



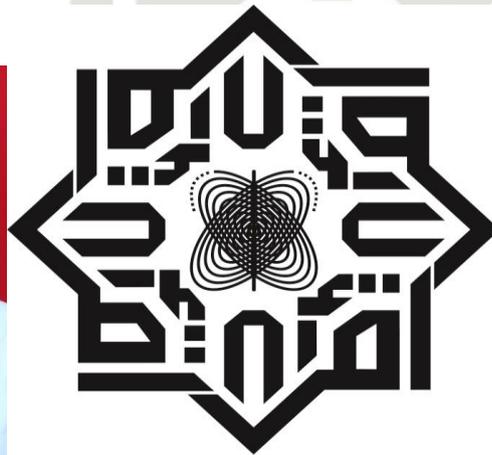
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COMPARATIVE STUDY ON THE EFFECT OF DEFENDS AND PENS STRATEGIES ON STUDENTS' WRITING ABILITY AT SMPIT AL IHSAN BOARDING SCHOOL KAMPAR REGENCY

THESIS

**Presented to State Islamic University Sultan Syarif Kasim Riau
In partial fulfillment of the requirements for the degree
of Magister in English Education**



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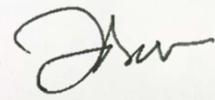
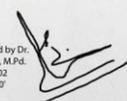
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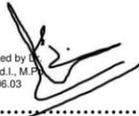
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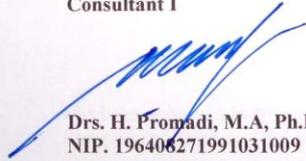
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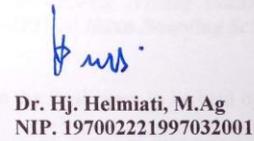
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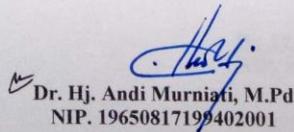
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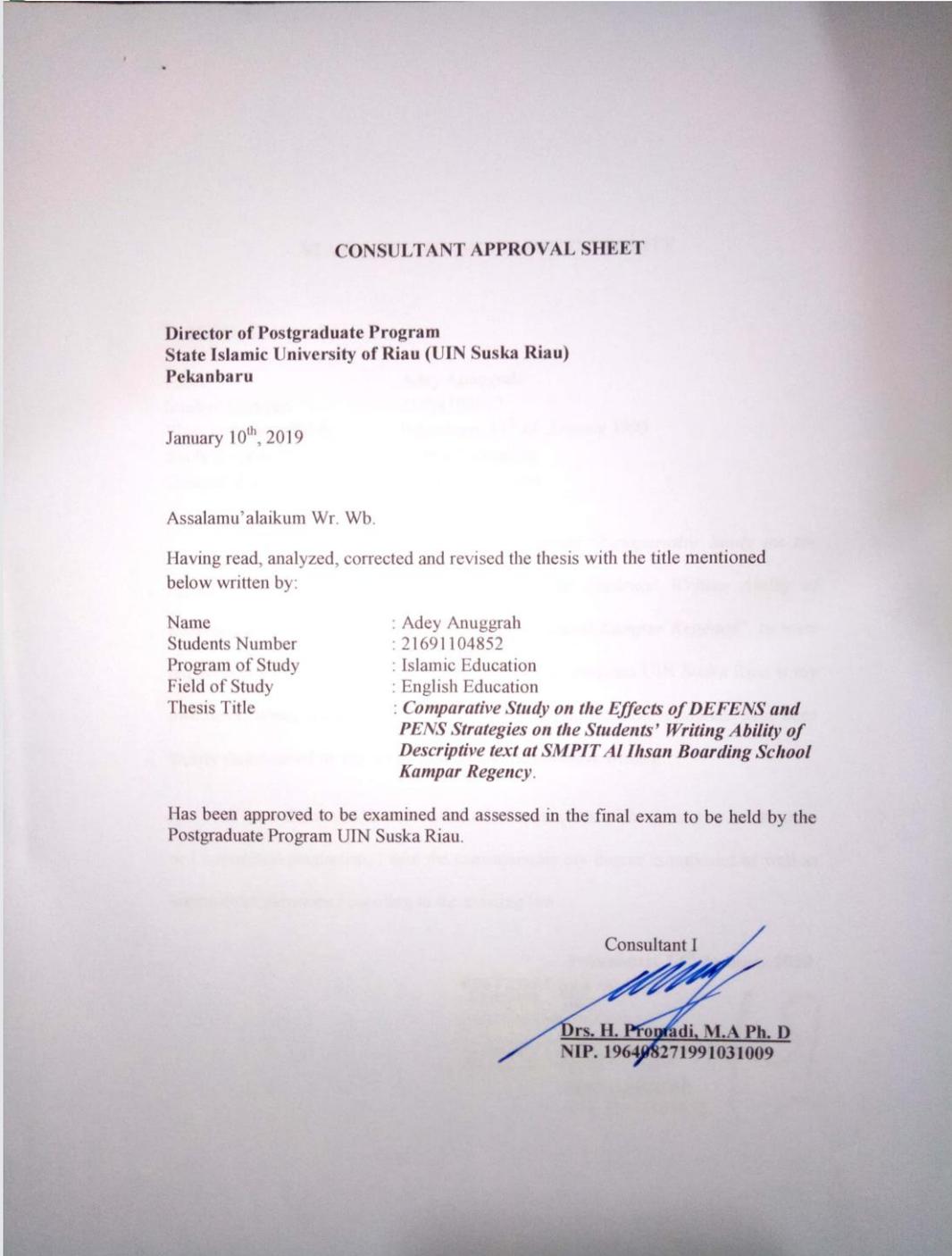
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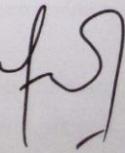
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allah the Most Gracious and the Most Merciful

Praise belongs to Allah Almighty, the Lord of the universe. Regard and pray to our Prophet Muhammad, Peace Be upon Him.

