THE EFFECT OF PENS STRATEGY ON STUDENTS' ABILITY IN WRITING AT SMP IT MADANI PEKANBARU

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Abstract: *This research is aimed to find out whether or not there is significant effect of PENS strategy on students' ability at SMP IT Madani Pekanbaru in Writing. The research design is a pre-experimental research with one group pre-test and post-test design. The sample was all of students VIII. In order to collect the data, the pre-test and post-test were administered and then the data were statistically analyzed by using the t-test formula. The result showed that the mean score of post-test was higher than mean score of pre-test (67.61 > 59.68). The value of t-test was 11.360 while the value of t-table in significance level 5% df = 34 was 2.032. Since the value of the t-test was higher than t-table, it can be concluded that Alternative Hypothesis (Ha) was accepted and Null Hypothesis (Ho) was rejected. It means that there was significant effect of PENS strategy on students' ability in writing at SMP IT Madani Pekanbaru.*

Key Words: *Effect, PENS strategy, Writing Ability*

PENGARUH TEKHNIK PENS DALAM MENULIS PADA SISWA SMP IT MADANI PEKANBARU

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Abstrak: Abstract: Penelitian ini bertujuan untuk mengetahui ada tidaknya pengaruh yang signifikan dari Teknik PENS terhadap Kemampuan Siswa SMP IT Madani Pekanbaru dalam Menulis. Desain penelitian adalah penelitian pre-eksperimental dengan satu kelompok pre-test dan post-test. Sampel penelitian adalah seluruh murid kelas VIII. Untuk mengumpulkan data, pre-test dan post-test diberikan dan kemudian data dianalisis secara statistik dengan menggunakan rumus t-test. Hasilnya menunjukkan bahwa nilai rata-rata post-test lebih tinggi dari nilai rata-rata pre-test (67.61 > 59.68). Nilai t-test 11.360 sedangkan nilai t-table pada tingkat signifikan 5% dengan derajat kebebasan 34 adalah 2.032. Karena nilai t-test lebih tinggi dari t-table, dapat disimpulkan bahwa Hipotesis Alternatif (Ha) diterima dan Null Hypothesis (Ho) ditolak. Hal itu berarti bahwa ada pengaruh yang signifikan dari Teknik PENS terhadap Kemampuan Siswa SMP IT Madani Pekanbaru dalam Menulis .

Kata Kunci: Efek, strategy PENS, Kemampuan Menulis

INTRODUCTION

Writing is the way the students express their thoughts and feelings to the readers in written form. According to Barnet and Stubbs (2000), writing is the way of communication of making contact between the writer and the reader. That is why the writer needs to write clearly so that the reader can catch his/her ideas. Writing is considered the most difficult and complicated skills to be learned because to make the readers understand the students' idea, they have to know more vocabularies and be able to use them in correct sentences.

Based on the curriculum 2013 syllabus, the first year students of Junior High School are required to study only one kind of text in the second semester that is descriptive text. According to Keraf (2006), descriptive text refers to transfer images, the feeling that conveys the image to the readers in order to imagine what is being described. By looking the object, the students explore their ideas in good paragraphs. It means that the writers should describe clearly and have many ideas to write a descriptive text. Because descriptive text is very important to be learned, students are expected to master writing descriptive texts but based on informal interviews with some English teachers at SMP IT MADANI Pekanbaru, there are several problems faced by students in writing descriptive text. In addition, base on the observation of the school at SMP IT MADANI , the writer found that many students could not write these texts in good order. They tended to have mistakes like; capital letters, punctuation, generic structure, language feature, spelling, and overall paragraph. Although they had been given a topic to write, they could not automatically start their writing assignment. It happened because they lacked understanding of grammar, and they did not know how to recognize their text to write. The problems made the students frustrated, so that they tended to stop their writing or write in mistakes. It was because they did not know how to guide them in developing their ideas and put them in written form.

