

Hak Cipta Diindungi Undang-Undang

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CHAPTER II

REVIEW OF THE RELATED LITERATURE

II.1 Writing

Writing is a productive skill that produces text and the message will be delivered by the reader. Being able to write well, the researcher has to know about writing itself. In this case, the researcher discusses about definitions, teaching and the process of writing.

Writing is a tool for students to share their information and knowledge and put them down on paper. There are several definitions of writing from the experts. Grainger, Kathy and Andrew (2005: 19) define that writing is the process which make students get the benefits from imaginative contexts. Writing is likely has advantages from imaginative context for students. When students imaginative their ideas, they can share it on their paper and make a good writing based on their own words.

Furthermore, writing also helps the writer to manage their ideas. According to Wingersky (2009:2), writing is a good way to control your ideas and write them on the paper. It means that, writing makes the writer can control the ideas by write it step by step. For example, the writer can manage their writing by the control it begins from the main idea and then have to add supporting ideas so it will decrease the jumping ideas.

Based on the explanation above, there is one expert that will explain about definition of writing. 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

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to synthesize all of the understandings of the students. When students understand about one topic, they can share their knowledge when doing writing. The students should know how to develop their ideas, how they can get a good writing, how to make a good sentence with a good structure and how to use the rules of grammar.

Based on the explanation above, it can be concluded that writing is a good and an effective way to share understanding about one topic on the paper and it should be mastered by the students. The students have to master writing because it is useful when the students want to communicate and share the knowledge with others, although this is difficult and complicated subject with all of the rules by using grammar. Every idea in writing should be understood by the reader to make the ideas deliver and the readers will interest with our writing.

II.1.1. Teaching Writing

Teaching writing is a process to help students able to express their ideas into a piece of paper. It means that the writing is process, it is not a product point out. The ideas should be developed and the teacher has to know or have knowledge about the subject that will be discussed. Whereas, Jozsef (2001:5) explains that writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representation, knowledge, and experience with the subject.

In teaching writing, the teacher can see a difference of students' view. It is supported by Nunan (1999:89) mentions there are two different views of students' writing that can be seen by the teacher, the first is the product approach, it means writing focused on the result of the writing. The second one is the process

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approach, the students do their writing from prewriting, plan, draft, write, edit, revise, and the last one is publishing. In the process of writing, the teacher has to know students' ability in writing and asked them to do these steps, if they less one of these steps they will not have a good writing.

Meanwhile, Carter will explain the definition of teaching. Carter (2003:182) adds that teaching writing is the focus of students' writing in order to enable students to get progressive purpose. This statement means when teaching writing, the teacher should guide the teacher how to open their ideas in writing, and critical action to make students unable to achieve progressive aims in writing. The teacher lets students think critically, develop and arrange their ideas into paragraphs. In this case, the teacher is as a facilitator and the students are as the writer.

In addition, there are experts saying that teaching writing is a totality process. it is supported by Grainger, Kathy and Andrew (2005:19) state that teaching writing is a whole process and the ideas can come from imaginative activity. The ideas that are gotten from the students should not from the real activity, but they can improve their ideas in imaginative one but still on the right side. Sometime, the students should bring their experience knowledge to their writing. The students can success in their writing if they have a good prepare for what they are going to write.

Based on explanation above, it can be concluded that teaching writing is a process of the teacher to guides and helps students to express their ideas, to know how to choose a correct vocabulary, using grammar and knowing about the steps

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in writing. Besides, teaching writing is not easy for the teacher, they have to know how to be a good guide.

II.1.2.Process of Writing

Writing is not a simple thing to do, it needs steps to make our writing becomes a good and interesting writing so that the reader can understand about what are the writerdiscusses about. It means that, writing process has several steps that should be understood and learned by the students. According to Clayton (2003:6), there are some steps in writing process are:

- Selecting a Topic

In this step, the students free to choose their subject.

- Pre-writing

Students prepare by generating ideas and gathering information to record on a planning page or graphic organizer. This phase of the process helps the students to prepare before write.

- Drafting

Students turn the bit of ideas into complete and begin to create a piece of asentence.

- Revising

This case, students revise their first draft of writing, and make an improvement in the style and content of their writing.

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- Editing

In this step, students proofread their work, pay attention to the mechanics, sentence structure, paragraphing, and grammar.

- Publishing

This is the result of the writing process, the writer published what they had written for the public.

Moreover, the process of writing also adds by Wingersky. He (2009:3) asserts that the general steps in writing process include: first, pre-writing, is a way to generate ideas, narrow a topic or finds the direction. Second, it is organizing ideas. It involves sorting ideas in a logical manner to prepare to write a draft. Third, it is drafted. Drafting is the part of writing process in which composes sentences in paragraph form to produce the first copy of essay writing. Fourth, it is one of the most important steps in writing. It involves smoothing out the essay writing, adding more detail and making other changes. Fifth, it is editing steps. Editing is checking and correcting for mechanical problems. The last one is making a final draft. It is a step that takes patience and judgment whether the essay is in its best form.

In addition, there is an expert who explains the different steps of the process of writing. The expert is Connelly (2010:11-19) states that the process of writing as a classroom activity incorporates the four basic writing stages, and three other stages externally imposed on students by the teacher, namely:

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a. Pre-write

Good writing explores ideas and analyzes people and events. In here the students can explore their ideas before they make writing. Thus, students have to use their background knowledge and collect ideas before beginning to write.

b. Plan

Determine the context, develop a thesis, outline the ideas. In this case, the students should have some planning about what they want to say by making an outline.

c. Write

Get your ideas down on a paper. After the students plan their writing now at this time the students have to write their ideas.

d. Cool

After finishing writing, put your work and let it “cool”.

e. Revise

Review and re-write your writing. It involves more than simply fixing spelling mistakes and adding missing details. Students re-read their writing to know whether their writing still has many mistakes or not.

f. Edit

The last step is edited. In this edit step, check the final version for mechanical errors. Students check and edit their writing mechanic overall such as organization, punctuation, spelling, grammar, and content.

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Considering to opinions above, the researcher concludes that the researcher chooses Clayton (2003:6) as a process of writing in general. Because, Clayton (2006:6) explains the process of writing more organized. Thus, there are several steps when do writing that should be learned by the students. 1). Select the topic. In this case, before the students begin their writing, they should know and choose the topic that will be used in their writing. 2). Pre-writing. In here, the students begin to explore their ideas and gathering their information to make their writing. 3). Drafting. It means, the students have to make some lists that will be discussed in their writing. 4). Revising and editing. Students read again their writing to know if there is an error and have to make edits after finding the errors. 5). Publishing. Students can publish their perfect writing to share with the public.