This thesis is written and intended to submit a partial of the requirements for the master program in English Education major at the postgraduate program of State Islamic University of Sultan Syarif Kasim Riau. The thesis entitled "Comparative Study on the Effects of DEFENS and PENS Strategies on the Students' Writing Ability of Descriptive text at SMPIT Al Ihsan Boarding School Kampar Regency". The writer would like to express her gratitude and sincere thanks to:

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Finally, the writer realizes that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis. May Allah Almighty, the Lord of universe bless you all. Aamiin

Pekanbaru, January 13th, 2020

Writer,

ADEY ANUGGRAH

SIN. 21691104852



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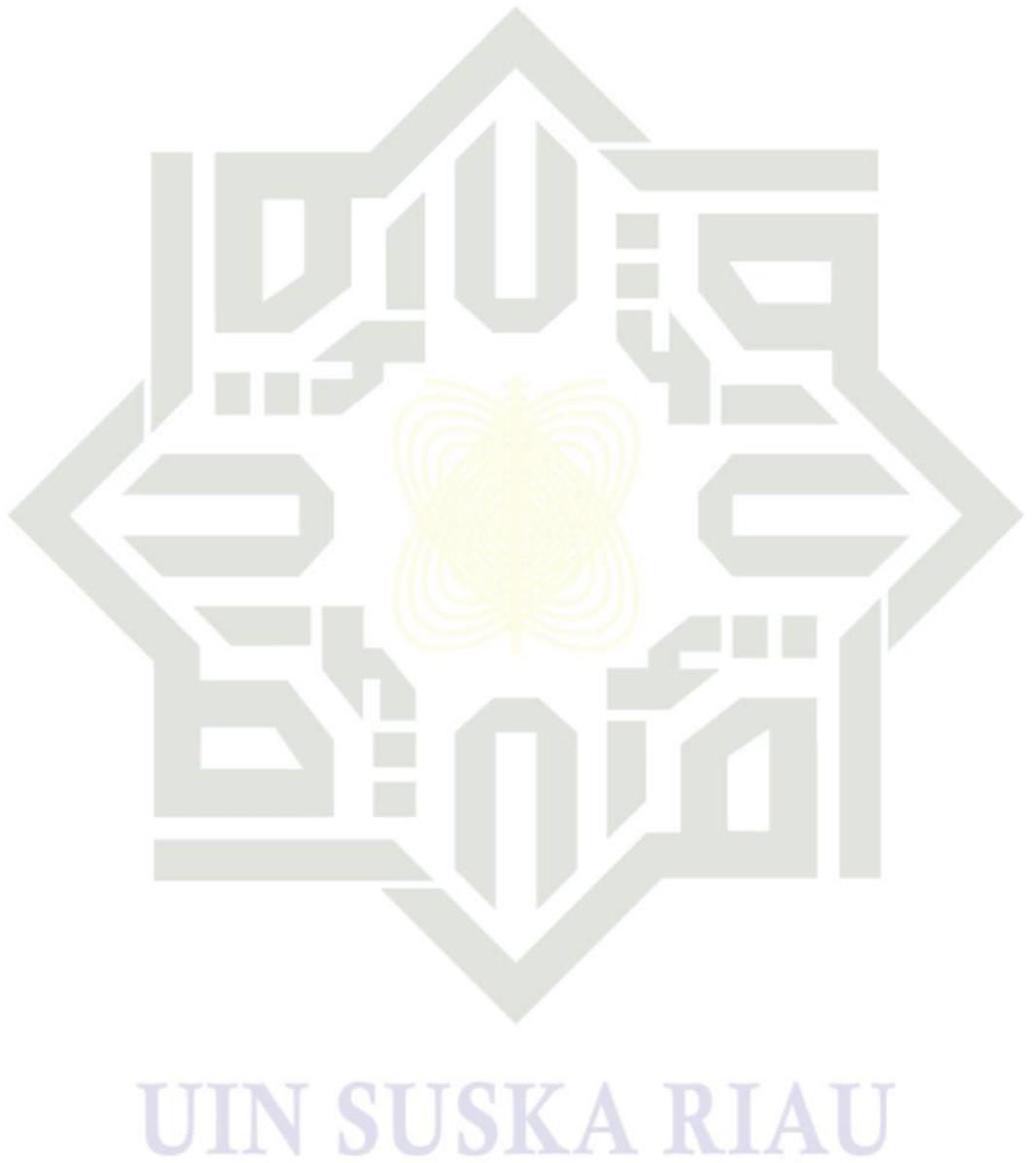
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ABSTRACT

Adey Anugrah (2020) : Comparative Study on the Effects of DEFENS and PENS Strategies on the Students' Writing Ability of Descriptive text at SMPIT Al Ihsan Boarding School Kampar Regency.

This main aim of this research was to find a significant difference of students' writing ability taught by using DEFENDS strategy and PENS strategy at the seventh grade students of SMPIT Al Ihsan Boarding School, it was found that students still got many difficulties in writing skill. They got difficulties in stating topic ideas in developing essay writing, stating the control ideas, developing essay writing, comparing the subjects, and contrasting the subjects. The design of this research is a quasi - experiment study that focusing on quantitative research. The subject of this research was seventh grade students at SMPIT Al Ihsan Boarding School. The object of this research was comparing between the use of DEFENDS strategy and PENS strategy on students' writing ability. The sample was three classes; Experiment class 1 (27 students), Experiment class 2 (27 students) and Control class (27 students). The total sample was 81 students by using cluster sampling. The observation list and test were used to collect the data and data was analyzed by using compare means and t-test by using SPSS 20.0. the last finding of this research was found that there was no a significant difference on students' writing ability between using DEFENDS strategy and PENS strategy if it was looked on t test result, but in eta square calculation, the result in percentage are quite significant difference. Comparing the mean score and eta square calculation. DEFENDS strategy was 78.18 and the eta square was 89%. Mean score of PENS strategy was 75.92 and the eta square was 77%. The hypothesis testing was show the result of post T-test 1.40, then score of sig.(2-tailed) is 0.167. If we act to null hypothesis (H_0) that is 0.05, it means that the score of sig.(2-tailed) was higher than score of H_0 . Therefore, the null hypothesis was accepted and the alternative hypothesis was rejected. It means that there is no a significant difference of students' writing ability taught by using DEFENDS strategy and PENS strategy at the seventh grade students of SMPIT Al Ihsan Boarding School. At last, it shows that DEFENDS strategy was bigger in effect size than PENS strategy by looking from eta square calculation and Cohen d table classification.

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ABSTRAK

Adey Anugrah (2020) : “Studi Perbandingan antara Penggunaan Strategi DEFENDS dengan Strategi PENS terhadap Kemampuan Siswa Menulis di SMPIT Al Ihsan Boarding School”

