of Curriculum Merdeka. Furthermore, the validator will evaluate the instructional design and the assessment tool.

The validation results of the teaching plan and the instrument of the writing test showed that they are appropriate to use and fulfill the requirements. After the validity was

Mutmainah et al. (2026)

reached, the researcher conducted a tryout with non-sample students of class XII 6. The tryout was used to determine the time allocation, eliminate test-preferable topics, and look at the reliability between two raters.

Whereas, to ensure scoring reliability, this study used inter-rater reliability of the writing test. In assessing the students' writing, there are two raters. Both raters were lecturers in UIN Raden Fatah Palembang in the English Education major. Using the same analytical scoring methodology, each rater independently evaluated the students' argumentative writings on the before and after tests. The final score for the writing assignment was determined by adding the scores given by the three raters. To find out how consistent the ratings were among the raters, this study used the SPSS program's Pearson correlation.

Before hypothesis testing, the tests for consistency and similarity were used. The researchers conducted a Shapiro-Wilk test to examine the normality tests. Moreover, to check the homogeneity tests, the researcher used Levene's test. These tests require a threshold of significance higher than 0.05. The outcomes of the prerequisite tests before and after the assessments for both groups are shown in Table 4 below. Prerequisite test (pre- and post-tests of experimental group).

Table 4. Normality test result

Group	Test	N	Sig.	Results
Experimental	Pretest	30	0.083	Normal
	Post-test		0.232	Normal

The findings of both tests were normally distributed, which aligns with the Shapiro-Wilk test, sig. > 0.05. The experimental group's test scores differed significantly (pretest .083 and posttest, 0.232, respectively). These results indicate that the experimental group met the assumption of normality. Therefore, it is appropriate to proceed with parametric statistical tests (Table 5. The results of the homogeneity test).

Table 5. The homogeneity test

Based on	Statistics	N	Sig.	Df1	Df2	Results
The mean	.103	30	.749	1	58	Homogeneous
The median	.012		.912	1	58	
Median and adjusted df	.012		.912	1	55.901	
Trimmed mean	.121		.730	1	58	

Mutmainah et al. (2026)

Levene’s test with sig. > 0.05 was used to find out the homogeneity. Statistical analysis indicated no significant change among pre- and post-test scores of the exp group, with the mean .749, on the median .912, on median and adjusted df .912, and a trimmed mean .730. All these significance levels were greater than 0.05, indicating that the scores in both tests in the experimental group were homogeneous (Table 6). Prerequisite test (post-test of control and experimental groups)

Table 6. Normality test result

<i>Test</i>	<i>Group</i>	<i>N</i>	<i>Sig.</i>	<i>Results</i>
<i>Post-test</i>	<i>Control</i>	30	.225	<i>Normal</i>
	<i>Experimental</i>		.232	<i>Normal</i>

The test using Shapiro-Wilk showed that both sets of numbers were normally distributed, with a significance level of more than 0.05. The significance level for the exp group was.232, whereas the control group's value was 225, according to the results. Based on these results, all groups followed a normal distribution. Therefore, researchers can continue with parametric statistical testing (Table 7).

Table 7. The Homogeneity test result

<i>Based on</i>	<i>Statistics</i>	<i>N</i>	<i>Sig.</i>	<i>Df1</i>	<i>Df2</i>	<i>Results</i>
<i>The mean</i>	.050	30	.824	1	58	<i>Homogeneous</i>
<i>The median</i>	.077		.782	1	58	
<i>Median and adjusted df</i>	.077		.782	1	57.674	
<i>Trimmed mean</i>	.065		.800	1	58	

Levene’s test with sig. > 0.05 was applied to find similarities. According to the results, the scores of post-tests in both groups were statistically significant on multiple measures, including mean .824, median .782, adjusted df .782, and trimmed mean .800. This suggests that the variances were almost identical before and after tests in the experimental group. Parametric tests were suitable for use in the study since the variance of consistency was met.

Data collection technique

To gather data, both control and exp groups took a writing test. Before and during treatment, there were two examination phases. During the first meeting, the entire group took the first test. The students are allowed to select one of four given subjects and create an argumentative essay. After that, a total of nine sessions made up the treatment. During the treatment, the POW+TREE method was used to teach the experimental group, whereas the control group was taught using the strategy that the teacher usually used at school. After the

treatment was fulfilled, each group completed the last examination. The students' written tests were scored using the scoring rubric by Brown and Abeywickrama (2019) The obtained scores represented quantitative interval data that served to assess the improvement and the differences in students' writing achievement.