II.1.3. The Components of Writing

Writing components are the combination of all kinds of elements that will build a good writing. Someone who wants to write must consider components of writing like Harris (1986: 91-93) says as the following:

1. Grammar (Language Usage)

The most important one is the grammar or language use. The using of grammar must correct and appropriate to the context of language.

2. Vocabulary

While writing, writers have to observe the word choice and terms that used in each sentence. Each word must also be arranged as well as possible to avoid wordiness and ambiguity.

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3. Mechanics

The element of good writing counts only when it's wrong. Fair or not, the reader will notice the spelling (including technical terms and proper names), punctuation (comma placement or the other punctuation placement), subject/verb agreement, appropriate verb tense, etc.

4. Fluency (Style and Easy Communication)

The control of language that is appropriate to the purpose, audience, and context of the writing. Sentence fluency involves using a variety of sentence styles to establish effective relationships between and among ideas, causes, and/or statements appropriate to the task.

5. Form (Organization)

Organization is the progression, relatedness, and completeness of ideas. The writer establishes for the reader a well-organized composition, which exhibits a constancy of purpose through the development of elements forming an effective beginning, middle, and end. The response demonstrates a clear progression of related ideas and/or events and is unified and complete.

Kane (1988:13-18) explains the writing components like the grammar, usage, and mechanics explicitly. The grammar that used means the writer must write the deep meaning of a word or sentence. The usage designates rules of a less basic and binding sort, concerning how we should use the language in certain situations. In composition, mechanics refers to the appearance of words, to how they are spelled or arranged on paper.

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From those are points of views, it can be clearly seen that a good composition covers some components of writing such as grammar (language use), vocabulary, fluency, form (organization), and mechanics. It is expected that the students must be able to use all of them in their writing in order to generate a good composition.

In this paper, the writer used five elements in a good writing that is provided by Harris (1986: 91-93) because the English teacher of SMAN 3 Duri Mandau uses that theory in teaching his students in writing. Therefore, the students have to pay attention to those five aspects when they are writing.

II.1.4. Paragraph Writing

According to Kane (1988:92), a paragraph is a group of sentences developing a common idea, called the *topic*. Blanchard and Root (2003:8) define a paragraph as a group of sentences that develops one main idea. A paragraph usually begins with a sentence that states the main idea. This sentence is called the topic sentence. The other sentences that explain the main idea or give some detailed information called supporting sentences. A concluding sentence, is sometimes added at the last paragraphs.

Fowler (2006:32) says the paragraph is a main unit of composition, as important to the writer as the sentence or the phrase. It develops a single topic, and so has a distinct, independent unity. As a distinct passage, it begins with a new line (often indented: the new line marks a break in sense from the previous paragraph, and consequently a breathing space). In paragraphs, we also can find topic sentence, supporting details, closing sentence, transition signals in some

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kinds of text such in narrative, recount, persuasive, and expository paragraphs. A combination of some paragraphs usually also defined as the texts.

Patel (2008:131) explains in the paragraph, the lexical and structural items should in proper order. This writing task needs an idea or theme to be expressed in a paragraph. The teacher should give interesting topic to the students so that he could make paragraph writing very interesting.

II.2. Kinds of the text

II.2.1. Explanation Text

a. Explanation

In the context of school assignment, the students will find a text that explains about phenomena or a text explains about structure, it belongs to Explanation text. According to Davies (2000:76), explanation text is a text fills about the processes of phenomena, social, sciences and so on. Thus, the processes involved in the information of natural or social cultural phenomena. Explanatory text can be written as detailed and accurate sequences of events or as showing the casual relationship which explains phenomena like a tsunami.

Furthermore, explanation text is also discussed by Hyland. Hyland (2008:5) defines that Explanation is a text that outlines how or why things occur, or how things operate. It means that, it is to say why and how of the forming of the phenomena. Thus, a text which tells processes relating to forming of natural, social, scientific and cultural phenomena.

In addition, explanation text explains a process. It is supported by Mallet. Mallett (2012:153) states that Explanation Text is explains structure like those of

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a plant, an animal or machine or explain a process. It looks at the steps rather than the things. This is telling each step of the process (how something occurs) and to give reasons (why something happened).

To sum up, the explanatory text is the text that is written to explain how or why something happens. The explanation text gives information about a subject that is interested in and wants to know more about it.

b. Purpose of Explanation Text

Based on definition of explanation text above, every text also has purposes, why the students have to learn it. Davies (2000:76) mentions that the purposes of the explanatory text are it account for phenomena that occur in our world. It explains how and why something happens. It helps us make sense of the world and allow us to store this knowledge for future. The type of it occurs in a variety of places. More commonly, it is found in textbooks.

In addition, there are experts add the purpose of explanation text. They are; Perry (2001:5) confirm that the purpose of explanation text is to explain how things work or why things happen. For example, how does rain happen, how is kite flying, how earthquake happen. Thus, from the explanation text we will know why something occurred, why things are similar or different.

Last, the purpose of explanation text is to tell the reader how and why a process of something. It is supported by Mallett (2012:154) defines that the purpose of explanation text is used to tell how or why something happens. This genre text tries to explain how a thing happens or why the thing is made. However, explanation text tends to explain. It is also to explain the processes that

occur in the information or activity associated with natural phenomena, social, scientific, cultural.

Considering to the expert's explanation about the purpose of explanation text is to explain how something works or happens and state the reasons for some phenomenon. It answers the question how or why. Thus, students can know about the process of making something and why phenomena can happen in the true information.

c. Genetic Structure of Explanation Text

Explanation text has generic structures that should be known by the writer. If the writer knows about the genetic structure of explanation text, the writer will be easy to write it in the right form. Davies (2000:76) mentions there are the main structure of explanation text:

1) A General Statement

In this part, the general statement or opening paragraph focuses the readers' attention on the topic, and clarifies what phenomenon or process is to be explained.

2) The Explanation

In this part, the explanation is the main part of the text. The section where the phenomenon or process is described.

3) The Conclusion

In this part, the conclusion is the final statement or the end result of the explanation.

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Next, generic structure is important in writing. Perry (2001:5) asserts there are three generic structures of explanatory text. 1. General Statement. At this point, to position the reader (introductory paragraph). 2. Explanation. It means, a sequenced explanation of why or how something occurs. 3. Closing. It is closing or concluding statement/paragraph (optional).

Furthermore, there is an expert who adds several generic structures of explanatory text. The expert is Hyland (2008:5) explains, there are three generic structures of explanatory text. It can be used to structure the writing, namely:

1) A General Statement

In this part, stating the phenomenon issues which are to be explained.

2) Sequenced Explanation

In this part, starting the series of steps which explain the phenomena.