Tujuan utama dari penelitian ini adalah untuk menemukan perbedaan yang signifikan pada kemampuan menulis siswa yang diajar menggunakan strategi DEFENDS dengan strategi PENS pada SMPIT Al Ihsan Boarding School. Berdasarkan dari pre observasi di SMPIT Al Ihsan Boarding School, di temukan bahwa siswa masih menemukan banyak kesulitan dalam menulis. Mereka sulit untuk menentukan topik tulisan dalam mengembang tulisan essay. Menentukan ide pokok, serta membandingkan subjek. Desain penelitian ini adalah quasi - eksperimen yang terfokus pada penelitian kuantitatif. Subjek penelitian ini adalah siswa kelas tujuh di SMPIT Al Ihsan Boarding School. Dan objeknya adalah perbandingan kemampuan menulis mahasiswa antara penggunaan strategi DEFENDS dan PENS. Sample penelitian ini adalah 3 kelas; kelas eksperimen 1 terdiri dari (27 siswa), kelas eksperimen 2 terdiri dari (27 siswa) dan kelas kontrol terdiri dari (27 siswa). Totalnya 81 siswa dengan menggunakan sample klaster. Test dan observasi digunakan untuk medapatkan data dan untuk menganalisis data menggunakan perbandingan rata-rata dan t-test dengan menggunkan SPSS 20.0. hasil dari penelitian ini ditemukan bahwa tidak terdapat perbedaan kemampuan menulis mahasiswa dalam menggunakan strategi DEFENDS dengan PENS ditinjau dari perbedaan skor mean kelas eksperimen menggunakan independent t test, sedangkan perbedaan dapat terlihat lebih jelas apabila dilihat dari perhitungan eta square dan tabel klasifikasi cohen d. Perbandingan nilai rata – rata strategi DEFENDS adalah 78.18 dan nilai eta square adalah 89%. Nilai rata – rata strategi PENS adalah 75.92 dan nilai eta square adalah 77%. Percobaan hipotesis juga terlihat dari hasil akhir t-test 1.40, dengan nilai sig.(2-tailed) adalah 0.167. jika kita cobakan kepada null hipotesis (H_0) yang bernilai 0.05, ini membuktikan bahwa nilai sig.(2-tailed) lebih besar dari pada nilai H_0 . Oleh sebab itu, null hipotesis diterima dan alternatig hipotesis tidak diterima jika dilihat dri perbandingan independen sample t test, sedangkan apabila dilihat perbandingan hasil eta square terlihat perbandingan yang cukup signifikan yaitu 89% untuk penggunaan strategi DEFENDS dan 77% untuk penggunaan strategi PENS. Terakhir, terlihat bahwa strategy DEFENDS lebih memeberikan ukuran efek lebih besar dibandingkan penggunaan strategi PENS.

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الملخص

أدي أنوجراه (2020)

"دراسة مقارنة بين استخدام إستراتيجي defends واستراتيجي pens في إمكانية الطالب الكتابية بمعهد الإحسان رياو المرحلة الثانوية"

إن الهدف الرئيسي من هذه الدراسة يكمن في إنشاء الفرق البين بين الإمكانية الكتابية للطلبة المنتهجة باستراتيجية defends مع استراتيجية pens في المرحلة الثانوية بمعهد الإحسان رياو. وذلك لأن ظهر أن الطلبة كثيرا ما يجدون الصعوبة في الكتابة لما خفي عليهم في تعيين لب الموضوع في تحريك الكلام النثري، وتعيين الفكرة الأساسية مع مقارنتها.

تشكلت هذه المبتحة بالدراسة التطبيقية المخصصة في الكمية التي تدور حول طلبة الصف السابع في المرحلة الثانوية. وموضوعها مقارنة الإمكانية الكتابية للطلبة بين استخدام إستراتيجي defends وإستراتيجي pens. وأنموذجها تتمثل في ثلاثة فصول: الفصل التطبيقي الأول يتكون على 27 طالبا، والفصل التطبيقي الثاني يتكون على 27 طالبا، والفصل الرقابي يتكون على 27 طالبا. فجموع الكل مكون على 81 طالبا على حسب النموذج الفصلي. ويمكن الاستفادة بالاختبار والمتابعة للحصول على البيانات، وبالتالي لتحليلها بالمقارنة بين المجموع التراكمي والاختبار بـ 20.0.spss.

ونتيجة هذه الدراسة أنه لا يوجد الفرق بين الإمكانية الكتابية للطلبة باستخدام إستراتيجي defends وإستراتيجي pens بالنظر إلى مقدار النتيجة التراكمية للفصل التطبيقي باستخدام independent t test. إلا أن الفرق يوجد واضحا بالنظر إلى عدد eta square وقائمة تقسيمية d. المجموع التراكمي لإستراتيجية defends 78,18. ونتيجة eta square 89%. والمجموع التراكمي لإستراتيجية pens 75,92. و eta square 77%. والتجربة الفرضية أيضا تظهر من الحاصل الأخير test 1.40 بنتيجة (2-tailed) sig. 0,05.

وإذا طبق على null hipotesis (h_0) يظهر لنا أن نتيجة sig.(2-tailed) أكبر من h_0 . لذلك null hipotesis كان مقبولا و alternating hipotesis غير مقبول بالنظر إلى independen sample t test. لكن بالنظر إلى eta square نجد المظهر البين وهو 89% بإستراتيجية defends و 77% بإستراتيجية pens. وبه يتبين أن إستراتيجي defends أقوى تأثيرا من إستراتيجي pens.

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CHAPTER I**INTRODUCTION****Background of the problem**

English is one of the languages that many people around the world use for communication. It is called as an international or a global language. According to Crystal (2003:29) he declares that English is now represented in every continent, and in islands of the three major oceans – Atlantic (St Helena), Indian (Seychelles) and Pacific (in many islands, such as Fiji and Hawaii). It is this spread of representation which makes the application of the label ‘global language’s a reality. It shows that the users of English language are almost countries around the world. That is also the reason English Language study becomes the most popular subject of language learning around the world.

In Indonesia educational system, English is taught in some level of school. Starting from elementary level until university level, English becomes one of the important subjects to be learned by the students. English consists of four skills language ability. They are listening, speaking, Reading and Writing. As Brown (2001:232) states that English consists of four language skills in English. In term of the language skill study, the four language skills of English are divided to be two types.

The first is receptive skills, there are listening and reading. The second types is productive skills, there are speaking and writing. All of the language skills also naturally are mastered by different way. Speaking and listening are mastered naturally. It means that people don't need to take a formal education to master the strategies. People get the skills from imitating their mothers since they were born. On the other hand, reading and writing are mastered by doing educational process. It means that people will get the skills by doing a formal school educational system. In this research, writer will focus on exploring the writing skill in language learning. Writing is one of English skills. So far as we know that every skills has the purpose; each purpose must be reached by the other skills. Hence, the purpose of writing ability is to show and deliver the ideas that writers/students have. Writing ability is an effort to describe the ideas through writing. It says that it is an artefact culture that has been use far away years behind.

Reinking Hart Von Der Osten (2007: 4) says organize writing well and to get good respect from the readers, someone has to determine first the purpose of his writing before he writes. Clear purpose should guide the effort in writing. Purpose, as people might expect, grows out of the writing situation. Someone explores the consequence of the greenhouse effect in a report of his science instructor. One writes an editorial for the college newspaper to air his frustration over inadequate campus parking. Clearly, one's purpose stems from the writing situation. Meaning that it can be

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concluded that the target is very important to produce a better writing, by having a purpose someone can aim his writing to the specific intent to make it clearer for the readers. In addition, by having purpose a writer can write easily and the readers can identify the writing based on his purpose.

