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CHAPTER I INTRODUCTION

I.1. Background of the Problem

In the education world, students need a way to share and put their ideas. One of the ways to share and put the students' idea is by writing on the paper. Wingersky (2009:2) states that writing is a good way to control your ideas and write them on the paper. It is not only ideas but also their knowledge and information to make a note or to communicate with others. If the students have good writing, they can persuade others. Good writing is also important as it can be the gold ticket to better grades and greater academic achievement. However, without the ability to write well, the students can lose their opportunity to be successful.

Writing is very useful and must be mastered by students in Senior High Schools. MacArthur and Steve (2006:1) state that writing is one of humankind's most powerful tools. It lets students communicate with others. It also allows the students to share their ideas of what they read or hear from others. When the students want to share their ideas, they have to see themselves as writers and have an awareness on themselves to do it. Moreover, in writing, the students should know some items like how to use tenses in the paragraph. There are several things used in different ways; how to use punctuation; how to state main ideas; language features; and also about crucial order.

Motivation is very important that should be owned by the students to make them interested in learning English. Harmer (2004:51) states that motivation is

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some kinds of internal drive which pushes someone to do things in order to achieve something. It means that, motivation is what moves students to learn English. Motivation becomes a reason why students want to learn, the strength of students' desire to learn, and students' estimation of what it requires of them.

Furthermore, based on a preliminary study conducted on May 2016 at Senior High School 3 at Doris-Mandau, one class of the grade eleventh consisted of 28 students was involved. The students still got difficulty in developing their ideas. They could not express their ideas that their thought to be conveyed in written form. Then, they did not know what they wanted to write. Many of them wrote sentences, but they made many mistakes, so they could not produce the good sentence. In addition, they could makemany mistakes because they were afraid, lazy and lack on their grammar. There were also external problems like their friend who also bothered other students, and sounds from out of the class which was annoyed students. Thus, the secondary data, Liao and Chia-Tzu (2003) This study examined the efficacy of English dialogue journal writing (DJW) on students' writing fluency, reflections, anxiety, and motivation, as well as the students' responses to writing. A high command of English writing ability and skills is critical to advance college performance and academic success. Despite its importance, however, a large number of high school students in Taiwan consider English writing as arduous, challenging, frightening, frustrating, and unrewarding. Taiwanese senior high school students' English writing is generally poor in terms of content, organization, vocabulary, and language use, although they have been taught how to compose well-organized short essays which

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consist of two paragraphs (120-150 words) in response to a prompt in words or serial pictures since they are in Grade 9. They lack life experiences, especially mutual interaction with others, the practice of writing or recording daily observations and experiences in English, and reflection which would assist them in exploring previous experiences to better self-understanding and self-growth.

Furthermore, Students' motivation in learning English was weak, whereas some efforts had been done by the teacher, but there was still no significant improvement. It caused the class was boring and the students were not interested in teaching and learning process. On the other hand, the teacher failed to conduct motivating strategies. Moreover, related to students' motivation, they had a lack of motivation. They were passive during the teaching learning process, they did not fully pay attention to the teacher, they were reluctant to ask questions. When the teacher got questions, most of them just kept silent and did not want to answer the question from the teacher. When the teacher gave a task, they were not serious to do the task or they just did cheating among one of the others. In relation to the problem, the teacher need to motivate student through new atmosphere that make the student more interested in improving their writing ability and more enjoyable to practice their writing with certain strategy.

Referring to explain above, the teaching writing has to based on School Based Curriculum (KTSP) on BNSP 2006 for Senior High School indicates that writing is placed in the fourth skill which has to be mastered by the students. Before the students write the topic, the teacher should explain about kinds of text. The Kinds of text are monolog, functional and transactional text. The monolog

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texts are in the form of narrative, procedure, spoof, recount, report, news item, description, anecdote, analytical exposition, hortatory exposition, explanation, discussion, commentary and review. Meanwhile, the functional text is in forms of advertisement, announcement, invitation and etc. Then, the transactional texts contain the expression of permissible, pleasure, planning, satisfaction, and so forth. For these standard competencies, the students should be able to use English in acceptable ways, fluently and accurately.

Considering the difficulty of writing, the researcher believes that using PENS strategy is the better strategy for writing ability. This strategy can build their confidence because this strategy makes students know the steps in writing. In this case, if the students have confidence in writing they can enjoy making a good writing. Nippold and Cheryl (2010:19) say that PENS Strategy is a strategy that is designed to help students when they are going to write a text. By using the PENS Strategy, the students can control their idea and make a good writing with their own sentences. It means that the students are helped on their writing process with every step that comes from the PENS Strategy.

