

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 I INTRODUCTION

I.1 Background of the Study

Nowadays, English becomes more important in many fields, particularly in transferring science, technology, trades, politics, businesses, etc. It is used not only by native speakers but also by non-native speakers to communicate each other. Brown (2001:232) states that English consists of the four language skills in English. They are speaking, listening, writing, and reading. Writing is one of the four language skills that can support students in English.

Writing is one of the language skills that should be mastered by the students in every classroom activity, like doing a task, exploring their ideas, giving feedback for the teacher's explanation, persuading others, etc. On the other hand, writing English is not an easy job because it is not a simple subject. The students should be able to demonstrate their English grammatical competence and knowledge as well as skill in writing. Jane (1983:30) states that in writing, "sentence structures and patterns must be carefully formulated, word choices more precise, and ideas organized in a manner readily coherent to the reader." It means that writing cannot be produced without mastering some components of writing, like grammar, effective sentence structure, spelling, punctuation, coherent ideas, etc.

In addition, writing is also about expressing ideas in which students communicate their feelings and emotions in written forms. Dealing with this, Nation (2009:94) states that "most writing should be done with the aim of

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.

communicating a message to the reader and the writer should have a reader in mind when writing.” The writing production can be good when it delivers the message as well as possible. Briefly, the student has the obligation to send their writing become an appropriate message to the reader.

Besides, M.F. Patel and Praven M. Jain (2008:125) state that writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern. It is a way to express an idea, thought, feeling and opinion in written form. In writing, it needs to pay attention to many things, such as the choice of words, the grammar of sentences, the use of punctuations and the coherence of one sentence to another. Comparing from four skills, writing is one of the important skills that should be given a special attention besides the other skills because writing is one of the productive skills that enables a writer to communicate their ideas to others.

Teaching writing in junior high school is done through genre based approach. According to Lin (2006:2) in genre based approach, teaching and learning focuses on the understanding and production of selected genres of texts. Its mean genre based approach relates the teaching and learning with various kinds of text. The texts are narrative text, descriptive text, procedure text and report text. Each text has special characteristics, and certain arranged in a certain arrangement. The texts have different social function, generic structure and language features.

Writing is not an easy task for the students. The students must know and understand the components that involve in writing, such as content, organization, vocabulary, language use and mechanics in order that these components are

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.

employed by them correctly (UR, 2003 :163). Furthermore, the students must be able to construct ideas, to share information, to describe, to explain, to restate texts, to inquire, to express attitudes, to persuade, to entertain, to argue, and to offer more complex analysis in their writing.

In line with this idea, Sturm and Koppenhaver in Peter Westwood states that a composition involves complex thinking that must integrate multiple componet including the topic or theme, choice of words, organization, purpose, audience, clarify, sequence, cohesion, transcription (Westwood, 2008 :.56). It means that the learners cannot produce writing without knowing and understanding the components of writing itself. In short, writing is not an easy activity for students.

As one of the language skills, writing is taught at school and it is supported by School Based Curriculum (KTSP). School Based Curriculum is a kind of curriculum concept that focuses on the development of doing competence based on standard of performance and in can make the students able to master in a particular competency. In short, the school Based Curriculum involves the teacher in teaching and learning process just for a facilitator that might guide the students in achieving the competency.

School Based Curriculum covers two competences namely standard competence and basic competence which need to be mastered by the students, and these competences are stated in syllabus as a guide for teachers in arranging teaching and learning design or lesson plan. In junior high school, the standard competence is to understand the meaning short essay of various genres. Based on



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 curriculum and syllabus (2015/2016), the students are required to be able to comprehend many kinds of genres, such as: descriptive, narrative, recount, etc., which are useful for communication purpose, related to their environment (Badan Standar Nasional Pendidikan, 2006:31).

Descriptive text is one of the genres that is familiar and taught to the eighth students at State Junior High School 2 Kampar. Since the students always face writing ability through genre, they must know the types of text, and automatically they are able to write a descriptive text. This research will focus on the writing of descriptive paragraph.

State Junior High School 2 Kampar is one of the schools that also used School Based Curriculum (KTSP) as it is a guidance on teaching and learning process. English is one of the compulsory subjects that must be taught to the students. Although this school has done a lot of efforts to improve the students' English competence in writing subject, but in fact, the students do not seem good in English and many students still have difficulties in writing. Meanwhile, this school has a program to improve English, which the teacher has been using the Competence Based Curriculum in teaching and learning process, but the technique that teacher uses is not successful enough in teaching writing yet.