Writing is a productive activity which means that people who write is meaning to create something. Especially in English language learning, writing is one of the language skills that should be known and mastered well by every language learning students. Writing is a process of thinking in expressing ideas of someone. The ideas are coming from some of the trusted references, especially if you want to conduct an academic writing product so that it is a must to conduct your writing product based on the trusted references. The statement from Elbow comes to strength (1998: 7) he says writing calls on the ability to create words and ideas out of yourself. Writing as a product skill totally concerns about how the writer control, express, and explain the data through the papers. Reid (1982: 42) says that academic writing always deals with the way of expressing the ideas. The assignment requires that the writer should explain the ideas, opinions, and processes clearly in the papers.

In a formal school curriculum, writing becomes one of a language skill that should be learned by every student. The ability to write has become an indispensable skill in students' life. Almost every aspect of students' life in school is carried out in writing forms such as exercise, homework, project papers, reports, and even final exams, thus, we can

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realized how important the role of writing for students in educational world. In an international journal of social and humanistic sciences, Hosseini, et.al (2013: 10) says that writing skill can be major criteria towards better academic position and greater educational success. However, this good advice will be lost if students do not believe the importance of writing skills in helping them achieve academic mastery.

Writing is not only just about production, it is also about the process. It is called as process of composition. It means that students should be able to construct their ideas which truly still in abstract form into a good well construct of writing essay product. It should be good in grammar, structure, punctuation, coherence, and logically to be enjoyed by the reader. Those all totally need a great control. It is in line with the statement of Wingersky (1999:2); he states that writing is a good activity to control your ideas and express the ideas on the papers. Another expert also think the same, Westwood (2008 : 56) says that a writing composition involves complex thinking that must integrate multiple component including the topic or theme, choice of words, organization, purpose, audience, clarify, sequence, cohesion, transcription. It also declares that how complex the writing activity is. Truly, writing is not a piece of cake of a work.

Based on the preliminary study and observation to the field at SMPIT Al Ihsan Boarding School which was conducted on Monday, July 24th 2017, writer tried to find some facts about teaching and learning

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English language process in the school, especially in writing subject. This school is one of a great school in Kampar regency. The school is one of a school units in Al Ihsan Boarding School Riau. It is really unique to see that the school is a boarding school but it still puts the skill of foreign language as a point of the target for the students after finishing their study here. It states in the list of IBS graduation assurance which sounds “proficient in using foreign languages such as Arabic and English”. The school really wants to produce many students that will be ready to face the high level of study especially in a broad

The research focused on the seventh grade students and writing ability of the students in descriptive text. The teacher explained about teaching and learning experience processes in the class. Teacher have used some conventional strategies to help him teaching in the classroom, especially in writing. The strategy which is used by the teacher is conventional strategies, such as lecturing, pair teaching, simple group discussion and etc. With all the efforts that teacher has already done, some problems still appeared among the students. It was a real problem that the teacher always found in teaching and learning in term of students’ writing ability.

Based on the pre observation interview with the English teacher in the school, the teacher said that some common problems among his students in English subject, especially writing, that were found were (1); they were usually feel in pressure situation when they did the writing

assignments, anxiety (2); Students were hard to follow the materials (3); and all the problems lead the students into a situation that they were hard to express their ideas in their mind (4). It is the same with some expert says about problems among the students in writing; an incoherent text fails to communicate ideas which causes lack of confidence in learners even if they have mastered syntactic, lexical and grammatical command over text composition (Rico, 2014: 65-86). Students' lack of confidence is also caused by a teaching strategy which does not conform to students' learning styles and cultural backgrounds (Ahmad et al., 201: 95-101). It is argued that poor writing skills originate from two factors: the teacher and the learner. Teachers lack appropriate pedagogic approach to teach writing, including providing prompt and effective feedback to students, and most crucially, teachers' lack of ability to motivate students (Fareed, M, et.al, 2016: 83).

The problems create a situation among students in term of reaching or creating a good writing project. The teacher said that the products of students' writings were not good enough to be scored. There were still many mistakes that showed up in their papers. Also the situation and condition during the writing subject were strange among the students. They couldn't enjoy to follow the materials. There were something in their minds and feelings that looked to press them during the subject. The situation and condition continued when they had to do the writing test. They were hard to develop their ideas and there were still many errors in

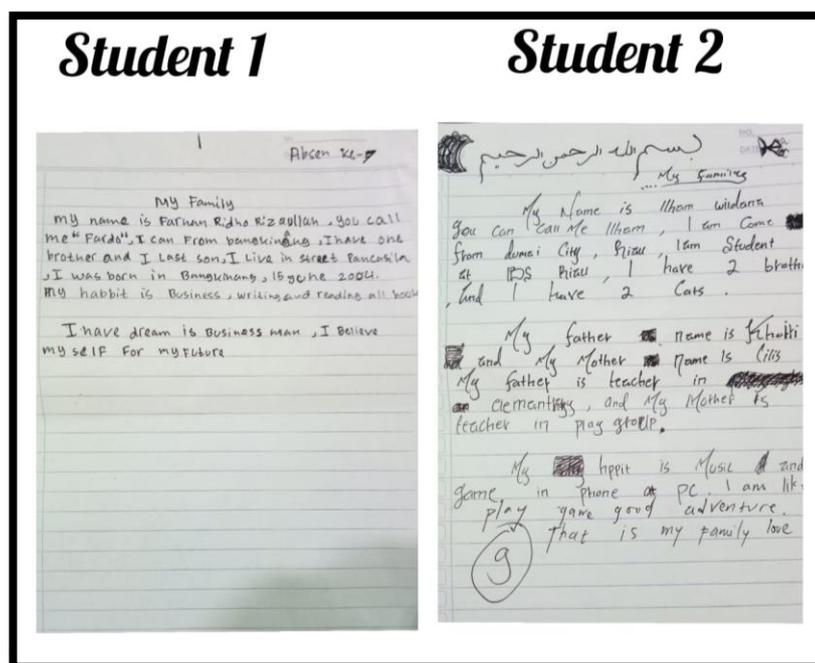
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their grammatical use, vocabulary mastery, and creating ideas. It can be seen from the students' worksheets below:



. There are some mistakes in students' writing such as grammatical and vocabulary mastery. Say for example in student 1 paper, the sentence "I have dream is business man"; there are many mistakes on it. It should be "My dream is to be a businessman". Also by seeing the content of their writing, it can be conclude that the writing is weak in developing the idea. The story were jumping around. It means that the part of introduction and description in descriptive were not well written yet. It can be seen on the students 2 paper. The topics were not described well. Jumping to one topic and directly to the others. That is why there were still many problems on students' writing ability at the school.