3) Closing

In this part, a summary the statement that tells how/why something happen

In conclusion, based on the expert's explanation about the genetic structure of explanation text before, the researcher concludes that there are three generic structures of explanation text: a general statement, an explanation, and closing. The general statement is introducing the topic. The explanation is explaining the steps why or how something happen. The closing is conclusion of the text.

d. Language Features of Explanation Text

In this part will discuss about language features of explanatory text. It is very important so the students have to know it. According to Davies (2000:77), there are some language features of explanatory text:

- 1) The text is written in the present tense. 'Earthquakes cause widespread devastation', for instance.
- 2) Action verbs are the key words used to explain the process or phenomenon.
- 3) Clear, logical and precise sentences that have clear subject-verb agreement.
- 4) Technical terms that relate to and clarify the subject.
- 5) Descriptive language is essential to aid the explanation process.
- 6) Adverbs and prepositions are used to link time sequence- first, then, after, next, finally.
- 7) The subject of the explanation is usually an event, phenomenon or processes, not a person.
- 8) Pronouns are used to replace words already introduced in the text.

Then, language features will be added by Perry (2001:6) there are some language features of explanatory text:

- 1) Use logical sequence
- 2) Use time connection. For example, then, before, after.
- 3) Use action verbs. Likes, go, look, see.
- 4) Use of technical language.
- 5) Show cause and effect relationships
- 6) Use conjunctions. For example, and, but, not, or, so and yet.

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7). Use adverbial phrases to indicate when, where, how etc.

In addition, the explanation about language features also adds by Hyland. Hyland (2009:5) mentions several language features of explanation text are using topic-specific vocabulary, using words that online cause and effect, using words that identifying time relationship. For example, following, then, and using simple present tense.

To sum up, in writing explanation text, the students have to know the language feature of the text because it can help students to write explanation text perfectly. Based on the expert's explanation before, some language features in explanatory text are using simple present tense, action verbs, connection time, logical sequence, conjunctions, technical language and shows cause and effect relationship. Each pointhas own function that can help writers to make explanation text.

II.2.2. Discussion Text

a. Discussion Text

Discussion text usually involves carefully and strategically selecting and organizing information often two or more different views or arguments on an issue. According to Medwell (2001:189) discussion text is a kind of text to present at least two points of view about an issue. The function of it is to explore various perspectives before coming to an informed decision and to present the information and the opinions about more than one side of an issue.

Furthermore, discussion text discusses one topic from a different point of view. It is supported by Hook (2001:92) defines that discussion text is is a text

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which presents a problematic discourse. The problematic discourse will be discussed from different viewpoints. It presents pro and contra opinion on certain issues. It will give students the opportunity to develop the skills of finding information to support their arguments and emphasize the importance of anticipating arguments and responding to those.

In addition, the definition of discussion text adds by Hyland. Hyland (2009:6) adds that a discussion text is a kind of the text to present at least two points of view about an issue and it can explore various perspectives before coming to an informed decision. It will present the information and opinions about more than one issue ('for' points and 'against' points).

To sum up, the discussion text is concerned with the analysis, interpretation and evaluation of issues. In effective discussion, all points of view on an issue considered and attitudes change when different perspectives are seen. It is not limit of controversial issues, but polarized views. The discussion text makes students easier how to present different viewpoints and provide evidence. By using discussion text helps students to think clearly and critically.

b. Purpose of Discussion Text

The discussion text tells the readers about the positive and negative points of issue. The main purpose of it is to discuss a problem or social issue. According to MedWell (2001:189) the purpose of discussion text is to present the arguments and information from differing viewpoints before reaching a conclusion based on the evidence. It is a text that has problem in itself, the problems have two

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sides between pro and contra side. The problem of discussion text will be discussed based on the point of view of the pro or contra side.

In addition, the purpose of discussion text adds by Hook (2002:92) defines that the purpose of discussion text is a discussion presents differing opinions, viewpoints or perspectives on an issue. It is enabling the reader to explore different ideas before making an informed decision. The writer normally explores different opinions and ends with the personal opinion or comment. It is concerned with the analysis, interpretation and evaluation of issues. The type of discussion text will give the students the opportunity to develop their arguments.

Next, Hyland (2009:6) adds that the purpose of discussion text is to present arguments and information from different point of view. It examines more than one stance of issues. Different point of view is investigated before a decision or concluding statement is presented. The discussion text commonly found in philosophical, historical, and social text. It involves carefully and strategically selecting and organizing information. The example of it is 'The Advantage and Disadvantage of Nuclear Power'.

Based on the expert's explanation above, the researcher concludes that the discussion text is examines more than one foundation of an issue. It is present the arguments and information with a different point of view (pro and contra) before getting the conclusion of it. Ineffectively, all points of view on issue are considered and attitudes change when different perspective is seen.

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c. Genetic Structure of Discussion Text

The discussion text has generic structure that should be known by the writers. According to MedWell (2001:190), there are several generic structures of discussion text:

1) An Introductory Paragraph

In this part, introducing the topic or issue, may state writer's view.

2) A Series of Paragraph

In this part, outline arguments for and against the issue or topic. Words should show comparison or contrast and link.

3) A Conclusion

In this part, sums up the issues and present writer's point of view or recommendations.

Moreover, there is additional explanation about the generic structure of discussion text. Hook (2002:93) mentions there are three generic structures of discussion text. First, it is an introductory statement. An introductory statement of position is supplying necessary background information. Second, it is a list of supporting and constructive points. It means, present the point of supporting the presented issue which is contrasted with the supporting point. Third, it is recommended. Thus, stating the writer's recommendation of the conclusion.

Furthermore, there is an expert that has a different explanation about the genetic structure of discussion text. The expert is Hyland (2009:6) asserts that there are several generic structures of discussion text. First, it is a general introductory statement. In this part, provide some background to the topic

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of issue. Second, it is arguments. In this part, it is opposing the topic under discussion, each with supportive evidence. Third, it is conclusion. In this part, conclude to both sides and/or a recommendation.

To sum up, considering with the explanation of the experts above, the researcher concludes the generic structure of discussion text is introductory paragraph, series of paragraph and conclusion. An introductory paragraph is introducing the topic or issue, may state writer's view. A series of paragraph, outline arguments for and against the issue or topic. The conclusion has summed up the issues and present writer's point of view or recommendations.

d. Language Features of Discussion Text

In this part, it will discuss about the language feature of discussion text. According to MedWell (2001:190), there are several language features of discussion text:

- 1) Using simple present tense. For example, some people claim that children do enough work in school already.
- 2) Using generic human (or non-human) participants rather than personal pronouns.
- 3) Using logical connections.