Thus, based on its benefits for English learning and other good values of using PENS strategy, this study proposed to improve the students' writing ability and their motivation in learning English. Hence, it is necessary to carry out a study entitled *"THE EFFECT OF USING PENS STRATEGY ON STUDENTS' WRITING ABILITY AND THEIR MOTIVATION AT SMAN 3 DURI MANDAU"*.

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I.2. Statement of the Problem

Writing is a combination of process and product. The writer imagines, organizes, drafts, edits, read, and reread, writing as the process of generating ideas, organizing information and communicating meaning (Linse 2005:98). Most centrally, planning, drafting, revising, and editing is not seen as occurring in a linear sequence, but are recursive, interactive and potentially simultaneous while all work can be reviewed, evaluated and revised, even before any text has been produced.

Graham & Harris (2005:97) PENS strategy helps students by teaching them to develop their ideas and thought into manageable components during the writing process. Three steps for writing are included in the PENS strategy: Preview an Idea, Explore, Notes the words, and Search. The main aim of this research is to find out the effect of using PENS strategy on students' writing ability and their motivation at SMAN 3 Duri Mandau. Based on the problem mentioned at the background, most of the students got into difficulties in writing, they could not express their ideas, their grammar was an error, lack of vocabularies, and they did not put the correct punctuation and cohesion in writing. Furthermore, the students were a passive, uninterested and felt bored with teaching and learning process of writing. Thus, problems are needed to address in question as follows: what makes students obtain low writing ability? What efforts should be done to enhance students' writing ability? How can the students' ability in writing can be improved? What is the teacher's effort to improve students' motivation in writing? What cause the students get low motivation? Is PENS

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strategy appropriately to solve the students' problems on writing ability and motivation?

Thus, the problems in this research are identified as follows: The students got into difficulty in developing their ideas. The students could not express their ideas that their thought to be conveyed in written form. Then, the students did not know what they wanted to write. Many of them wrote sentences, but they made many mistakes, so they could not produce the good sentence. In addition, The students could make many mistakes because they were afraid, lazy and lack on their grammar. The teacher's strategy did not really improve students' writing ability and their motivation. **Nippold and Cheryl** (2010:19) says that PENS Strategy is a strategy that is designed to help students when they are going to write a text. By using the PENS Strategy, the students can control their idea and make a good writing with their own sentences.

I.3. Limitation of the problem

Due to constraints of time, facilities and finding, this study would be conducted two classes as control and experiment classes. The scopes of this study are limited to, the following: a) The subject of this research is the eleventh grade students of SMAN 3 Durimandau. b) The numbers of participants who become samples are 54 students consists of 27 students in XI IPA 3 and 27 students in XI IPA 2 from the total students in the eleventh grade are 198 students. c) This study aims to determine the effect of using PENS strategy on students' writing ability and their motivation.

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I.4 Purpose and Objectives of the Study

The purpose of study is to investigate the effect of using PENS strategy on students' writing ability and their motivation in learning English.

The objectives of the study are as follows:

- a. To find out the significant difference on writing ability before being given a treatment between an experimental group and a control group at SMAN 3 MANDAU?
- b. To find out the significant difference on writing ability after being given a treatment between an experimental group and a control group at SMAN 3 MANDAU?
- c. To find out the significant difference on writing ability before and after being given a treatment in the experimental group at SMAN 3 MANDAU?
- d. To find out the significant difference on writing ability before and after being given a treatment in the control group at SMAN 3 MANDAU?
- e. To find out the significant difference on writing motivation before being given a treatment between an experimental group and a control group at SMAN 3 MANDAU?
- f. To find out the significant difference on writing motivation after being given a treatment between an experimental group and a control group at SMAN 3 MANDAU?

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- g. To find out the significant difference on writing motivation before and after being given a treatment in the experimental group at SMAN 3 MANDAU?
- h. To find out the significant difference on writing motivation before and after being given a treatment in the control group at SMAN 3 MANDAU?

I.5. Research Question

The research questions are formulated in the following questions:

- a. Is there any significant difference on students' writing ability before being given a treatment between an experimental group and a control group at SMAN 3 MANDAU?
- b. Is there any significant difference on students' writing ability after being given a treatment between an experimental group and a control group at SMAN 3 MANDAU?
- c. Is there any significant difference on students' writing ability before and after being given a treatment in the experimental group at SMAN 3 MANDAU?
- d. Is there any significant difference on students' writing ability before and after being given a treatment in the control group at SMAN 3 MANDAU?
- e. Is there any significant difference on students' writing motivation before being given a treatment between an experimental group and a control group at SMAN 3 MANDAU?