Based on preliminary study at State Junior High School 2 Kampar conducted on Tuesday 15 September 2016, the teacher explained about teaching and learning process in the class. In teaching writing, the teacher used the Three Phase Technique. The first activity at the pre-writing activity was the teacher

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.

explained the descriptive paragraph, then he or she gave many examples. At writing activity, the teacher invited the students to write a descriptive paragraph.

The teacher said that the passing grade of learning English was 77. However, based on the interview with one of the English teachers at State Junior High School 2 Kampar explained that there were only 12 students from 30 students who could pass the passing grade (KKM). It means that 18 students could not pass passing grade (KKM).

In addition, the teacher said that there were many problems faced by students of the eighth grade in writing ability. Firstly, the students in majority were not able to use good grammatical order in writing descriptive paragraph. Secondly, the students got into difficulties in arranging the sentences to write the good paragraph in writing descriptive paragraph. Thirdly, the students were not able to choose vocabulary appropriately in writing descriptive paragraph. Finally, the students did not have enough English vocabulary in writing descriptive paragraph.

Thus, to overcome these problems, it is necessary to propose Imagery and Cubing strategies. Imagery strategy is used in the class to stimulate students' mind to develop idea and students' creativity in writing descriptive paragraph. Chamot (1999) finds that using organizational planning, imagery, and check goals are good strategies to develop writing. The picture would lead the students to real lives. It means that the students are easy to explore the idea in writing.

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.

Tompskins(1990) defines cubing is a literacy strategy which uses a concrete visual of a cube with its six sides to serve as a starting point of consideration of the topic within subject areas. The six sides are describing, associating, analyzing, applying, and arguing.

Based on the explanation and problem above, it is necessary to carry out a search entitled **“The comparison between the effect of using Imagery and Cubingstrategieson the students’ writing ability atState Junior High School 2 Kampar”**.

I.2 Statement of the Problem

Regarding to the background of the problems,the problems deal with students writing ability in teaching-learning process, especially teaching learning of writing description text. Although they have learned some techniques, strategies or methods, but the students still faced some difficulties in developing their writing, such as lack of grammar, difficulties in finding ideas, and they were not interested in writing. In writing ability, there were two strategies that contributed more benefits to the students become better in writing, there were Imagery strategy and Cubing strategy. Hence, the teacher needed an appropriate strategy which emphasized on the students’ writing ability become good or excellent. The problems identified in this study are whether there was a significant difference between students’ writing ability using Imagery strategy and students’ writing ability using Cubing strategy.

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.

In fact, the students in majority were not able to use good grammatical order in writing descriptive paragraph. The students still got difficulties in arranging the sentences to write the good paragraph. The students were not able to choose vocabulary appropriately in writing descriptive paragraph. The students did not have enough English vocabulary in writing descriptive paragraph.

Based on the problems mentioned, some questions are needed to address concerning with these problems. What do the students find difficulties in writing? Why do the students get difficulties in arranging sentences in writing descriptive paragraph? Why do some students get difficulties to choose vocabulary appropriately in writing descriptive paragraph?

Robert and Verterman (1987: 131) state that writing is one of the four language skills, which is very important to be mastered by students. Writing is a powerful learning tool. It can be used to convey our ideas, message, feeling, and the others. Writing skill through learning, practicing will encourage students to move beyond formulaic organization and to develop their own sense of organization and style of work with the various forms and consider their audience. The students engage the process of writing by exploring ideas, reconsidering strategies, revising their work and become more aware of their own composing processes.

Writing is a very important capability for being owned by students, writing is also an excellent communication tool. Through writing, each person will be able to convey feelings, ideas, and announcements to the others. Sharples

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.

(1999) actually, writing is an opportunity; it allows students to express something about themselves, explore and explain ideas. Students can convey their ideas in their mind by organizing them into a good paragraph so that the others know them and they can think critically. Therefore, learning is very important for improved writing in particular learning of English in Indonesia because the writing is a process of transformation of thoughts and ideas into tangible forms of writing. In addition, many people choose writing as a means of effective and efficient communication of information to be conveyed in some ways like posting letters, business letters, and important information in a company's product.