Then, language features have an additional explanation from Hook. Hook (2002:94) mentions some of the language features of discussion text. Firstly, the use of present tense. Secondly, the use of general nouns to make statement, for example; men, papers. Thirdly, the use of the detail noun group is to reinforce arguments. Fourthly, the use of saying verbs is to quote. Fifthly, the use of

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relating verbs, example; is, are. Then, the use of thinking verb is expressing a personal point of view, example; wonder. Next, the use of factual adjective. And then, the use of adjectives is expressing an opinion and use of conjunctions.

To sum up, there are several language features of discussion text, they are;

1) The use of present tense. 2) The use of general nouns to make statement, for example; men, papers; 3) The use of the detail noun group to reinforce an argument, for example; 'the national treasure that is our Daintree Forest'. 4) The use of saying verbs to quote. 5) The use of relating verbs, for example; is, are. 6) The use of thinking verb expressing a personal point of view, example; wonder. 7) The use of factual adjective, example; my *last* holiday. 8) The use of adjectives expressing an opinion. 9) The use of the adverb of manner, example; honestly. 10) The use of conjunctions.

II.2. The Nature of Motivation

Student motivation naturally has to do with students' desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ.

Baron (1992:51) states that motivation is some kind of internal drive which pushes someone to do things in order to achieve something. As H Douglas Brown points out, a cognitive view of motivation includes factors such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement (Brown 2000:160-161).

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Williams and Burden (1997:120) suggest that motivation is a “state of cognitive arousal” which provokes a “decision to act” as a result of which there is “sustained intellectual and physical effort’ so that person can achieve some “previously set goal”. They go on to point out that the strength of that motivation will depend how much value the individual places on the outcome he or she wishes to achieve. Adults may have clearly defined or vague goals. Children’s goals, on the other hand, are often more amorphous and less easy to describe, but they can still be very powerful.

Graham and Weiner (1996) state that motivation is the study of why people think and behave as they do. In the context of academic achievement, motivation concerns would be addressed if we were to ask, for example, why some students complete tasks despite enormous difficulty, while others gave up at the slightest provocation or why some students set such unrealistically high goals for themselves that failure is bound to occur.

A student who is, intrinsically motivated undertakes an activity “for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes” (Mark Lepper 1998). An extrinsically motivated student performs in order to obtain some reward or avoid some punishment external to the activity itself” such as grades, stickers, or teacher approval (Lepper). The term motivation to learn has a slightly different meaning. It is defined by one author as “the meaningfulness, value, and benefits of academic tasks to the learner-regardless of whether or not they are intrinsically interesting” (Hermine Marshal 1987). Another notes that motivation to learn is characterized

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by long-term, quality involvement in learning and commitment to the process of learning (Carole Ames 1990).

(http://www.kidsource.com/kidsource/content2/Student_motivation).

Brophy (1987) explains that motivation to learn is a competence acquired “through general experience, but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by significant others (especially parents and teachers)”.

(http://www.kidsource.com/kidsource/content2/Student_motivation).

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.

Motivation is usually defined by psychologists as the processes involved in a rousing, directing and sustaining behavior. (Ball, 1997). From the literature on what motivates students to learn, the following key concepts were obtained from a wide collection of source in a variety of formats. Here is a summary of what research has shown to be the top six motivators for learning:

1. Students control of learning.

The focus here is learning. Assessment of learning styles and adapting on delivery is vital. If students feel they have their grades in their control (whether they actually do or not), the most resistant learners will engage and take ownership.

2. Relevance to student use and teacher's genuine interest.

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There is a dual emphasis between relevance and genuine interest. Why a lesson is important and how it connects to life is best embraced by the student when the teacher demonstrates genuine interest in the subject and students.

3. Teacher's enthusiasm.

Teachers' enthusiasm is vital. If a teacher has been assigned to a grade level or curriculum that he or she is not necessarily interested in, it's time to find the silver lining in the cloud. Students are perceptive and read their teacher's every action, reaction, and comment. The teacher must be excited about what they are bringing to the students if they expect the students to be interested.

4. Quick feedback and assignment return.

Student performance is directly correlated to the time between assignment submission and return. Students' learning increases when they can make adjustments to errors in a timely fashion. Teachers should strive to return student work the next day.

5. Instructional Variety

Technology has provided the opportunity to deliver instruction in a variety of ways. Three shifts in approach to curriculum delivery during a 50- to 60- minute period will help student interest remain high and engaged. Shifting from lecture to group work independent study keeps students connected and interested.

6. Encouragement

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A simple pat on the back, a smiley face stamp, writing “Good Job” or acknowledging effort can make a big difference in student performance. In addition, to the research findings listed above, our experience has shown that the following also help motivate students:

- a. Relationships. When students trust a teacher’s judgment and are truly appreciated for who they are, a working relationship begins to develop in which students are motivated to learn.
- b. Rewards. In addition to verbal encouragement, a more tangible acknowledgment of effort or performance is always a stimulus for additional contributions.
- c. Support. Teacher availability during instructional and no instructional time is a motivator
- d. Honoring of personal values. Honoring home values (as long as they do not violate classroom values) provides motivation for students.
- e. Creation of curiosity. Students are motivated when they are encouraged to explore and investigate new areas.
- f. Clear expectations. Visible rules on assignment sheets, walls, and entry activities will keep the expectations consistently in front of the students.
- g. Classroom climate. Classrooms should be inviting and safe, surrounded with charts and pictures that relates to the subject matter as well as points of contemporary interest to student life. Playing jazz (without words) during study time is also effective.

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- h. Firm, fair, purposeful action. When action needs to be taken, it should always have the purpose of motivating the student toward constructive ends, weaving the relationship.
- i. De-emphasis of grades. Much has been written about the value of grades. Greater emphasis should be placed on effort and performance than grades when first attempting to move a student toward becoming a self-starter.
- j. Organization. Students become more accountable when they see teachers being highly organized and maintaining a predictable learning environment.
- k. Appropriate level of difficulty. Accommodations do not only apply to special needs students. Lesson designs aimed at challenging each student are necessary for a productive learning experience. High performing students need additional opportunities for personal growth when the given task is completed. Methodical students should have the necessary time to complete the task without penalty.
- l. Listening. It is important to listen and paraphrase what students are communicating in order for the teacher and students to move in the same direction. (www.corwin.com)

With all the discussion of motivators that teacher can provide, readers might wonder what has become of intrinsic motivation. We were born self-starters, so potential or divert our effort away from what we can become. Many

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students come into the classroom with varying degrees and forms of support. Unmotivated students might come from an abusive situation or a home where social, moral, or religious values are parallel with those of the school. Defiant and disruptive student behaviors are often driven by students' experience in the home. Hence, they are no longer self-starters but are parroting the learning they have acquired outside themselves. Their choice to align with those outside behaviors, needs to be redirected toward an understanding of personal choice. Defiant and disruptive students have chosen or been guided down the path they are on. It is the teacher's challenge to refocus the students toward becoming self-starters. Adolescent students have more life experiences to reflect upon and need to be challenged regarding their future goals and dreams.