To solve these problems, the students need a technique to help them easy to express and organize their ideas in writing descriptive text. One of the strategies that can make the students find it easy to express and organize their ideas is pens strategy. Pens strategy is a technique to make the students find it easy to absorb information into their brain and take it out from their brain. This method will be applied in the pre-activity of writing.

Furthermore, the Pick Explore Note Search (PENS) Strategy is one of the strategies to guide the students to write a simple text that is structured and controlled. Using this Strategy, the student can increase in learning writing sentences by revising the Pick Explore Note Search (PENS) Strategy.

Due to the facts of the previous explanations, the researcher decided to conduct a research to find out whether there is a significant effect of using PENS strategy of the grade 8 SMP IT Madani Pekanbaru in writing descriptive text. These things make writer decide to investigate the title "The Effect Of Pens Strategy On Students' Ability In Writing Descriptive Text At SMP IT Madani Pekanbaru".

METHODOLOGY

This research was conducted at SMP IT Madani Pekanbaru. The design of this research is a pre-experimental. This research was conducted by using, one group pre-test – post-test. It involved a single group that was pre-test, exposed treatment and post-test and one class was involved in this research. The researcher compared the scores in pre-test and post-test to see whether the treatment is effective or not on the students' writing ability in writing.

Table 1.1 Pre-test and Post-test Design

Pre-test	Treatment	Post-test
O1	X	O2

(Sugiyono, 2011)

This research was conducted by using, one group pre-test – post-test. It involved a single group that was pre-test, exposed treatment and post-test and one class was involved in this research. The researcher compared the scores in pre-test and post-test to see whether the treatment is effective or not on the students' writing ability in writing. In this study, the population of the study include all the second years student of SMP IT Madani Pekanbaru. In doing the research, the researcher administered two writing tests; pre-test and post-test. The students were assigned to write descriptive texts. The writing tasks were about people, animals and things around the students. The raters assess students' writing by following scoring rubric adapted from Brown (2007). The components of writing that were assessed are content, organization, grammar, vocabulary, mechanics. Before applying the treatment, the researcher administered a pre-test to find out the students' writing ability in writing descriptive text. The students had to chose a topic from three topics given and had 60 minutes to write a descriptive text about it. Then, the students' writing was assessed by the three raters while the researcher was applying the treatment. The researcher applied the pens strategy to teach the students about writing. The procedures and lesson plan of the method were applied in the treatment. The treatment was conducted six times. The steps were The teacher explained the definition of descriptive text, the generic structure of descriptive text, tenses used, pronoun, and conjunctions.The students tried to explain about how to describe person.The teacher gave the examples of describing person. The teacher guides the students decide on goals and theme based on the picture. Then, the students choosing one topic. So they can know what they should write on their paper. The students have to explore the words to fit the sentence that has been choose sentence. Next, the student write down the sentence from the formula that they choose. The teacher guides the students to make word to be sentences related words that had been explore by them. In the last step of PENS, the student should examine the sentences to make sure that it is a complete sentence and identify the subject and verb. After the student colleting their paper, the teacher correct the students' sentences and explain the major mistakes made by them. In this stage, the teacher checked the students' writing and gave some feedbacks. After applying the treatments, the researcher administered a

post-test. The students had to choosing one topic from three topics given and had 60 minutes to write a descriptive text about it.

The students' writing was assessed by the three raters. To know the classification of students' writing ability, the students' score on the pre-test and post-test were classified in order to make the scores clearer based on the following classification:

Table 2. Classification of the Students' Writing Score

No.	Test Score	Classification
1.	80 – 100	Excellent
2.	60 – 79	Good
3.	50 – 59	Average
4.	0 – 49	Poor

(Adapted from Haris 1974)

After administering the post-test, the researcher compared the result of pre-test and post- test. The last step is to test whether the alternative is accepted or rejected. To know the answer, the data were analyzed statistically by using t-test formula. The researcher found out the complete result in SPSS including the mean, standard error mean, standard deviation, and degree of freedom. The criteria of testing the hypotheses according to Syofian (2013), if the t-test is higher than t-table (t-test > t-table) then the null hypothesis (ho) is rejected and if the t-test smaller than the t-table (t-test < t-table) the alternative hypothesis (ha) is accepted and if mean score of pre-test is smaller than post-test, the null hypothesis (ho) is rejected and alternative hypothesis (ha) is accepted.