Data analysis technique

The SPSS application was used to analyze the data. The average, range, and standard deviation were detailed using descriptive statistics. The researcher used the Shapiro-Wilk test to check for normality and homogeneity in the data. The post-test scores of the two groups were compared using an independent sample t-test, and the improvement within each group was analyzed using a paired sample t-test. To interpret the results and determine if the POW+TREE method affected students' writing achievement, a significance level of 0.05 was utilized.

There are two hypotheses in the research:

- (Ho)₁ *There is no significant improvement in the twelfth-grade students' writing achievement before and after being taught using the POW+TREE Strategy at SMAN 1 Muntok, Bangka Barat.*
- (Ha)₁ *There is a significant improvement in the twelfth-grade students' writing achievement before and after the treatment of using the POW+TREE Strategy at SMAN 1 Muntok, Bangka Barat.*
- (Ho)₂ *There is no significant difference in the twelfth-grade students' writing achievement between those who are taught by using the POW+TREE strategy and those who were not at SMAN 1 Muntok, Bangka Barat.*
- (Ha)₂ *There is a significant difference in the twelfth-grade students' writing achievement between those who are taught by using the POW+TREE strategy and those who were not at SMAN 1 Muntok, Bangka Barat.*

RESULT AND DISCUSSION

Result

The improvement of the students' writing achievement before and after treatment using the POW+TREE strategy.

The first research question aims to determine whether the POW+TREE strategy improved students' writing achievement at SMAN 1 Muntok, Bangka Barat. The data was analyzed using the following methods (Table 5).

Table 1. Data description (pre-test) of data descriptions-experimental group

	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>Std. Deviation</i>
<i>Experimental group</i>	30	52	76	66.700	5.2664

Considering the results, the mean score before treatment was 66.70, with scores ranging from 52 to 76. This shows that there was a wide range of writing accomplishments, since some students were struggling with writing skills (table 6).

Table 2. Data description (post-test)

	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>Std. Deviation</i>
<i>Experimental group</i>	30	70	90	80.067	5.0030

Students' writing achievement improved significantly, following the implementation of the POW+TREE method. The average score increased to 80.067. The minimum score increases to 70, and the maximum score was 90 reflects that some students reached near-excellent levels of writing achievement (Table 7). The hypothesis testing results: paired sample t-test).

Table 3. Results of paired sample t-test

Test	Mean	T	Df	Sig. (2-tailed)	Ha	Ho
Pretest						
Posttest	-13.3667	-10.556	29	<.001	Accepted	Rejected

The analytical outcome of a paired sample t-test indicated a significance level 2-tailed of <.001. The results showed that the exp group had a significantly different result before and after the test, with the p-value below the 0.05 significance threshold. This suggests that the POW+TREE technique has a substantial impact on students' writing proficiency.

There was a statistically significant difference between the pre- and post-test results of the experimental group, since the p-value was lower than the 0.05 significance level. Results show that students' writing improves after receiving instruction utilizing the POW+TREE approach. This indicates that the treatment given by using the POW+TREE method significantly affects students' writing achievement.

The significant difference between students who were taught using the POW+TREE strategy and those who were not.

To answer the second question of this research, the data was analyzed using the following method (Table 8). Data descriptions (experimental and control groups' post-test results)

Table 4. Data descriptions: post-test

<i>Group</i>	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>Std. Deviation</i>
<i>Post-test Control</i>	30	55	77	64.367	4.9861
<i>Post-test Experimental</i>	30	70	90	80.067	5.0030

The post-test findings proved that the experimental group had improved over the control group. With the same total number of students in each class, the average score of the 30 students in the control group was 64.37, and their scores ranged from 55 to 77, while the average score was 80.07, with scores ranging from 70 to 90. The results demonstrate that the implementation of the POW+TREE method significantly improved writing achievement in the experimental group (Table 9). The hypothesis test results (independent sample t-test)

Table 5. Result of Independent sample t-test

<i>Group</i>	<i>Mean</i>	<i>T</i>	<i>Df</i>	<i>Sig. (2-tailed)</i>	<i>Ha</i>	<i>Ho</i>
<i>Experimental</i>	15.7000	12.174	58	<.001	<i>Accepted</i>	<i>Rejected</i>
<i>Control</i>						

To determine if the experimental and control groups' post-test results differed significantly, an independent sample t-test was employed. Based on the findings, the two-tailed significance level was below .001. With a p-value less than 0.05, the results validated a statistically significant difference in post-test scores between the two groups. According to this, the experimental group performed better in writing with the POW+TREE strategy than the control group, which the teacher usually employed.