II.3. The Nature of Strategy

Strategy is the means by which individuals or organizations achieve their objective. Then, strategy is a plan of actions designed to achieve a specific goal or effect. Chandler (1962:11) strategy is the determination of the long-run goals and objectives of an enterprise and the adoption of a course of action and the allocation of resources necessary for carrying out these goals. Andrews (1971:11) strategy is the pattern of objectives, purposes or goals and the major policies and plans for achieving these goals, stated in such a way as to define what business the company is in or is to be in and the kind of company it is to be.

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In this part, there are several experts will explain about the definition of PENS strategy, procedures of PENS strategy and the advantages of PENS strategy.

II.3.1. PENS (Preview, Explore, Note and See) Strategy

There are several experts who give the definition of PENS Strategy. Each expert will have a different about it. According to Crawford et al (2005:61), PENS strategy is a learning strategy which makes students can share their time in writing process. PENS strategy is very useful strategy in writing process because the students can get some benefit steps to write a text and make a good writing. In the PENS Strategy, the teacher guides the students start from organizing their ideas until the students can make their own writing.

Then, PENS strategy can build students' confidence in writing. It is supported by Boyle and David (2009:245) who say that PENS strategy is a strategy that requires students to write as many ideas that they know about one topic. By using this strategy, the students 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.

Meanwhile, the definition of PENS strategy adds by 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 the students are helped in their writing process with every step that come from the PENS Strategy. In addition, if the students feel helped in their writing, they will

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feel confident, enjoy and happy in writing subject. As a result, they will produce a good writing.

In addition, there are experts that add the definition of PENS Strategy, they are Meredith and Jeannie (2011:100) define that PENS Strategy is a strategy in the task of writing which have planned and the frameworks writing is already available. Thus, PENS Strategy is used as a writing, planning that teaches students how to write their ideas in the good ways.

Based on Experts' explanation above, the researcher concludes that PENS Strategy is a strategy that is designed to help students organize their ideas and give the easier ways for students to make a good writing. In addition, the PENS Strategy guides students in making their own writing from the beginning until they can make a good writing.

II.3.2. The Procedures of PENS (Preview, Explore, Note and See) Strategy

Before the teacher applies PENS Strategy in the class, the teacher should know the steps or procedures of using it. Knowing the procedures makes the teacher easy to use PENS Strategy. According to Nippold and Cheryl (2010:19), several steps of PENS Strategy are previewing ideas, explore words, note words, see if sentence is okay. This is the following explanation of it:

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a. Preview Ideas

In the first step, the teacher has to guide students' knowledge about the topic so they can know and think what they want to elaborate and express their ideas on their paper.

b. Explore Words

The teacher should identify the key words on the topic which is needed in the paragraph.

c. Note words in complete sentences.

The students start to write out their sentence based on the key words. The key words obtained from the teacher when discussed about the topic and the students have to be sure to capitalize the first word and punctuate the sentence.

d. See if the sentence is okay

Before collecting students' writing, the students should check again their work.

Based on the explanation above, the first step support the motivation of students because if students want to answer when the teacher ask about the preview ideas it means that the teacher motivate the students and make them interesting in the class. The second step also supports students' motivation when the students want to explore the key words. The third and forth step is support the writing ability because the students start to write the sentences become the paragraph.

Next, there are additional procedures of PENS strategy from Boyle and David (2009: 254) state it can help students on their writing.

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a) Preview Ideas

The students have to know about the topic so they can know what they should write on their paper.

b) Explore words

The students explore the words (subject and verbs).

c) Note the Word

In the next step, students write down the sentence from the formula that they chose.

d) Search and Check

In the last step, students examine the sentence to make sure that it is a complete sentence and identify the subject and verb.

Furthermore, the procedures of PENS strategy are added by Conderman,

Val and Theresa (2009: 91) say the procedures of PENS Strategy are:

a) Pick a sentence type

The students choose a type of sentence that will be used in their writing. The types of sentence are: simple, compound, complex, or compound-complex sentence.

b) Explore

The students have to explore the words to fit the sentence that has been chose before.

c) Note

The students write all of the words that become a sentence to their book.

d) Search

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Before the students collect their writing, they must check (look for subject and verb)

Moreover, the last experts that explain about the procedures of PENS Strategy are Billingsley *et al* (2013:254), the procedures of PENS Strategy as follow:

a. Pick a Formula

The students should choose one of the formulas which are used to characterize a particular type of sentence. In this case it would be subject + verb. The formula means: simple sentences, compound sentences, complex sentences and compound-complex sentences.

b. Explore

The students should to explore the words to fit the formula.

c. Note

On this step, the students should Note the words by following the formula

d. Search

In the last steps, the students have to Search and check to ensure that the sentence in correct.

Procedure of strategy that will be used in the writing class should be guide the students in teaching-learning process to make the students know what to do in writing. Based on the experts' explanation about the procedures of PENS Strategy above, the researcher chooses procedure from Nippold and Cheryl (2010:19) because the procedure makes the teacher guides the students from begining in preview ideas, then makes students can explore words of the topic before students

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note the words become the sentences. The students can not get lost ideas if there is guidance from the teacher. In this case, they more direct the students in how to make a text step by step. The PENS Strategy is more appropriate with the material that will be taught by the teacher to the students and to make them write easily. This is consists of preview ideas, explore words, note words, see if sentence is okay.

II.3.3. Advantages of PENS (Preview, Explore, Note and See) Strategy

PENS Strategy has some advantages for the teacher and also for the students in teaching and learning writing process. According to Nippold and Cheryl (2010:20), there are some advantages of PENS Strategy:

a. Easy to explain and understand

The teacher will be easy to explain the material and the students will be easy to understand about the material, so the learning process will be interest.

b. Increase students' motivation in writing.

By using this strategy, the students enjoy in writing process.

c. Help students write quickly and easily

Through this strategy the students can write quickly, because this strategy make the students explore and know the key words in the first before they make the sentences.

d. Encourage creativity.

This strategy can improve students' creativity about what they want to talk about in their paper and also they can express their ideas.

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In addition, there are additional advantages from Billingsley. Billingsley *et al* (2013:254) mentions the advantages of PENS Strategy are:

a. The students can produce their writing easily

This strategy is best way to help students who want to make own writing. This strategy has complete steps to guide students in writing process.

b. Enrich creativity and ideas

The students have to have much ideas and creativity to make a good writing.

c. Allows students to become independent learners.