RESULT AND DISCUSSIONS

The objective of the research was to find out whether there is a significant effect of using PENS strategy on students' ability in writing descriptive texts. It means that the students need to write descriptive text before and after the treatment. After applying PENS strategy, the result was found out. The students were assessed in five aspects, they are: content, organization, vocabulary, grammar, and mechanic.

The Results of Pre-test

After conducting the pre-test, the attained mean score is **59.68** for the pre-test, median **57.91** and the mode is **54.17** which were got by 2 students. In addition, the standard deviation is **10.37** while the standard error mean is **1.75**. The students' ability in writing descriptive text can be seen on the table 3

Table 3. Students' Ability level on Pre-test

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Excellent	1	2.9	2.9	2.9
	Good	12	34.3	34.3	37.1
	Average	16	45.7	45.7	82.9
	Poor	6	17.1	17.1	100.0
	Total	35	100.0	100.0	

Writing ability on the second year students of SMP IT Madani Pekanbaru was not really good. It can be seen from the result of pre-test. Table 4.1 shows that most of the students' writing ability was in average to good level with the scores are 51.67. It shows that the students still difficult to write a good descriptive text by following the components of writing

The Results of Post-test

After the researcher applied the treatment, the post-test were administrated. The students' post-test result shows that mean score of post-test was **67.61** and the mode is **71.25** which were got by 8 students. Median is **70.00**, standard deviation is **7.74** and standard error mean is **1.30**. The student ability in writing descriptive text after treatment was applied can be seen on the table 4

Table 4. Students' Ability level on Post-test

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Excellent	2	5.7	5.7	5.7
	Good	28	80.0	80.0	85.7
	Average	4	11.4	11.4	97.1
	Poor	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

Writing ability of the second year students of SMP IT Madani Pekanbaru improved after the treatment was applied. It can be seen from the result of post-test. Table 4.2 shows that the students writing ability level is good to excellent with the score are 61.25 – 82.50.Thus, the increase of the students score on pre-test and post-test indicate that the treatment given has significant effect on the students writing ability in writing descriptive text

Result of T-test

After conducting the post-test, the data were analyzed by using t-test formula to find out whether the hypothesis is accepted or not. The researcher found out the complete result in SPSS 2.30 including the mean, the variance, standard deviation, standard error mean, and degree of freedom of the test that can been on the table 5

Table 5. Result of T-Test
Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 post test - pre test	7.93229	4.13102	.69827	6.51323	9.35134	11.360	34	.000

Table 6 shows that the standard deviation is 4.13102 after obtaining the standard deviation; the standard error can be calculated. The standard error mean is .69827.

Based on the data analysis, the mean different was significant. The value of t-test is 11.360 with the level of significance (α) = 5%. Then, according to the result, the t-test was larger than the t table on significant level 5%. The level of significance was **11.360 > 2.032**. It means that the alternative hypothesis regarding the effect of Pens strategy was accepted and null hypothesis was rejected. In other words, there is a significant effect of PENS strategy on the ability of the second year students of SMP IT Madani Pekanbaru in writing descriptive texts.

DISCUSSIONS

Based on the research technique, the teaching learning process was divided into three steps, the first was providing students with pre-test before doing treatment. The second step was providing treatment or teaching about descriptive text using PENS strategy to improve students' writing ability in descriptive text, and it was done in six meetings. The third step was post-test. The aim of post-test was given to see or know the results of treatment that had been done by using PENS strategy whether there is effective or not.

