



**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER III

### RESEARCH METHOD

#### III.1. Research Design

The kind of this research was an Experimental research. Gay and Airasian (2000:367) stated that the research of the relationship between cause and effect was built up in order to hypothesis the test. In addition, an experiment was the quantitative approach that provided the greatest degree of control over the research procedures. (L.R Gay, 2000:15). This research used a quasi-experimental design which was an appropriate one to this research in order to find out the significant Effect of using PENS Strategy on Students' Writing Ability and Their Motivation at SMAN 3 Duri Mandau.

In this research, there were two classes; one group was a control group that was taught using non-PENS strategy and another one was as an experimental group which treated by PENS strategy. For both control and experimental groups, pre-test and post-test were administered to the students. Pre-test was given at the beginning of the teaching learning in order to identify the students' English writing ability. Then, the experimental group was given a treatment by using PENS Strategy and the control group used non PENS strategy. During the treatment, the writer as an observer, and at last, both groups were given a post-test at the end of the treatment in order to determine the difference of using PENS strategy and non PENS strategy on students' writing ability and their motivation. Then, at the end of the treatment, by using PENS strategy the pretest and posttest

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

were analyzed to determine the effect of using a PENS strategy with students writing ability and their motivation. The model of the research design was illustrated as follows:

**Table 3.1 The Research Design**

Group	Pre-test	Treatment	Post-test
Experimental	Test 1	X	Test 2
Control	Test 1	-	Test 2

### III.2 The Location and The Time of The Research

The research was conducted the twelfth grade students of SMAN 3 Duri Mandau, located on Jln Sultan Syarif Kasim, Duri Mandau, and it was conducted for eight meetings.

### III.3 The Subject and Object of The Research

Based on the title of the research, the subject of the research was the twelfth grade students of SMAN 3 Duri Mandau, Bengkalis Regency, Riau Province. The object of this research was the effect of using a PENS strategy with students writing ability and their motivation.

## Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan satu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

### III.4 The Population and The Sample of the Research

The population of the research was the twelfth grade students of SMAN 3 Duri Mandau in the academic year 2016/2017. It consists of seven classes and the number of students of each class was about 28 to 30 students. The total number of second grade students of SMAN 3 Duri Mandau was 204 students.

**Table 3.2** The total population of the second grade students of SMAN 3 Duri Mandau

No	Class	Number of Students
1	XI IPA 1	28
2	XI IPA 2	30
3	XI IPA 3	30
4	XI IPS 1	29
5	XI IPS 2	29
6	XI IPS 3	28
7	XI IPS 4	30
	Total	204

The population above was large to be taken as a sample of the research. The researcher took the sample randomly. L.R Gay (2000:121) sampling is a process of selecting a number of individuals for a study in such a way that they represent the larger group from which they are selected. Cluster Random

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Sampling Technique was used to determine the sample of this research. The following table was the sample of the research which consists of 30 students XII IPA 3 as an experimental group, and 30 students of XII IPA 2 for the control group.

**Table 3.3** Sample of Research

No	Sample	Male	Female	Total
	IPA 2 (Control class)	14	16	30
	IPA 3 (Experimental class)	13	17	30
	Total of the sample	27	33	60

### III.5 Research Instrument

In order to obtain the data to support this study, the technique of data collection was as follows:

#### 1. Observation

Observation was used to observe directly the students who used PENS strategy in writing and to observed the influence of PENS strategy on students' writing ability. In observation technique, a list of observation

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

items was used to observe the class during teaching and learning process by using PENS strategy.

2. Test

To find out the effect of using PENS strategy on students writing ability and their motivation at the second grade of SMAN 3 Duri Mandau, the test was administered to assess students' writing ability. The test was administered into two stages. The first was pretest which was done before doing the treatment. The second was a posttest which was carried out after the treatment.

3. Questionnaire

To find out the effect of using PENS strategy on students' motivation at second grade of SMAN 3 Duri Mandau, a set of questionnaires based on indicators were administered to assess students' motivation in writing. The questionnaire was administered by two stages. First, pre-questionnaire was administered before treatment. Second. Post-questionnaire was done after the treatment.

### III.6. The Research Procedure

Procedures of collecting data for experimental group.

#### III.6.1. Preparation

In the preparation phase, there were included literature study, proposal design, and decide a school which were chosen as the research location.

#### III.6.2. Research

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The research was started by testing of students ability in writing ability both control and experimental groups. After the test was given and stated that both of the classes has the same cognitive level, the classes were treated by different treatment. PENS was applied in the experimental group; on the other hand, non PENS was applied for the control group, in which they were conducted by the researcher. The researcher was not the teacher of English subject in those classes. The research was done for 6 meeting in the classroom.