This strategy can increase students' confidence, so they can do their writing by themselves without partner.

d. Make the time use effective

This strategy expects the students to begin writing immediately, so it will make their time use effectively.

In conclusion, there are some advantages of PENS Strategy that has stated by the experts such easy to explain and understand, increase students' motivation, help students write easily and quickly, encourage creativity, allows students to become independent learners and make the time use effectively.

II.4. Related Studies

In supporting this research, actually, no similar studies are found with the title of my research. But there are studies that have related with my research.

1. Tulbert (1992) carried out a research entitled "*Effect of a Cognitive Strategy on the Writing Ability of College Students with Learning Disabilities*".

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The purpose of this study was to (a) determine the effectiveness of cognitive writing strategy (PENS) instruction and (b) compare the effect of PENS learning strategy. The subject of this study was college students' learning disabilities who have registered with the Office of Disabled Student Services on the campuses of the University of Florida and Santa Fe Community College.

The PENS sentence writing strategy was part of a writing strategy curriculum developed by the researchers at KU-IRLD, including Sentence Writing, Paragraph Writing, Error- Monitoring, and Theme Writing strategies (Schumaker& Sheldon, 1985). The mnemonic PENS were developed to increase the likelihood that subjects would remember the strategy components in actual writing situations (Pressley, Levin, & Delaney, 1982). PENS did not cover every sentence variation that might arise in a developmental language course, but students who mastered all of the sentence. The study included a pretest, an implementation phase, and a posttest.

The research design has **asimilarity** with this study, it is a Quasi Experimental design. The Population of this journal was College students at University Florida that consisted of 25 students but this study was Senior High School so it had **difference on grade** of population. Scores were obtained from writing samples on fluency, syntactic maturity, vocabulary, mechanics, and organization of written work. The finding had **similarity** of this study that was a nearly statistically significant gain was made by subjects in the PENS class in increasing the percentage of large words (vocabulary) in students' writing samples. The students obtained from 23% to 4% and another from 100% to 47%.

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Additionally, two students in the Developmental Writing course reduced their non-sentences, one from 41% to 7% and another from 33% to 0%. These interventions may be successful for these individual students, but not for the group as a whole.

2. Salsbury (2012) carried out a research entitled “*Sentence Writing-A Comparison of the Effects of Two Strategies*”

The difference between the researcher and this journal is: **First**, The subject of this research was students from Senior High School which consisted of 30 students and the journal was students from University of Kansas which consisted of 23 students. **Second**, Kind of research design of this research was Quasi Experimental research but the journal was Pre-Experimental research with post research design. The teaching strategy used was from the *fundamentals in the sentences writing strategy* that has been used in middle school for at least ten years. It is introduced to the “PENS Strategy” by (Schumaker 1998) in which they are to use the acronym of **PENS** to write a sentence: **P**ick a formula; **E**xplore words to fit the formula; **N**ote the words and **S**earch and check. Finally, the students are taught another acronym, **MARK**. This is the “Search & Check Step “Mark out imposters-infinitives and prepositional phrases; **A**sk “Is there a verb?”; **R**oot out the subject; and **K**ey in on the beginning, ending and meaning. This study was conducted in order to determine if there is a significant difference between the pre-test and post-test scores progress of students who participated in the Instructional Scaffolding teaching strategy, which utilizes rigor and relevance when teaching sentence writing.

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Thus, a posttest-posttest research design was used for the findings in this study. The scores were calculated based on percentage of correctly written sentences on a like posttest given to each group of students. In addition, the result of this study showed that there was no significant difference in the two teaching strategies. The p-value calculated to 0.71 which was significantly above the alpha level of 0.25.

3. Sinurat (2013) carried out the research entitled “*Using PENS and COPS Strategies in teaching writing procedure text at senior high school students*”.

This journal mostly discusses about the use of PENS and COPS strategy to increase students’ writing in procedure text. It is **different** from this study which increased students’ writing in explanation text. The **similarities** were, **firstly**, In collecting data, used pre test and post test to know the effect of it. So, this was Quasi Experimental design. Secondly, the population in the same grade they were students in MAN 2 Padang and the subject was XI IPA 3. **Thirdly**, In the research finding, there was an improvement in students’ writing ability in learning English by using PENS and COPS strategies that was increased in experimental class from 57,4% to 69.7%. from this research she found there was a significant effect of using PENS and COPS Strategies in teaching writing procedure text at senior high school students.

4. Erica Rochelle Kaldenberg (2006) carried out the research entitled “*The Proficiency of a sentence writing strategy for postsecondary students with special needs*”.

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The Students with Intellectual Disabilities struggled with writing, the purpose of this study was to assess the efficacy of part I of the proficiency in sentence writing strategy using PENS strategy. The **difference** from the subject, the subject of this research was Senior High School and from this journal, the subject was Postsecondary students with Mild cognitive disabilities enrolled in a 2 year certificate program at a university in the Midwest, it consist on 21 students. The research design was also **different**. The research was a quasi experimental research and this journal was an Action Research and the result indicated that students were able to learn and apply the vocabulary concepts needed to use the strategy $ES=0,808$ but the simple sentence writing intervention had effect on students overall writing quality.

5. MutiaSepviva (2015) carried out the research entitled “The Effect of using PENS Strategy toward students’ writing achievement in Discussion Text A study at Third Grade of SMA N 01 Koto Baru, Dharmasraya”.

The purposes of the research are divided into two: General is It is to find out the effect of PENS strategy on student’s writing achievement for second grade of Senior High School. And then, Specific of the **similarities** are: a. It is to find out the result of students’ pre-test on writing achievement. B. It is to find out the result of students’ posttest on writing achievement. C. it is to compare the result between students’ pretest and posttest after giving treatment by using PENS Strategy. The population is The third Grade Science students of SMAN 01 Koto Baru, Dharmasraya in Academic Year 2014/2015. The subject is 23 students. This

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research design was **same** it was Quasi Experimental research because the problems and purposes of the research had some characteristics. she found several findings. Those were as follows: 1). The researcher found that the difference of the both score Pre-Test and Post-Test was 1.35. 2). The researcher found that t-calculated was 3.93, it was bigger than t-table (2.069) at the degree of freedom 24 and at the level of significance 0,05. Therefore, it could be concluded that there was a positive effect of PENS Strategy to increase students writing achievement.

6. David (2010) carried out a research entitled “ *The idea of using PENS writing strategy*”.

This action research was aimed to study about the improvement on the writing ability of the second year students of SMP 5 Negeri Medan. This study also aimed to identify the factors that caused the improvement on students writing after performing the PENS Strategy. In this study, the writer implemented two cycles, in which one cycle consisted Planning, Action, Observation, and Reflection stage. The treatment also designed two meetings in each cycle.