Based on the pre observation; interview about teaching experience of the English teacher at the school and seeing students' worksheets above, the writing ability of the students were still in a real problem even the teacher has already used some strategies to help him in teaching the students. According to the situation, Researcher feel curious and like to introduce new strategies in writing for the teacher and the students to be used. It can be seen to examine and compare the effects of using the strategies. The strategies are DEFENDS and PENS strategies. The reason why these strategies are used for the research in this school is that by seeing the strategies that has been used by the teacher before. The strategies that were used by the teacher for writing included in the conventional strategies, such as lecturing, pair teaching, simple group discussion and etc. The DEFENDS and PENS strategies are mnemonics strategy which mean that the strategies that focus on the process of the learning activities step by step. DEFENDS consists of Decide – Estimate – Figure – Express – Note – Drive – Search (DEFENDS), and then PENS, It consists of Preview – Explore – Note – and See. The strategies help the students to develop their skill in writing by identifying and understanding the material step by step. It is easier to understand a thing step by step.

Brokop and Persal (2010: 20) state that the strategy of DEFENDS is one of mnemonics strategy that may help the students to organize their thoughts as they compose a text product. It is already tested by the expert that the strategy can improve the way of students construct the ideas and

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motivate the students by controlling the way of think in a great structured process so that it will increase the students' writing ability in English subject. Actually, the second strategy still concerns on the organization of composing process. And then about PENS, according to Nippold and Cheryl (2010: 10), they state that PENS strategy is a strategy that is used or designed to help students when they are going to write a text. By using the PENS strategy, the student can control their ideas and make a good writing by their own words and sentences. It means that the students are helped in every single process of their writing activity by using the PENS strategy.

Based on those identifications, problems and also the similarity of the strategies in concerning the aspects, structure and organization of the ideas, it is clear that this research is really good to be conducted in comparative research design; in order to see which one is going to give a better effect to the students writing ability. It is also assumed that how the language learning strategies give significant influence toward the students' English writing ability do. So it is appropriately to conduct a research entitled "*Comparative Study on the Effects of DEFENS and PENS Strategies on the Students' Writing Ability of Descriptive text at SMPIT Al Ihsan Boarding School Kampar Regency*"

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I.2 Statement of the problem

Writing becomes one of skills in English subject that is used by the teacher to measure students' language skill. It always be the one that will give a big pressure to the students. There are so many students get some serious pressure on this subject. Hughey, et.al (1983: 5) is in the same with the argument. He states that writing requires much more mental effort. Writer are forced to concentrate on both the *meaning* of ideas, that is, ensuring that what they write conveys their intended message, and on the *production* of the ideas, that is, producing the linear form in which ideas actually take shape on the page. Even they were guided to use some learning strategies. In the class, they still face some difficulties in developing their writing, such as lack of grammar, difficulties in finding and expressing ideas, and they are hard to interest in writing subject.

Based on the background above, it is clear that there are a lot of problems faced by the seventh grade students at the SMPIT Al Ihsan Boarding School in writing descriptive paragraph, according to the pre observation and interviews of the school English teacher. Actually, teachers have been applying the various strategies to guide or to teach the students. It is hoped that students will achieve the goals in syllabus of 2013 curriculum. The fact is that some students still get the learning outcomes which are lower than the teacher's expectation. The students have problem when writing a descriptive paragraph, example: problem in choosing appropriate vocabularies, using the correct grammars, describing

the objects, etc. Some grammatical errors were found when the students write a descriptive paragraph such as errors in using noun, verb, preposition, adjective, etc. And also the way of the students explore and developing their ideas in writing were still in problem.

It is supported by some experts' statements; Nunan (1989) argues that writing is an extremely difficult cognitive activity which requires the learner to have control over various factors; These factors vary from academic background and personal interest of the writer to various psychological, linguistic and cognitive phenomena (Dar & Khan, 2015: 121– 136); and Suwangard (2014, p.51) who states that the most grammatical errors found were errors in verb, and errors in determiner, noun, preposition, sentence structure, adverb, and adjective. This is a condition that indicate the students encountered challenges to meet teachers' expectation. Why could this happen? I can be said that one of the factor is coming from the choice of a proper and a better language strategy. It correlate to the approach of teaching writing that uses by the teacher nowadays. There are two approach in teaching writing, they are the product approach and the process approach. Since 1980's, process approach has been used more than product (see Applebee, 1981; Leki, 1989; or Rogers, 2012) since it emphasizes the composing process rather than the form.

The product approach to writing usually involves the presentation of a model text, which is discussed and analyzed. According to this model

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text learners construct a similar or a parallel text. This might seem a mechanical task; however, learners can discover the structure of the given discourse, its linguistic features and how its ideas are organized. The process approach to writing in contrast focuses on the development of language use: brainstorming, group discussion, re-writing. At this school, the teacher still used the product approach than the process approach. It can be a factor that effect the low score that were got by the almost students during writing subject. We should move on to the new era of teaching writing. People outside have already change the way they see teaching writing approach. It is more important to focus on the process than just product of writing. In this research, there are two new learning strategies that are going to be examined the effect using them towards students' writing ability. The strategies are a part of process approach in teaching writing because the strategies focus on the process activities in writing step by step. The strategies are DEFENDS consists of Decide – Estimate – Figure – Express – Note – Drive – Search (DEFENDS), and then PENS, It consists of Preview – Explore – Note – and See. The strategies help the students to develop their skill in writing by identifying and understanding the material step by step. It is easier to understand a thing step by step (Brokop and Persal (2010: 20); Nippold and Cheryl (2010: 10).

By examining these multiple problems, using quantitative approaches and trying to compare the effect of using both strategies, we

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can better understand which strategies that will give the students a big good effect in their writing ability and prove that the strategies are more suitable with the writing subject. With this understanding, researchers can better examine the use of both strategies and find out the effect on students' writing ability. The school teachers can play the role as a delivery of the strategies during the daily activity in English class. So that this research can help the teacher and students to plan a good way to enjoy the activity of writing; also getting a better score in passing grade at the last.

I.3 Limitation of the problem

Based on the background and statement of problems about students' writing abilities above, the study will focus on comparing the strategy use between DEFENDS and PENS strategies toward students' writing ability at seventh grade students of SMPIT Al Ihsan Boarding School. The scope of the study was limited as followed:

The research conducted at SMPIT Al Ihsan Boarding School which is located on Kubang Raya Street, Siak Hulu, Kampar Regency. It is because the school is easy to reach and it has a good management to be asked for help on the research. There were four meetings in one month. The population of this research is seventh grade students of SMPIT Al Ihsan Boarding School in academic year 2019/2020. Three classes used as samples of this research by using cluster sampling. Gay (2012:135) states

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that cluster sampling intact groups of population members with similar characteristics, not individuals, are randomly selected. They divided into experimental class I and experimental class II and one control class of the seventh grade students of SMPIT Al Ihsan Boarding School. The groups were selected by considering on the pre observation and test that showed all the classes are homogenous or the students' capability of the three classes are equivalent and taught by the same English teacher.

Purpose and Objectives of the study

The purpose of this study is going to compare the use DEFENDS and PENS strategies toward students' writing ability at seventh grade students of SMPIT Al Ihsan Boarding School.