### III.6.3. Assesment of Writing

After 6 meetings in the classroom by applying PENS for the experimental class and non PENS for the control class, in the 8<sup>th</sup> meeting there was tested to identify the ability of students' ability. At the end of this activity, the data were reorganized, analyzed, and concluded the result of the research.

In this research, the data was collected by distributing the test to the students of participants. There were two techniques in collecting the data. They were pre-test and post-test. Pre-test was conducted to find the ability of students' writing ability before teaching by using PENS Writing Strategy. After giving pre-test, the treatment that was done by using PENS Strategy. During the treatment, the development of students' writing ability was seen. Then, post-test was conducted to find the effect of PENS Writing Strategy in teaching writing at the third year students of SMAN 3 Duri Mandau.

Brown's scoring system was used to score the students' writing.

The scoring system was as follows:

*Table 3.4 The Aspects of Writing*

The aspect of writing	SCORE	Description	Weighting
Content	1	The topic is not clear and the details are not relating to the topic.	3 x
	2	The topic is complete and clear but the details are not relating to the topic.	
	3	The topic is complete and clear but the details are almost relating to the topic.	
	4	The topic is complete and clear and the details are relating to the topic.	
Organization	1	Opening is not complete content and closing is arranged with misuse connections.	2 x
	2	Opening is not complete content and closing is arranged	

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber;
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The aspect of writing	SCORE	Description	Weighting
© Hak cipta milik UIN Suska Riau		with few misuse connections.	2x
	3	Opening is not complete content and closing is arranged with almost proper connections.	
	4	Opening is not complete content and closing is arranged with proper connections.	
State Islamic University of Sultan Syarif Kasim Riau	1	Frequent grammatical or agreement inaccuracies.	
	2	Numerous grammatical or agreement inaccuracies.	
	3	Few grammatical or agreement inaccuracies but not affect on meaning.	
	4	Very few grammatical or agreement inaccuracies.	

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The aspect of writing	SCORE	Description	Weighting
Vocabulary	1	Very poor knowledge of words, word forms, are not understandable.	1,5 x
	2	Limited range confusing words and word form.	
	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	4	Effective choice of words and word forms.	
Mechanics	1	It is dominated by errors of spelling, punctuation, and capitalization.	1,5 x
	2	It has frequent errors of spelling, punctuation, and capitalization.	
	3	It has occasional errors of spelling, punctuation, and	

## Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The aspect of writing	SCORE	Description	Weighting
		capitalization.	
	4	It uses correct of spelling, punctuation, and capitalization.	

(Brown 2010)

The writing scoring rubrics above was a scoring of writing as general. Because in this research only focused on writing , so the point of opening content and closing could be illustrated as orientation, event and the reorientation. Each of students would get their score based on grammar, vocabulary, mechanic, form organization, and fluency in their writing test.

### III.7. Data Collection Technique

The technique of collecting data used composition test and questionnaire.

#### III.7.1. Composition Test

Composition test was used to find out the students' ability in writing. It was divided into two stages:

##### a. Pre-Test

Pre-test was used to collect data about students' ability in writing. The test was administrated to both groups before conducting treatment.

##### b. Post-Test

Post-test was used to collect data about students' ability in writing. The test wa administrated to both groups after conducting the treatment.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan satu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

### III.7.2. Questionnaire

A questionnaire was used to get the data about students' writing motivation. This Questionnaire was used before and after treatment. There are 15 indicators of students' writing motivation developed into 30 items. It used Likert scale which consists of 5 choices as follows:

- Strongly Disagree : 1
- Disagree : 2
- Neither Agree nor Disagree : 3
- Agree : 4
- Strongly Agree : 5

Here are the blueprints of writing motivation questionnaire.

**Table 3.5**Blueprint of Writing Motivation Questionnaire

No	Indicator	Statement	No items
1.	Students do not avoid writing tasks.	To express my ideas more completely, I would rather write an essay than answer multiple choice questions.	
		By realizing my responsibility as a student, I submit the writing task on time, even the task is very difficult to complete.	
No	Indicator	Statement	No

## Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

			Items	
2.	Students keep writing even the writing is not to be graded.	I like to write even my writing is not graded.		
		I like my writing to be graded so that my effort to write is not useless.		
	3.	Students turn in work on days when the writing is going to be required.	I like to participate in writing online discussion for developing my writing skills.	
			To feel satisfied, I have to write many drafts before getting final writing.	
	3.	Students follow a course that requires writing.	To get a deeper understanding of the subjects being learned, I like to join classes that require a lot of writing	
			By writing, I can get a lot of experiences.	
	4.	Students choose professions where writing is a day to day activity.	Being a better writer is highly required for my career.	
			Being a good writer is important in getting a job.	
	<b>Indicator</b>	<b>Statement</b>	<b>No Items</b>	