Discussion

This study found that the POW+TREE method significantly enhanced the writing achievement of twelfth-grade students at SMAN 1 Muntok, Bangka Barat, particularly in organizing ideas, developing arguments, and choosing appropriate vocabulary. These results align with Aprizawati (2017), who reported improvements in organizing ideas and structuring arguments among the tenth-grade students using the POW+TREE strategy. The similarity

Mutmainah et al. (2026)

between this study and the researchers' current study lies in the strategy's effectiveness in enhancing idea organization and argument structure, although the researchers focused on descriptive and expository texts, whereas this study applied argumentative texts within the Merdeka Curriculum.

Similarly, Marhamah et al. (2019) revealed that the POW+TREE strategy improved paragraph coherence and writing structure among eleventh-grade students. Both this study and the researchers' current study demonstrate the strategy's ability to enhance idea organization and text structure. However, the researchers emphasized logical reasoning in argumentative texts, while this study additionally focused on vocabulary development and writing mechanics. In addition, a study by Sartika and Rachmanita (2017) reported that the POW+TREE strategy helped students produce more systematic and persuasive arguments. This aligns with the researchers' current findings, which show improvements in argument quality and idea coherence. This research emphasized persuasiveness, whereas this study addressed overall writing skills, including grammar, vocabulary, and organization. Furthermore, a study by Ilmi (2017) highlighted that POW+TREE facilitated coherent paragraph development among ninth-grade students, supporting the researchers' current findings of improved logical idea organization. The difference is that the researcher emphasized self-regulated learning strategies, while this study focuses on implementing POW+TREE in the context of the Merdeka Curriculum and argumentative writing.

Nevertheless, although the strategy proved effective, some challenges were also noted. Some students initially found the process of the TREE components to be repetitive. This highlights the need for careful scaffolding and creative adaptation by teachers to maintain student engagement. Similar limitations were identified by Kurniawan (2020), who emphasized that while POW+TREE provides structure, it must be integrated with engaging content and varied activities to sustain student interest. In the secondary grade, Grünke (2021) found that POW+TREE improved paragraph coherence and logical idea development in eighth and ninth-grade students, for recount and descriptive texts. This is consistent with the present study in terms of enhancing idea organization and coherence, although the level of students and text types differ, as this study focused on twelfth-grade students writing argumentative essays.

In terms of teaching, the findings of this research offer valuable implications for

Mutmainah et al. (2026)

writing instruction under the Merdeka curriculum. The structured steps in the POW+TREE strategy provide clear guidance for students who often struggle with open-ended tasks typical of project-based learning. As such, this research affirms the relevance of combining a student-centered approach with explicit strategy instruction to enhance students' writing achievement. In this context, the findings also align with a study by Ismawati (2022) which revealed the importance of structured writing strategies like the POW+TREE in helping students develop coherent and well-organized texts.

At the university level, Erniwati et al. (2022), who reported that university students benefited from the POW+TREE strategy, especially in planning and revising their written work. While their study focused on university-level, this study demonstrates that the POW+TREE benefits are also applicable to senior high school students, particularly within the Merdeka curriculum context. Unlike the 2013 curriculum, which was more teacher-centered, the Merdeka curriculum emphasizes student-centered. Therefore, the POW+TREE strategy aligns well with the current teaching framework. Additionally, a study by Pilu et al. (2018) found that POW+TREE facilitated systematic idea development and text structuring among university students. Both this research and the researchers' current study showed improvements in organization and idea development. The difference is the level of participants and text type: this study applies the strategy to twelfth-grade students writing argumentative texts, while Pilu studied university students writing academic texts.

Furthermore, research by Aprizawati (2017) showed that students using the POW+TREE strategy improved their ability to structure arguments and present logical reasoning, particularly in the tenth and eleventh grades. While this study extends this evidence by focusing on twelfth-grade students, who have not been the focus of earlier studies. It confirms that the POW+TREE strategy remains effective even as students in high grade levels, such as twelfth-grade students. Moreover, a study by Yuliarsih and Sa'adiyaSy (2019) reported that POW+TREE improved planning, idea development, and text revision in higher education. The current research similarly found that the strategy enhances coherence, organization, and overall writing quality. The main difference is the educational level and text type; the researchers' current study applies the strategy to argumentative writing for high school students, whereas Yuliarsih and Sa'adiyaSy focused on academic writing at the university level.