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

1. To examine whether there is a significant effect on students' writing ability taught by using DEFENDS strategy at the seventh grade students of SMPIT Al Ihsan Boarding School.
2. To examine whether there is a significant effect on students' writing ability taught by using PENS strategy at the seventh grade students of SMPIT Al Ihsan Boarding School.
3. To examine a significant difference of students' writing ability taught by using DEFENDS strategy and PENS strategy at the seventh grade students of SMPIT Al Ihsan Boarding School.

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Research questions

Based on the limitation of the problem above, the research questions are formulated as the following questions:

1. Is there any significant effect of using DEFENDS strategy on students' writing ability at the seventh grade students of SMPIT Al Ihsan Boarding School?
2. Is there any significant effect of using PENS strategy on students' writing ability at the seventh grade students of SMPIT Al Ihsan Boarding School?
3. Is there any difference effect of using DEFENDS strategy and PENS strategy on students' writing ability at the seventh grade students of SMPIT Al Ihsan Boarding School?

I.6 Significance of the study

This study was conducted because some changes happen in teaching and learning process from production to progression. The way of teacher's thinking in seeing the students' achievements cannot only just stay in the score but teacher should also concern to the students' progresses during the teaching and learning process. It is like Blanka, (192013: 148) The product approach to writing usually involves the presentation of a model text, which is discussed and analyzed. According to this model text learners construct a similar or a parallel text. This might seem a mechanical task; however, learners can discover the structure of the given

discourse, its linguistic features and how its ideas are organized. The process approach to writing in contrast focuses on the development of language use: brainstorming, group discussion, re-writing.

The increasing of KKM score for English subject is also the reason; improving teachers' strategies in teaching and learning process that become the efforts to make students more interested and motivated in learning English as well as they also become more active, creative and innovative in teaching and learning process. Then, in term of the changes of teachers' strategies in teaching and learning process, the teachers should be able to determine which strategy is better to implement in teaching writing ability. It becomes one of the teacher's competencies in conducting a teaching and learning process. The strategies that teacher can use in writing ability are DEFENDS and PENS strategy. Both strategies were appropriate to conduct in teaching writing ability.

For the conclusion at this part, there are several reasons as the significances of this research. The first is to develop and to increase the researcher's knowledge of how to conduct a better strategy that will give a better atmosphere for the students to follow and enjoy the materials. Secondly, the study is to encourage the students' intrinsic motivation and interest to help them during developing their ideas in writing in order to improve their writing ability especially in conducting a descriptive essay project. Thirdly, the study is to provide valuable information for other English researchers about the effect of using a better and suitable strategy

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on students' writing ability. Fourthly, the study is useful for English teachers in developing appropriate policies and plans for promoting the important of the process activity in writing step by step than just focus on the product of the writing. Fifthly, it is also expected that the study gives meaningful learning experience to the students. Besides that, theoretically, the researcher's expectation is the result of this research would be useful information for developing suitable means to help boost students' writing ability in descriptive text.

1.7 Rationale of the study

The success in teaching and learning process depends on the teacher's effort and motivation in preparing a teaching and learning process. Preparing the use of some varieties strategies is believed by the teacher can make the process better and easier for the students in following the materials. The strategies are given by using DEFENDS and PENS strategy hopefully can lead and guide the learners to be easily to appreciate their capability in producing a writing essay. However it is a hard work and the researcher hopes that the strategy which the researcher designs to be going useful not only for lecturer but also for students in the teaching process. Teacher used DEFENDS and PENS strategy to deal with writing ability of the students in the school. These strategies are hopefully able to solve and minimize the problem during the activities of teaching and learning writing.

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The use of strategies during language teaching and learning already becomes a great approach in educational world. The learning strategy is believed by the teacher can develop students' motivation, interest, and achievement. It is also approved by some journals in educational research (e.g. Elliot Aronson 1971; Qiao Mengduo & Jin Xiaoling 2010; Kagan 1984;) that successful language learners are those who implement a language learning and teaching strategies. One pedagogical implication of this is that less successful language learners can be assisted to improve their language efficiency through learner training or strategy training. Oxford (1990) stated that learner training is especially necessary in the area of second and foreign language because language learning in these contexts require active self-direction on the part of learners. It means that the term of using strategy is cannot be argued anymore in dealing a better way of teaching and learning process.

As the explanation of background above, according to Brokop and Persal (2010: 20) state that the strategy of DEFENDS is one of mnemonics strategy that may help the students organize their thoughts as they compose a text product. It is already tested by the expert that the strategy can improve the way of students construct the ideas and motivate the students by controlling the way of think in a great structured process so that it will increase the students' writing ability in English subject. Actually, the second strategy is quite the same kind with the first. It still concerns to the organization of composing process. According to Nippold

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and Cheryl (2010: 10), they state that PENS strategy is a strategy that is used or designed to help students when they are going to write a text. By using the PENS strategy, the student can control their ideas and make a good writing by their own words and sentences. It means that the students are helped in every single process of their writing activity by using the PENS strategy.

Definitions of terms

In this research, the researcher tries to give simple definition of the title so it does not become a far ranging discussion. The title of this research is “*Comparative Study on the Effects of DEFENS and PENS Strategies on the Students’ Writing Ability of Descriptive text at SMPIT Al Ihsan Boarding School Kampar Regency*”. The definition of key term is as follows:

- a. DEFENDS strategy is one of mnemonics strategy that may help the students organize their thoughts as they compose a text product. It is already tested by the expert that the strategy can improve the way of students construct the ideas and motivate the students by controlling the way of think in a great structured process so that it will increase the students’ writing ability in English subject. (Brokop and Persal, 2010).
- b. PENS strategy is a strategy that is used or designed to help students when they are going to write a text. By using the

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- PENS strategy, the student can control their ideas and make a good writing by their own words and sentences. (Nippold and Cheryl, 2010).
- c. Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern. It is a way to exspress 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. (M.F. Patel and Praven M. Jain, 2008)

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CHAPTER II

REVIEW OF RELATED LITERATURE

1.1 Nature of the Writing

Writing is one of four skills in language learning that should be mastered by every language learners or students. This skill is about expressing ideas through a piece of paper. It looks like a simple thing to do; but it is not. Expressing the ideas doesn't mean you just put anything that you are thinking on the papers. It means deeper than it. Expressing the ideas here includes controlling, organizing, and creating a better coherence between the ideas, so that the final result is to make the reader enjoy and understand your ideas. And it is not just finish; in term of foreign language learning, writer should consider to the use of language grammar, structure, spelling of the words, and punctuation. Suzzane and Pietro (2007: 8) say that a writer has to coordinate the cognitive, metacognitive, and linguistic processes when producing an extended text. All the elements must be concerned in order to create a beautiful harmony and makes the readers clear to see what you mean on your writing.