Furthermore, Garrot and Wignell (1994:208) state that descriptive paragraph is the text that describes a particular person, place or thing; the person is the text usually describes the shape of body, attitude, habit, age, activity and family. The place is the text usually describes about location, size and content. The thing is the text usually describes shape, location, destiny, content, size, weight, height, width, and so on. They add that comprehension questions in descriptive generally focus on "generic structures of a descriptive text are identification and description". The identification is to identify phenomenon or subject that is going to be described, and the description is to describe specific parts, qualities, and characteristics of an object that is being described. They also explain the significant lexico-grammatical or language feature of descriptive text, they are; (a) focus on specific participant; (b) use of attributive and identifying process; (c) use adjective to explain noun; (d) use the simple present tense.

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.

1.3 Limitation of the Problem

Based on the background and a statement of problems about students' writing ability above, the study was focused on comparing the strategy used between Imagery and Cubing toward students' writing ability in Descriptive paragraph.

The scope of the study is limited as follows:

For the research subject, three classes were chosen as samples of the research at State Junior High School 2 Kampar. They were divided into two experimental groups and one control group of the eight grades of students at State Junior High School 2 Kampar. The classes were chosen based on the English teacher's information that all three classes should be homogenous or the students' capability of the two classes were equivalent and taught by the same English teacher.

The research has been conducted at State Junior High School 2 Kampar which was located in Padang Mutung Kampar Regency. It was done four meetings in one month (April 2017). The population of this research was the eight grade students of State Junior High School 2 Kampar in academic year 2016/2017. Three classes were used as sample of this research by using cluster sampling.

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.

I.4 Purpose and Objectives of the Study

The purpose of this study was to compare the use of Imagery and Cubing strategies on students' writing ability at State Junior High School 2 Kampar.

Specifically, the study was conducted to fulfil the objectives that can be stated as follows:

1. To find out any significant difference of students' writing ability of pretest mean scores between an experimental group 1 and an experimental group 2 at State Junior High School 2 Kampar.
2. To find out any significant difference of students' writing ability of pretest mean scores between an experimental group 1 and a control group at State Junior High School 2 Kampar.
3. To find out any significant difference of students' writing ability of pretest mean scores between an experimental group 2 and a control group at State Junior High School 2 Kampar.
4. To find out any significant difference of students' writing ability of post-test mean scores between an experimental group 1 and an experimental group 2 at State Junior High School 2 Kampar.
5. To find out any significant difference of students' writing ability of post-test mean scores between an experimental group 1 and a control group at State Junior High School 2 Kampar.
6. To find out any significant difference of students' writing ability of post-test mean scores between an experimental group 2 and a control group at State Junior High School 2 Kampar.

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.

7. To find out any significant difference of students' writing ability between pretest and posttest mean scores of the experimental group 1 at State Junior High School 2 Kampar.
8. To find out any significant difference of students' writing ability between pretest and posttest of the experimental group 2 at State Junior High School 2 Kampar.
9. To find out any significant difference of students' writing ability between pre test and posttests mean scores of the control class at State Junior High School 2 Kampar.

I.5 Research Questions

Based on the limitation of the problem above, the research questions as follows:

1. Is there any significant difference of students' writing ability of pretest mean scores between an experimental group 1 and an experimental group 2 at State Junior High School 2 Kampar?
2. Is there any significant difference of students' writing ability of pretest mean scores between an experimental group 1 and a control group at State Junior High School 2 Kampar?
3. Is there any significant difference of students' writing ability of pretest mean scores between an experimental group 2 and a control group at State Junior High School 2 Kampar?

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.

4. Is there any significant difference of students' writing ability of post-test between an experimental group 1 and an experimental group 2 at State Junior High School 2 Kampar?
5. Is there any significant difference of students' writing ability of post-test mean scores between an experimental group 1 and a control group at State Junior High School 2 Kampar?
6. Is there any significant difference of students' writing ability of post-test mean scores between an experimental group 2 and a control group at State Junior High School 2 Kampar?
7. Is there any significant difference of students' writing ability between pre test and post-test mean scores of the experimental group 1 at State Junior High School 2 Kampar?
8. Is there any significant difference of students' writing ability between pre test and post-test mean scores of the experimental group 2 at State Junior High School 2 Kampar?
9. Is there any significant difference of students' writing ability between pretest and posttests mean scores of the control class at Junior State Junior High School 2 Kampar?