## Hak Cipta Diindungi Undang-Undang

1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarangi mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Indicator	Statement	No Items
5.	Students have high self-Confidence in their capability to write or to learn to write.	To avoid being considered as a bad writer, I write as well as other students
6.	Students' belief shows greater intrinsic in writing tasks.	I intuitivelyas' peer evaluation for revising my writing.
7.	Students set higher achievement goals in writing.	I practice writing many times to improve my writing skills.
8.	Students put more effort when they encounter difficulties and approach difficult tasks as a challenge.	I write more than the minimum on writing assignment to get a good score.
		Getting an A on my writing assignment is very important for me to show my ability to other students.
		Getting the highest grade on writing assignment can make my writing skills being recognized by otherstudents.
		To avoid being ashamed by other students, I put a lot of efforts into my writing.
		I enjoy writing assignments that challenge me because it puts me to the highest level of my writing skills.

## Hak Cipta Diindungi Undang-Undang

1. Diarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

9.	Students experience less anxiety and stress when taking on difficult tasks.	I enjoy writing literary analysis papers because I can write my own personal impression of those works.	
		I enjoy writing a research paper because it needs me to read more. And analyze more the materials.	
10.	Students perform mechanical writing skills in their composition.	I use correct grammar in my writing because using grammar will show my quality in writing.	
		I have to be careful to choose the right words in my writing because those words shape what people think about me.	
12.	Students perform mechanical writing skills in their composition.	To easier me understanding the whole ideas of my writing, I concern on the use of punctuation in my writing.	
		I have a high concern for the use of spelling because it indicates that I am a careful writer.	
13.	Students show good self-confidence in writing.	I clearly express my ideas in writing because I want other students understand what I write.	

## Hak Cipta Diindungi Undang-Undang

1. Dilarang menjiplak sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

		By knowing the purpose of what I write, I can easily focus on my writing.	
14.	Students perceive value of writing.	Being a good writer can help me learning well in other subjects.	
		I am more likely to succeed if I can write well.	
15.	Students control and evaluate their own learning and behavior in writing.	I plan what I am going to write to get my writing as what's expected.	
		To avoid my disappointed later, I revised my writing several times before submitting it.	

To mentioned statements on the questionnaire were set into two Construct; intrinsic and extrinsic motivation.

**.Table 3.6 Writing Motivation Category**

No	Categories	Score
1	Very Good	80-100
2	Good	66-79
3	Sufficient	56-65
4	Less	40-55
5	Fail	0-39
Total		

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

To obtain the percentage listed in the table 3.6, the formula used to analyze it as follows:

$$\text{Percentage} = \frac{\text{The score of all items}}{\text{The maximum score of all items}} \times 100\%$$

### III.7.2. Observation Sheet

The teacher's observation sheet was a sheet which is used to observe teacher's activity during teaching and learning process by using PENS strategy.

### III.8. Technique of the Data Analysis

In order to analyze the data quantitatively, three kinds of formula of T-test through using IBM Statistics vs 20 was used; a paired sample T-test and independent sample T-test.

#### T-test

T-test was used to find out the difference between scores of pretest and posttest taken from the experimental group using PENS strategy and the difference between scores of pretest and posttest taken from the control group and the difference between the scores of both pretest and posttest of the experimental group and control group. The formula was presented as follows:

#### A) Independent sample T-test

In order to find out whether there was significant effect or there was no significant effect between two or more variables stated that could be analyzed by using Independent Sample. Independent Sample t-test was used to determine

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

whether there was probable a significant difference between the means of two independent samples(Gay. 2010:484).

In this research, SPSS 20 was used to analyze the data. He was accepted: Significant Probabilities < 0.005 or there was effective after giving the treatment PENS strategy on students' writing ability and motivation. Ho was accepted: Significant Probabilities > 0.005 or there was no effect after giving the treatment PENS strategy on students' writing ability and motivation.

### B) Paired sample T-Test (Dependent sample T-Test)

Paired sample T-test was used in order to find out (a) the difference of scores between pretest and posttest of the experimental group, and (b) the difference of scores between pre motivation and post motivation of the control group.

### C) Eta square

To find out the effect size of the dependent sample t-test, the eta squared was commonly used (Pallant: 2001). Eta squared ranges from 0 to 1 and represents the proportion of variance in the dependent variables that explains the independent variables. The formula is, as follows

$$eta\ squared = \frac{t_2}{t_2 + (n - 1)}$$

Where:

Eta square : the value of effect size

t : t value

N: the number of samples in experimental class

Here was the category of effect size (Cohen, 2007: 521)

0 – 0,20	= Weak effect
0,21 – 0,50	= Modest effect
0,51 – 1,00	= Moderate effect
> 1,00	= strong effect

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