Writing are the way of people express, the way of people create a communication, and the way of people life. Writing is an essential element in life. We do a lot this activity. Hughey (1983: 34) states that through writing, we express our ideas, plans, recommendations, values, and commitments. Written words serve not only as a bridge for our thoughts

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but also as a measurement for the people to see the way we think. Writing reflects your personal way of think about the world. This activity is believed as an exercise to make people think critically about information.

In school activity, writing becomes the heart of the students' achievements. It can be said that writing is an important skill to be concerned by the students in order to show their product of achievement academically. Say for example, homework, exercise, project paper, scientific paper, and the highest product of writing in academic world is thesis papers which you can see when you are already in university level later. It kinds of writing is called academic writing. Oshima (1999: 15) states that academic writing is a special kind of writing for college and university and university works. It is formal in tone. The purpose is usually to explain or to persuade. The purpose of a piece of a piece of writing will determine its rhetorical form. It takes a higher level than other product of writing itself. You should consider many things on it; such as references, grand theories, coherences of the ideas, punctuation, word choice, and etc. Academic writing is not only just about the product anymore, but also is about the process. People will not just see your paper but they want to know the process of composing your paper. It is because of your paper will be given an appreciation in academic level. It means you have a royalty about what you have produced.

Writing as a challenging skill in language learning becomes a monster or mountain that students should face and climb in order to get a

real achievement in school activity. They will think a thousand times to take an easy look on it. The complexity of writing skill makes students' really hard to try to follow this subject. There are so many factors that may be give influence to reduce students' interest and motivation. According to a journal of education from Taiwan, the researcher, Ming-Tu Liao and Chia – Tzu Wong, (2003: 139-140), they states that Taiwanese senior high school students' (EFL learners) English writing is generally poor in terms of content, organization, vocabulary, and language use. They are just like lack life experiences, especially mutual interaction with others, the practice of writing or recording daily observations and experiences in English, and reflection which would assist them in exploring previous experiences to better self-understanding and self-growth. It is just like the others problem from EFL students from the other countries.

The lack of experience, prior knowledge, motivation and interest already becomes the situation that persuade the students to get a lower achievement and interest in language learning subject, especially writing subject among foreign English learners. It is really clear that in writing process there are so much thing that students should concern and focus in order to produce a better writing product. The process of organizing the ideas and mastering how to compose the position of the ideas are much more important because it will lead the reader to the enjoyment of writing the essay product later. The common problem that happens during the writing subject is finding the dead end road in developing the ideas.

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According to Melgis (2012: 43-45) states that there are some factors which is assumed to stop the ideas, they are:

a. The voice of doom

The voice of doom is a voice that you create on your own head. It will persuade your mind to always think that your ideas is not good enough to be expressed or produced.

b. Inspiration

The inspiration is about some brilliant ideas in your head. The ideas will come, if you are in a good condition and mood. It depends on your situation. It means you do not need to push or to force your head to produce the ideas because it just can make your ideas harder to come up from your head.

c. Premature planning

Everything needs a plan. Especially for writing activity, it is a process so that it must be need a plan. Without a plan, you cannot produce a writing product in a proper way.

Another expert also gives a statement about this issue, according to Burckardt (2007: 1), in a short article; he states that there are some factors which make someone afraid to write, as follows:

- a. Have a poor graphic motor skill. (lack of imagination)
- b. Poor expressive skills.
- c. Cannot seem to organize their thought.
- d. Afraid to spell word correctly.

- e. Having a trouble with syntax.
- f. Having a trouble in retrieving vocabulary words.

Those factors can be assumed to be the most common barriers for students' ability to write even more in writing essay text that is known as writer's block. Based on the idea above, it is clear that there are some factors which influence towards ability in writing especially in writing essay text. It should be the teacher's responsibility to minimize and breaks the barriers among the students in order to make them feel comfort, enjoy, interest, and motivate during the writing subject activity.

Realizing the complexity of the nature of writing is a better thing to be done by the teacher as the facilitators nowadays in school system, in order to make the students prepare to start dealing and mastering writing ability. It is also good for students as the receiver to take a serious about these facts and phenomena. Thus, they can prepare their prior knowledge to overcome the complexity of writing subject materials that may be able to break their motivations and interest in classroom activity.

The Nature of Writing Ability

From the opening of this chapter, writing can be described as one of the language skills that is expected to master by the students. The statement is clearly stated as one of the purposes of learning English at every high school level, "English is taught in junior high school in order to help the students have capability to expand the communication

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competence in oral and written form to reach the literacy level” (BSNP, 2006). It means that, writing become one of the educational level of communication among the educational world. Students can be judged their educational communication abilities and levels by reviewing their writing product. The importance of writing skills is growing in tandem with increasing international interactions/transactions and opportunities to study abroad. The current trend for standardized tests such as TOEFL to cover this skill in compulsory sections of tests, and the emphasis on writing skills in every country around the world, are evidence of the increasing attention paid to this skill. Say for example in Korea, Certain studies (Lee, 2007) have found that many teachers of English in Korean high schools use writing assessment in their English courses as a way of evaluating performance, even in other courses than English writing courses.

Writing is activity of writing, or way in which a person forms letters when writing, handwriting or works of an author or on a subject. The combination of those words constitutes a single meaning. The word “write” means “make letter or other symbols on a surface” (Hornby, p. 1480). The letter and the symbol is used to communicate each other by the people. It is an essential skill of life, writing. Having a writing ability is having an ability to communicate with other through written words because it is the ability to express ideas, feelings, or something by using written language. A good writing ability that a person has can be useful to prepare for work by other language skills (Nation, 2009). Students with a

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good writing ability will be able to involve in the physical and mental acts. We can say that through the writing, students can fill their needs of physical and mental quality in order to face their problems in academic, also in community. In lining with the statement above, Peha also states that the basis is writing is the physical act of committing words or ideas to some medium; and mental work of inventing ideas, thinking how to express them, and organizing them into statements and paragraphs which is clear for the readers (Peha, 2003).

So that, learning writing becomes crucial and important since it does not only function as media for writer to express idea and self, but also work as the source of knowledge for others. The writing product then will influence others' way of thinking, point of view, and perception on a subject or topic. It also become one of the measurement items to be used as an educational standard for every students around the world. Students not only should master just in speaking as a productive skill, but students should also concern more about their ability in writing.

Relationship between Learning Strategies and Writing Ability

Another topic here is to see relationship between teaching – learning strategies and writing ability. The word “strategy” means a plan that indented to achieve a particular purpose. Some strategies are used to create some paths, steps, and instructions to be followed in order to help people to achieve a goal. It is exactly the same with what Hornby states

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(Hornby, 2000: 1336). Thus, strategies by the teacher in this situation mean a plan to help students to achieve a good score or to pass the passing grade on writing.