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- f. Is there any significant difference on students' writing motivation after being given a treatment between an experimental group and a control group at SMAN 3 MANDAU?
- g. Is there any significant difference on students' writing motivation before and after being given a treatment in the experimental group at SMAN 3 MANDAU?
- h. Is there any significant difference on students' writing motivation before and after being given a treatment in the control group at SMAN 3 MANDAU?

I.6. Significance of The Study

This study was apparently one of the attempts to investigate the effect of using PENS strategy on students' writing ability and their motivation. Therefore, this study provided a useful launching pad for further research in this area of interest. The findings of this study could provide some forms of empirical data for future research in this area. It could perhaps also help in the more effective implementation of PENS strategy, especially in writing ability. This study would, therefore, try to provide some feedbacks concerning the effectiveness of the using PENS strategy and some factors that involve in the implementation. Furthermore, it gave meaningful learning experience to the students because PENS strategy gave advantages not only to improve the students' motivation but also to increase students' writing ability. Hopefully by this strategy, the students could be interested in learning English.

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This study provided the teacher some guidance for instructions in PENS strategy in teaching writing ability step by step effectively. Besides that, this study supported the teacher to be aware the factors that involved in improving the students' motivation, as well as support teacher in understanding; assessing; and developing the students' writing ability.

Finally by conducting the research, the researcher revealed the effect of using PENS strategy on students' writing ability and their motivation. She then could suggest a certain solution of the problem being faced and she got valuable experience of the research conducted.

I.7 Rationale of the Study

There is a general dissatisfaction among school teachers regarding the low level of writing ability achievement of the students. Meanwhile, writing is one of the most important language skills in the academic field. It is also one of the most complex skills in developing second language fluency because in writing people not only active in their language competence but also their competence in the meaning of the sentence in the context (Deborah 2004:27)

Writing has many contributions in communication. Nowadays, writing is an essential skill for students at levels started from elementary school up to university. That is the way; the writer takes the students' writing ability as one of variables in this study.

To master writing ability, the speaker needs vocabulary in writing. It is truly related to know the meaning of the vocabulary but also how to arrange the vocabularies to be sentenced. It means the writing ability involves the language

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process. Many teachers complain that they must spend much time on writing. Hence, it is important to carry out this study as a step towards improving students' writing ability and increasing their motivation by using PENSstrategy.

The research findings support previous researches **Bouehl** (2013:173) confirms that writing is a good and an effective way to help student to share their understanding. This is an effective way to synthesize all of the understandings of the students. When students understand about one topic, they can share their knowledge when doing writing. Besides lack motivation of the students in teaching learning process is a persistent problem that most teachers teaching English to students enrolled in professional courses face. So the best challenge is how to motivate the students in teaching, learning English especially for writing. Considering the conditions above, the writer believes that students' motivation also an interested problem to be discussed as one of the variable in this research. Then, using of PENS strategy can make a significant effecton increasing students' motivation in teaching learning activity. The teacher can motivate effort and concentration of studentintellectual and encoring him or her to formulate questions and hypothesis, to process information, and to evaluate tentative solutions (**Westwood 2008:112**). In this research, SMAN 3 MANDAU was chosen, as the research location because it has enough students in the population of the research.

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1.8. Definitions of the Terms

There are some terms involved in this research, thus, to avoid misunderstanding toward the terms used in this research. The following terms are necessary to define as follows:

a. Effect

According to Hornby (1989:385), the effect is a change produced by an action or cause; result or outcome. However, in this research, “effect” refers to the implication of two different variables in quasi experimental research among three variables (X and Y_1 and Y_2). X refers to PENS Strategy, Y_1 refers to writing ability and Y_2 refers to Motivation.

b. Writing Ability

Jyi-yeon Yi (2009:55) writing ability is defined as the ability to respond to a given stimulus. According to Hornby (1989:2), ability is the capacity or power to do something physical or mental. In this research, the ability is a writing ability.

c. Writing Motivation

Motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit (Brown, 2000:72). Motivation has an important role in success of teaching learning process. If they are motivated, they will learn, and if not they won't. Motivation refers to the intensity of one's impetus to learn, the intensity or motivation of the students to attain the goal could be high or low.

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d. PENS Strategy

Boyle and David (2009:245) PENS Strategy is a strategy that is used by the researcher to improve students' motivation and fluency in learning writing at grade XII Science of SMAN 3 Duri-Mandau.