To identify the competence of the students, the writer used Pre-test and Post-tests. Besides that, there were some observation sheets and field notes used to record of the classroom activity during implementing PENS Writing Strategy. The subjects were 20 students from class VIII.C that selected randomly. After two cycles of the PENS Writing Strategy treatment, it was found that the subjects indicated a good writing in each post-tests. In the end of the cycles, the writer

found that 100% of the students have reached the minimum criteria of achievement score of English subject in writing recount text.

In addition, during performing PENS Writing Strategy, the students' activeness increased from the first until the last meeting. As the results of this study through the writing strategy, the observation sheets and field notes attested that the students gain positive progress towards the PENS Writing Strategy and that this writing strategy could improve them to write and make the class more fascinating. Based on the explanation of this journal it can be seen that there are **similarities** with this research, they are: using Pre-test and Post-test, using Quasi Experimental research and using observation sheet. The **difference** was just on the grade of participant.

7. Karunia and Saun (2010) with title *“Using the PENS strategy in teaching writing explanation text to senior high school students”*

This research was conducted to explain how was the use of PENS writing strategy to improve students ability in writing explanation text for senior high school. PENS was a writing strategy where the students were asked to re write the important part which happened. It had **similarities** of the aim of strategy. The aims of this study are to determine the effectiveness of PENS strategy. The study included a pretest, an implementation and a post test. The same grade of the population was senior high school at Medan that consisted 35 students. Findings showed that students' score improved from Test I to Test III. Based on the data analysis, Students' mean in Test I was 44.33, in Test II was 61.13, and Test III

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was 82.66. The conclusion was that there was significant effect of PENS strategy in teaching writing explanation text.

8. Amelia (2014) studied “*students with learning needs –PENS- writing strategy*”.

The aim of this study was to know whether students employed strategies other than peer review and it had been used successfully to help children with learning disabilities understand sentences better. The **differences were**: The subject of this study consisted of three classes; 1) Graduate level, 2) Mid level ESL, 3) Lower-level ESL. The **similarities** were the Design of this research was quasi experiment research. The finding showed that on a pre-test, before students knew about PENS the percentage of correct complete sentence was 70% and complicated sentences 18%. After the PENS strategy was initiated in the classroom, the percentage of complete sentences jumped to 98% and complicated sky-rocked to 58%. This proves that children could do better writing sentences when they use this strategy to remember the important aspect of each steps of writing.

9. Kareen (2013) studied “*PENS Writing Strategy in Summary: Student Perception and Problems*”.

This study investigated ESL students’ perceptions and problems on the use of PENS writing strategy in writing. So, the level of students was **different**. The study involved 35 Malaysian students enrolled in an Academic Writing course at a college in West Malaysia. The design of this journal **had difference**, too with the researcher; this journal was descriptive research and

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the researcher was a Quasi experimental research. The finding of this research was inferred that PENS Strategy was a viable alternative to the traditional method of teaching writing.

10. Christensen (2010) studied *“The Impact of PENS strategy on the Writing Fluency of Iranian EFL Learners”*.

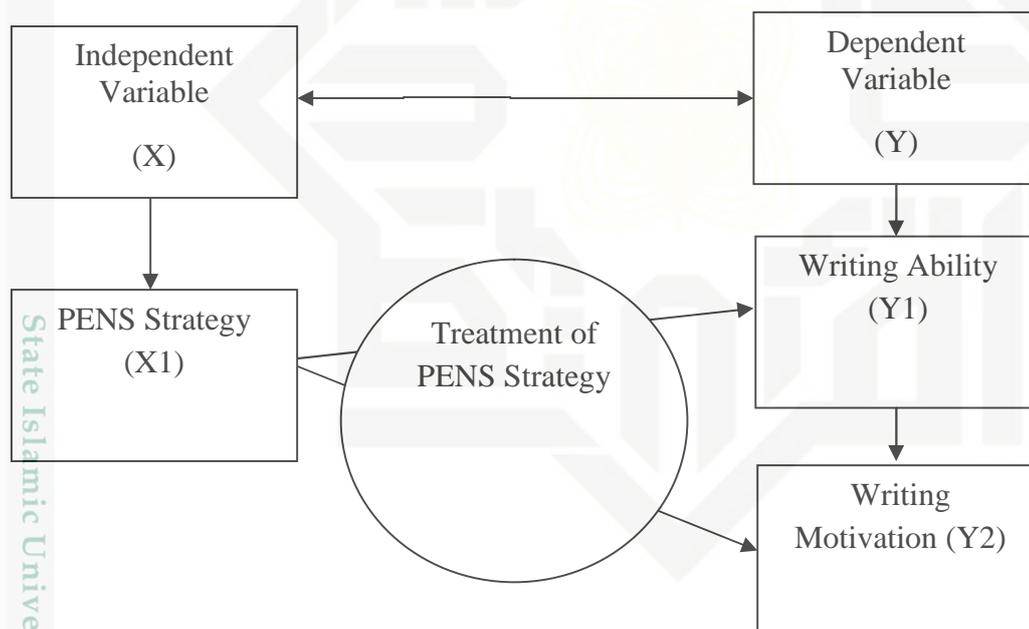
The present study aimed to examine the impact of practicing on the writing fluency of Iranian EFL learners. The subject of this study consisted of 87 female EFL learners. It had **similarity** in the Design of this research that was quasi experimental research. The finding showed that the essays written in the last session revealed that there was a considerable improvement in the use of PENS; however, the fluency of the written texts was not noticeably significant in comparison with the fluency of essays produced by the pairs. The findings also revealed that practicing in pairs did improve the overall quality of the learners' writing productions even though the fluency of written texts did not change significantly.

In summary, there were several similarities and **differences** between related studies with this research. The similarities were have the same variable of Y writing ability and dealing with the research design, it had the same similarity as the second, third, fifth, sixth and eighth researches, their research design was using Quasi Experimental research. Then, the **differences** among the related studies and the researcher were: The first, the second, the forth, the sixth and the ninth researcher used population of University Level and this research was Senior

High School Level. Second, this research covered three variables but all related studies stated in this research just used two variables.

II.5. Operational concepts and Indicators

This research was an experimental research in which focused on gaining the effect of using PENS strategy at SMAN 3 Duri Mandau. Therefore, in analyzing the problem in this research, there were 3 variables identified. The first is using PENS strategy. The second was the students' ability in writing. The third was the students' writing motivation.



To operate the investigation on the variable, the indicators are focused based on:

- A. The indicators of using PENS strategy on writing are as follows:
 - a. The teacher guides students' knowledge about the topic by preview their ideas

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- b. The teacher identifies the key words on the topic which is needed in the paragraph.
- c. The teacher asks student to start the key words.
- d. The teacher asks students to see and to check again their paragraph.