Mutmainah et al. (2026)

In addition, this study demonstrates that the POW+TREE strategy can play a crucial role in improving students' writing achievement, particularly under the Merdeka curriculum. By combining explicit instruction with opportunities for self-regulation, the strategy helps students develop organized, coherent, and well-supported arguments in writing. The main differences across studies relate to student levels, text types, and specific writing skills emphasized, highlighting the need to adapt the strategy to the context, such as the Merdeka Curriculum and argumentative writing at the secondary level. This highlights the importance of adopting research-based strategies to support students' writing achievement at the high school level.

CONCLUSION AND SUGGESTION

Conclusion

Students' writing ability was found to be substantially enhanced by implementing the POW+TREE method. Using the POW+TREE strategy, the experimental group of students showed noticeable improvement not only in how they developed ideas and organized their thoughts, but also in vocabulary and grammar. The experimental group showed a big improvement in post-test scores compared to the control group, which assisted with the method that the teacher usually uses at school. Based on these results, it is evident that students improve their writing skills when they are led by using a systematic method such as POW+TREE.

Limitation

Limitations exist in this research despite the good outcomes. The sample was confined to two classes at a single school, and the duration of the treatment was relatively short, with nine meetings. These constraints may restrict the generalizability of findings. Moreover, the study relied solely on quantitative data from writing tests, without qualitative insights into student perceptions or teacher observations. In the future, researchers could address these limitations by involving more diverse samples and incorporating mixed methodologies to provide a better understanding of the POW+TREE strategy's effectiveness.

Implication

The findings indicate that English teachers consider implementing the POW+TREE strategy as a part of writing instruction, especially in contexts that require students to write

Mutmainah et al. (2026)

argumentative texts. This strategy provides a clear framework that supports generating ideas, organizing their writing, and enhancing their language use. It is particularly suitable for the Merdeka curriculum, which emphasizes student-centered and independent learning, as it fosters self-regulation and critical thinking. In addition, teachers are encouraged to provide consistent modeling and practice opportunities to help students internalize the strategy effectively. For future researchers, it is recommended to explore the application of the POW+TREE strategy in other text types or at different educational levels, and to analyze its effects on the growth of students' writing abilities. Expanding this line of research could offer further insights into how structured writing strategies can be adapted to various learning contexts.

ACKNOWLEDGEMENT

The researchers gratefully acknowledge the English teachers and students of SMAN 1 Muntok, Bangka Barat, for their collaboration and involvement during the data collection process. Special appreciation is also extended to the school principal for granting permission and providing support to conduct the study.

The researchers express gratitude to everyone who contributed valuable assistance and encouragement throughout the completion of this study. Their help and cooperation made this study possible.

BIO-PROFILE:

Riany Mutmainah completed her undergraduate degree in English Education at UIN Raden Fatah Palembang. Her academic interests center on English language teaching and the instruction of writing. Corresponding email: rianymutmainah@gmail.com

Annisa Astrid earned a master's degree in English Education at the University of Sriwijaya, Palembang, with academic interests in TEFL.

Winni Agustia Riznanda earned a master's degree in English Education at the University of Sriwijaya, Palembang. Her research interests focus on English education, educational research, and writing.

REFERENCES

- Aprizawati, A. (2017). Students' motivation on writing hortatory exposition by using POW plus TREE strategy at SMAN1 Bukit Batu. *Inovish Journal*, 2(1), 35–47. <https://doi.org/10.35314/v2i1.183>
- Argawati, N. O., & Suryani, L. (2020). Project-based learning in teaching writing: The implementation and students' opinion. *English Review: Journal of English Education*, 8(2), 219–226. <https://doi.org/10.25134/erjee.v8i2.2120>
- Ariyana, Y., Bestary, R., & Mohandas, R. (2018). Buku pegangan pembelajaran berorientasi pada keterampilan berpikir tingkat tinggi. *Direktorat Jenderal Guru dan Tenaga Kependidikan Kementerian Pendidikan dan Kebudayaan*. Jakarta. Kemdikbud.
- Atmojo, A. E. P., & Hanifah, Z. (2024). Project-based learning in English academic writing: Students' and lecturer's views, hindrances, and practical strategies. *Journal of Educational Management and Instruction (JEMIN)*, 4(1), 29–40. <https://doi.org/10.22515/jemin.v4i1.8993>
- Bora, P. (2023). Importance of writing skills to develop students' communication skill. *Journal for Research Scholars and Professionals of English Language Teaching*, 7(35).1-6. <https://doi.org/10.54850/jrspelt.7.35.009>
- Brown, H., & Abeywickrama, P. (2019). *Language assessment: Principles and classroom practices* (3rd ed.). Pearson Publishers.
- Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed method approaches* (6th ed.). SAGE Publications, Inc.
- Erniwati, E., Mertosono, S., Arid, M., Anggraeni, A., & Nirwijayanti, N. (2022). Promoting effective writing through POW+TREE strategy. *Journal of Language Teaching and Literature*, 9(2), 433–439. <https://doi.org/10.30605/25409190.429>
- Fatimah, S., Amalia, S., & Amrina, R. D. (2025). Identifying essay writing difficulties and influencing factors among sophomore students. *Journal BASIS*, 12(2). 241-252. <https://doi.org/10.33884/basisupb.v12i2.10032>
- Grünke, M. (2021). The POW+TREE strategy's effects on the argumentative writing of struggling secondary students. *Journal of Educational Research and Practice*, 11(1), 373–375. <https://doi.org/10.5590/JERAP.2021.11.1.27>
- Hamdani, M. H., & Abid, N. (2025). Indonesian EFL students' writing challenges: A qualitative meta-analysis. *Getsempena English Education Journal (GEEJ)*, 12(1), 14–36. <https://doi.org/10.46244/geej.v12i1.3091>
- Harris, K. R., Graham, S., Mason, L. H., & Friedlander, B. (2023). *Powerful writing strategies for all students* (11th ed.). Paul H. Brooke Publishing Co.
- Ilimi, Y. D. (2017). Pick the idea, organize, write it up (POW) & topic, reason, explain, ending (TREE) for teaching cohesive devices in EFL students. *Ahmad Dahlan Journal of English Studies*, 4(2), 31–34. <https://doi.org/10.26555/adjes.v4i2.6879>