After conducting this research, the researcher can prove that the PENS strategy is suitable and appropriate technique in teaching writing especially in descriptive text. Boyle and Scanlon (2010) argue that PENS strategy can assist students in writing a variety of sentence type. It means that, this strategy helps students to know formula and type of sentence in writing process. Therefore, the students understand and easy to make a good sentence.

During the implementation of the teaching technique, the students began brainstorming everything they have already known about a topic. In the first and second meeting, the students were lazy to make a pens strategy about the topic given because they still felt bored and had limited creativity to develop the ideas. Consequently, they make a noise in the classroom and didn't pay attention to the teachers' explanation. By giving them motivation, they tried to do the activity the teacher asked. At first, the teacher offered the suitable topic for the students. The topics were about people, animals, and things around them, after that the students discussed the world related to the topic and the teacher asked them to create a pens strategy based on the topic that they have chosen. Then, the teacher asked them to write a simple descriptive text based on their pens strategy. When a student got stuck to write a descriptive text, the teacher and other students gave some feedbacks that could be a comment or correction. This step applied in 6 times. So Pens strategy technique help the students to improve their creativity and make them happy to follow teaching learning process.

The data analysis shows the result of the application of pens strategy technique on students' writing ability. The average score of the students' writing ability in the pre-test is 59.68. It is categorized as average level. Some students got low scores. On the other hand, the average score of the students' writing ability in the post-test is 67.61 which is categorized as good. It shows that the post-test result is better than the pre-test result. It indicates that there is an improvement in the students' writing ability.

This finding is in line with the finding of previous research from Septya Nastuti Almi (2017). The research result showed that there was a significant effect of using PENS strategy on students' writing ability and their motivation because the significance was $0,000 < 0,05$, it means that Ha is accepted while H0 is rejected. At last, it could be concluded that PENS strategy could be applied in teaching writing descriptive text at SMAN 3 Duri mandau.

Finally, the finding of this research shows that: There was a significant effect of using Pens strategy technique on the ability of the first year students of SMPN 8 Pekanbaru in writing descriptive texts. The data analysis shows that the t-test is higher than the t-table (11.360 >2.032). Hence, the alternative hypothesis is accepted. It can be stated that Pens strategy technique is valuable and effective to improve the ability of the first year students of SMPN 8 Madani Pekanbaru in writing descriptive texts.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the research findings, the writer makes some conclusion as follows:
After analyzing the data of this research, it can be stated that there is an improvement of the students' ability in writing descriptive texts after being taught by PENS strategy. It can be seen from the students' score on post-test (67.61) was higher than students' mean score on post-test (59. 68). Then it was found that the value of t-test (11.360) was higher that t-table (2.032). Therefore, the alternative hypothesis was accepted and the null hypothesis is rejected. There is significant effect of PENS strategy on students' ability in writing descriptive text of the second year students' of SMP IT Madani Pekanbaru.

Recommendation

Based on the conclusion above, the researcher would like to give some suggestions. For English teachers, they are suggested to use interesting strategy, method, or technique to make teaching and learning process become enjoyable and effective. So, the teacher also can apply PENS strategy in teaching to make the students enjoy in learning English. Moreover, the teachers suggested to give more activities which are aim at improving the students' vocabulary and grammar since it is proved that the lower score of pre-test and post-test of students writing ability is in grammar and vocabulary.

For the students, they are suggested to study using PENS strategy, learn a lot of material, and practice writing. Students also should force themselves to improve their vocabulary and grammar. Some suggestions above are given based on the research by the researcher. The researcher hopes those suggestions can give positive contribution for improving the teaching and learning process at SMP IT Madani Pekanbaru.

For other researchers, it is suggested that other researchers are suggested to conduct a research by using PENS strategy with different population, text, and in more meetings. In addition, they should organize the time as good as possible in conducting the research effectively in order to get satisfied results.

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