I.6 Significance of the Study

This study has been conducted because some changes happen in teaching and learning process in the class, such as, the increasing of Minimum Completeness Criteria (MCC) for English subject, improving teachers' strategies in teaching and learning process that become the efforts to make students more

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.

interested and motivated in learning English as well as they also become more active, creative and innovative in teaching and learning process. Then, the changes of teachers' strategies in teaching and learning process, the teachers are able to determine which strategy is better to implement in teaching writing ability between Imagery and Cubing strategies.

In line with the statement, it can be used to increase the teacher's knowledge about teaching writing ability by using Imagery and Cubing strategies. The teachers give students chances to be creative in solving the problems about the subject matter. By knowing good strategy through this study is very important not only to the students as object of education to improve the students' achievement, but also for the teachers to improve their teaching and learning strategies, especially in writing class..

I.7 Rationale of the Study

The researcher believes that there is a general dissatisfaction among lecturers regarding the low level of writing ability of the students. Meanwhile, writing is one of the most important language skills in the academic field. It is also a complex skill is developing second language competence but also their competence in connecting their writing to communicate.

To master writing skill, the students need good vocabulary and grammar in writing activity. It is not only related to know about what writing is but also to fulfill the meaning of communication in writing. It means the writing involves the

thinking process. Many teachers have a problem in teaching writing, because they have less strategy.

Chamnot (1999) finds that using organizational planning imagery, and check goals are good strategies to develop writing. It means that the students are easy to explore the idea in writing. Imagery strategy encouraging students' ability in writing, especially in writing a descriptive paragraph. By using imagery strategy, teacher can create an activity that motivates students to write. Beside, the students will easily develop their idea into good paragraphs and correct generic structure.

Cubing is a strategy designed to prepare students in reading and writing (Cowan & Cowan, 1980, Vaughan & Estes, 1986). In writing it can be used as a pre-writing activity to stimulate students' thinking about a topic. Cubing (Cowan & Cowan, 1980) is a technique that helps students approach reading and writing from different perspectives. Rather than giving the typical, perfunctory recount of a book or the content area chapter, students can learn with the simple roll of a cube from perspectives such as compare, associate, analyze, apply, evaluate, and satirize. Just as a cube has six sides, students are asked to explore topics using up to six different points of view.

Writing is a very important capability for being owned by students, writing is also an excellent communication tool. Through writing, each person will be able to convey feelings, ideas, and announcements to the others. Sharples (1999) states, actually, writing is an opportunity; it allows students to express something about themselves, explore and explain ideas. The students can convey their ideas

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.

in their mind by organizing them into a good text so that the others know them and they can think critically. Therefore, learning is very important to improve writing in particular learning of English in Indonesia because the writing is a process of transformation of thoughts and ideas into tangible forms of writing. In addition, many people choose writing. In, addition, many people choose writing as a means of effective and efficient communication of information to be conveyed in some ways like posting letters, business letters, and important information in a company's product.

1.8 Definition of the Terms

To avoid misunderstanding and misinterpretation of this research, it is necessary to define the following terms:

1. Imagery strategy

Tennessee (2000) states that imagery is an activity which leads learners through the process of adding details to sentence starter to create mental images of what they are writing. This activity will help to improve writing assignments, regardless of the subject matter by drawing on the experiences of the learners and using these experiences to vary and expand the vocabulary they use in writing.

2. Cubing strategy

Tompskins (1990) defines cubing is a literacy strategy which uses a concrete visual of a cube with its six sides to serve as a starting point of consideration of the topic within subject areas. The six sides are describing, associating, analyzing, applying, and arguing.

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.

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.

3 Strategy

Strategy is under the learner's conscious control; they are operations which a learner chooses to use to direct or check his or her own comprehension. The strategy has about students performed a few steps in learning process (Marianne, 2001).

4 Writing

Writing calls on two skills that are so different that they usually conflict with each other: creating and criticizing, it calls for the ability to create words and ideas out of yourself, but it also calls for the ability to criticize them in order to decide which is used (Elbow, 1998:7).

5. Writing Ability

Writing ability is specific ability which helps writers to put their ideas into words in meaningful form and interact with the message (SIL International, 2012:1). In this research paper, writing ability will be obtained from scores of students' writing works.