- Inmaculada, G. M., José, F. B., José, F. C., & Samuel, P. L. (2023). Analysing the impact of Artificial Intelligence and Computational Sciences on student performance: Systematic review and meta-analysis. *Journal of New Approaches in Educational Research*, 12, 171-197. <https://doi.org/10.7821/naer.2023.1.1240>
- Ismawati, I. (2022). The effect of POW+TREE strategy towards students' writing skill. *Teaching English as a Foreign Language Overseas Journal*, 10(3), 343–353. <https://doi.org/10.47178/teflo.v10i3.2387>
- Kurniawan, H. (2020). Enhancing eight graders' writing skill using POW+TREE mnemonic strategy and picture series (Action research). *Journal of English as a Foreign Language Education (JEFLE)*, 1(2), 61. <https://doi.org/10.26418/jefle.v1i2.43756>
- Marhamah, M., Rozimela, Y., Hasanuddin, H., Ramadhan, S., Agustina, A., & Zaim, M. (2019). The effect of POW+TREE strategy by using learning video towards students' writing ability in Pekanbaru, Indonesia. *Proceedings of the Seventh International Conference on Languages and Arts (ICLA 2018)*, 301, 435–438. <https://doi.org/10.2991/icla-18.2019.72>
- Moore, T., & Morton, J. (2017). The myth of job readiness? Written communication, employability, and the 'skills gap' in higher education. *Studies in Higher Education*, 42(3), 591–609. <https://doi.org/10.1080/03075079.2015.1067602>
- Pilu, R., Indah, O. D., & Suhardi, S. (2018). Enhancing students' writing performance through POW+TREE strategy. *Jurnal Studi Guru Dan Pembelajaran*, 1(1), 21–26. <https://doi.org/10.30605/jsdp.1.1.2018.17>
- Ramya, D., & Pongoodi, O. T. (2017). Writing a complex skill. *International Journal of English Language, Literature in Humanities*, v(x), 779–784. https://www.academia.edu/35526105/Writing_a_Complex_Skill?source=swp_share
- Sarode, R. D. (2018). Teaching strategies, styles, and qualities of a teacher: A review for valuable higher education. *Technical Research Organization India*, 5(5), 57–62. <https://troindia.in/journal/ijcesr/vol5iss5part2/57-62.pdf>
- Sartika, D., & Rachmanita, R. (2017). The effect of self-regulated strategy development. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 2(1), 33–49. <https://doi.org/http://dx.doi.org/10.21093/ijeltal.v2i1.44>
- Wilson, J. R. (2022). *Academic Writing*. Harvard University. https://wilson.fas.harvard.edu/sites/g/files/omnuum9406/files/jeffreywilson/files/jeffrey_r._wilson_academic_writing.pdf
- Yuliarsih, Y., & Sa'adiyaSy, N. (2019). The use of POW TREE in teaching writing at English department Madura university. *Jurnal Pemikiran, Penelitian Pendidikan, Dan Sains*, 7(2), 123–135. <https://doi.org/https://doi.org/10.31102/wacanadidaktika.7.02.123-135>