B. The indicators of students' ability in writing explanation text are as follows:

- a. Students' ability to identify the General Statement, Explanation and conclusion in writing explanation text.
- b. Students' ability to identify the general statement of explanation text.
- c. Students' ability to identify the explanation of explanation text.
- d. Students' ability to identify the conclusion of explanation text.
- e. Students' ability to identify transition signal in every paragraph.
- f. Students are able to write grammatically.
- g. Students are able to alter the vocabulary of the text in writing explanation text.

C. The indicators of students' writing motivation are stated as follows:

The students have desire to participate writing in learning process by:

- a. Students do not avoid writing tasks.
- b. Students keep writing even the writing is not going to be graded.
- c. Students turn in working on days when writing is going to be graded.

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- d. Students follow a course that requires writing.
- e. Students have high self confidence in their capability to write or learn to write.
- f. Students' belief shows greater intrinsic in writing task.
- g. Students set higher achievement goals in writing.
- h. Students put more effort when the encounter difficulties and approach difficult tasks as challenge.
- i. Students experience less anxiety and stress when taking the difficult tasks.
- j. Students use proper grammar in their composition.
- k. Students show good self confidence in writing.
- l. Students perceive value of writing.
- m. Students control and evaluate their own learning and behavior in writing.

II.6. Assumption and Hypothesis

II.6.1. Assumption

Before formulating the hypothesis as the temporary answer to the problem, it is necessary to present some assumptions as follows:

- a. Using PENS strategy can give effect toward the students' writing ability.
- b. Using PENS strategy can give effect toward the students' writing motivation.

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II.6.2. Hypothesis

Ho1: There is no significant difference on students' pretest writing ability mean score between an experimental group and a control group at SMAN 3 Duri Mandau.

Ha2: There is a significant difference on students' post test writing ability mean score between an experimental group and a control group at SMAN 3 DURI Mandau.

Ha3: There is a significant difference on students' writing ability mean score between pretest and posttest in the experimental group at SMAN 3 DURI Mandau.

Ha4: There is a significant difference on students' writing ability mean score between pretest and posttest in the control group at SMAN 3 DURI Mandau.

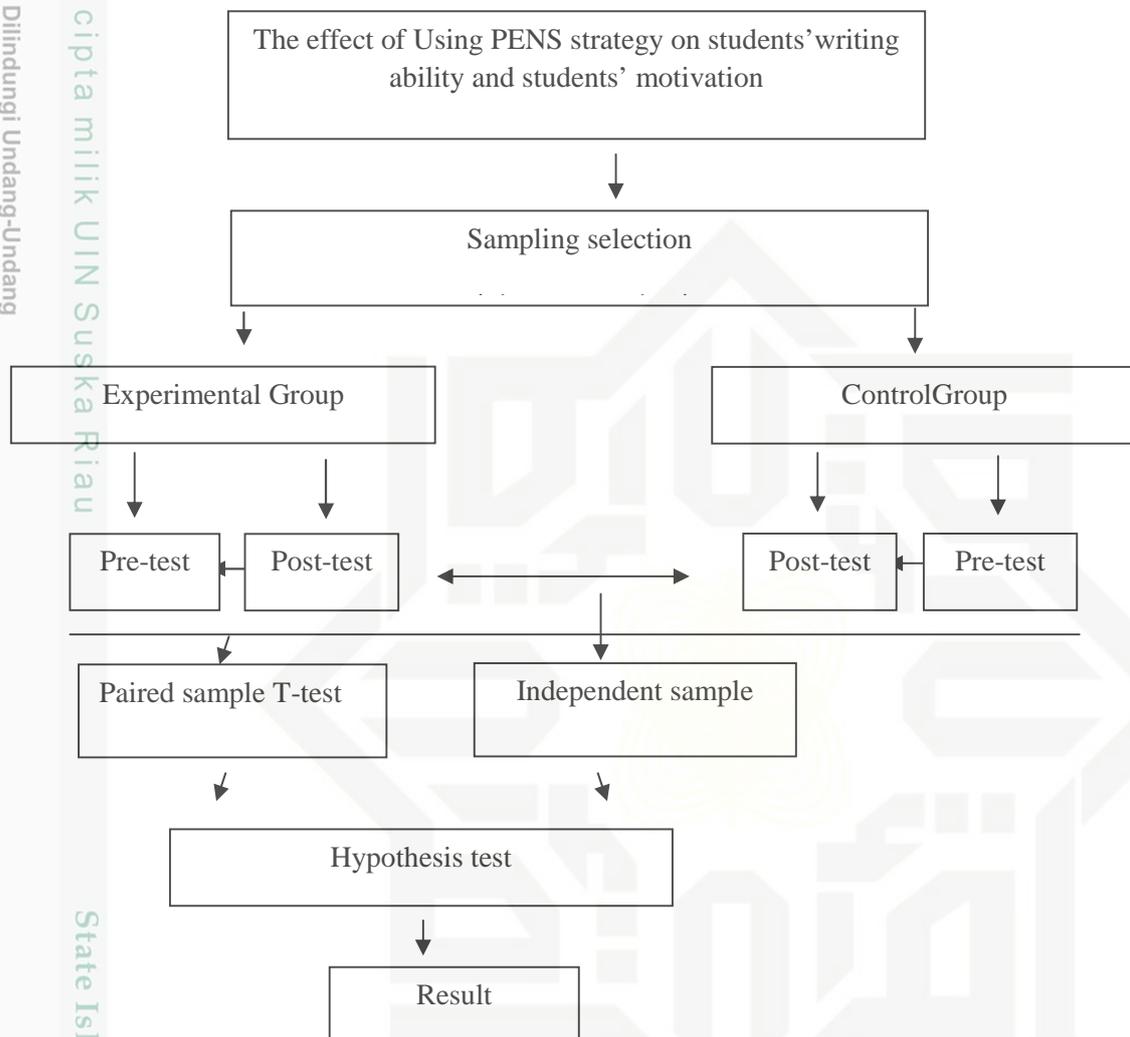
Ho5: There is no significant difference on students' pre-questionnaire motivation mean score between an experimental group and a control group at SMAN 3 DURI Mandau.

Ha6: There is a significant difference on students' post-questionnaire motivation mean score between an experimental group and a control group at SMAN 3 DURI Mandau.

Ha7: There is a significant difference on students' pretest and posttest questionnaire mean score in the experimental group at SMAN 3 DURI Mandau.

Ha8: There is a significant difference on students' pretest and posttest questionnaire mean score in the control group at SMAN 3 DURI Mandau.

The Scheme of Research Design



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