Since the aims of this research are to compare the effect of using some learning strategies on writing ability, let's clarify about the topics one by one. The writing meaning in communication is a process of expressing ideas, wants, hope, and thoughts visually from the writers to the readers. By having good ability of writing, it will greatly increase students' ability language skills. The purpose of language is to deliver the information as a communication tool. Sometimes, writing is used as a language skill used for communication indirectly with other people. This skill is very important in written communication that contains information and ideas to be delivered to the readers. Furthermore, writers have to think out of sentences and consider various ways of combining and arranging them. It needs the organization of thoughts and argumentation that put into a coherent and logical way. In order to be understood by readers, the writer should be able to write the subject matter accordingly. They have to pay attention to the content related to their writing.

It can be interpreted that writing is a vital way of communication to translate our mind into written language which has many advantages both for readers and writers. Writing is one of English skills. Every skill has the purpose; each purpose must be reached by the other skills. Hence, the purpose of writing ability is to show and deliver the ideas that

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writers/students have. Writing ability is an effort to describe the ideas through writing. In addition, Hoffman stated that “The five steps of the writing process (drafting, revising, editing, proofing, and publishing) were identified as essential to the teaching of writing” (Hoffman, 1998: 104). Based on that statement, we can say that there are five main processes in teaching writing that should be followed by every students in order to get a better result in writing ability. Those processes are related each other. Every process has different function to make writing perfect both in ideas of the writing or in its structure.

Many strategies have been found by experts for learning and teaching writing. In conclusion, writing is a productive activity which has many purposes and gives many effects toward society. Some strategies are needed by a writer to make him/her able to write well. There are four strategies that can be used by a teacher in teaching writing namely cognitive, meta-cognitive, affective, and social. These four strategies can be used to improve student’s achievement in learning writing. Richards & Renandya (2002: 121) stated that there are four strategies in teaching, there are:

a. Cognitive

Cognitive strategies involve the identification, retention, and retrieval, of language elements. For example, students may use memory in enhancing strategies. The writer means by cognitive skill will help someone sees how the impact of learning, such as reasoning, analyzing, summarizing.

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b. Meta-Cognitive

Strategies of this type deal with the planning, monitoring, and evaluation of language learning activities. For example, students may develop a plan for monitoring their progress by constantly comparing their current level of proficiency with the course goals outlined in the curriculum.

The writer means meta-cognitive is knowledge of students own thoughts and the factors that influence their thinking, such as paying attention, planning for language tasks, and monitoring errors.

c. Affective

Affective strategies are those that serve to regulate emotions, attitudes and motivation. For example, students may read linguistically simplified books to develop a positive attitude toward reading materials. The writer means affective is attitude, feeling and emotional, such as self-encouragement through affirmations, and self-reward through praise.

d. Social

This strategy refers to actions that learners take to interact with users of the language. For example, students may deliberately seek out opportunities to use the target language with native speakers. The writer means social is related to human society, such as asking questions, cooperating with native speakers, and becoming culturally aware.

In short, those strategies are better to be used all in one process of teaching. The more frequent those strategies are used the better the students can increase their writing ability. The teacher has to be able describe clearly about the materials by using some strategies in order to get the real understanding by the students. Teachers are suggested to trust their students and encourage them that they are competitive to be able to write. Teachers would do well to take seriously their share of responsibility in nurturing the self-beliefs of their pupils, for it is clear that these self-beliefs can have beneficial or destructive influences (Pajares, 2003: 153).

Writing is one of the important skills that language learners need to learn. Writing is an essential component to be known by students, not only used for their academic practice, but also later in their professional life. Moreover, teaching how to write successfully gets even more complicated and challenged for language teachers. However, many teachers agree that in the classroom, writing should get much more attention rather than other skills as reading, speaking, and listening. Yet many teachers and students consider writing skill as the most difficult subject of language skills to be learned.

There is no doubt that most teachers believe that they have mastered their professions in teaching. The truth is that they need to reflect on their actions and the consequence of those actions. Nonetheless, teacher have to know and able to use many strategies in teaching, teaching

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strategies used by a teacher have very strong power to meet the goal of teaching and learning process. When teachers teach writing course, s/he not only teaches how to develop the ideas in writing, but also pays a serious attention on how to write English sentences grammatically and systematically. I mean teaching and learning strategy in the general form of teacher's activity, and the students in realization of teaching and learning activity in order to get the purpose of what have been taught.

II.4 The Components of Writing Ability

The component of writing ability should be concerned by the students in order to know what should the do in order to improve and fulfil their writing ability. In order to produce good writing product, students should know and understand the components that construct the writing which also function as the indicator to measure in assessing one's piece of writing. Hughes (2003) has listed the components that should be mastered by every students in writing ability as follows:

a) Grammar mastery

Grammar is pattern and rules of form and arrangement in writing. It is important for students to master it because it help students to know the language especially in a composing a writing piece such as essay or text.

b) Vocabulary mastery

Vocabulary plays an important role in constructing a sentence becomes a full paragraph of writing. The students should be able to select

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and use the appropriate vocabulary in order to make the writing process flows. It also a good vocabulary choice will give a great meaning in a piece of writing. The meaning which is coming from a good choice of vocabulary will take audience to another level of emotion and feeling during enjoying a piece of writing product.

c) Mechanics mastery

Richards and Schmidt (2010) defined mechanics as the aspects of writing which includes spelling, use of apostrophes, hyphens, capitals, abbreviations and numbers, which are often dealt with in the revision or editing stages of writing. All of the aspects above are important as signals which can help reader to understand what the writer means.

d) Fluency mastery

In terms of writing, fluency is the indication of using correct structure and appropriate vocabulary to make the writing piece or composition easy to be understood by reader. A correct structure and appropriate vocabulary will indicate how good a piece of writing product is. Thus the role of this term is really crucial and important to be awared by any writers.

e) Form/Organization mastery

Form or organization in writing refers to the cohesion and coherence between the sentences and paragraphs in a composition. It is very important to pay attention in this component in order to produce a well-structured writing which do not have any jumping paragraph and

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scramble idea. Moreover, the failure to write in good coherence and cohesion may give confusion for readers to understand what the context of the composition is about.

Teaching Writing

In term of teaching approach in writing, teacher teaches writing in order to explore another side or dimension of the students' ability in communication. In writing activity, we create a masterpiece of writing in order to say to the world that we are existed. Through the writing we start to create the legacy and evidence of life. Christina and Mary (1976: 203-204) argues that another tend or focus in teaching writing is to increase retention and to make an available source for later references. It means that students are not only learning how to write and how to spell a good vocabulary words, but also they are learning about how to be productive and active so that your existence will be avowed by the others through your writing masterpiece. Writing is quite beyond the imagination. It is the greatest glory of humans' way of communication of existence.

Teaching writing in educational world, there are two kinds of approach that are already developed and used during the centuries. The approaches are the skill-based approach and the process approach. Each of the approach was born in a different time or era. According to Westwood (2008: 70), he defines the skill-based-approach and the process approach. A skill based approach involves a fairly structured program with direct

teaching of essential skills and concepts. Students' writing ability is developed through topics selected mainly by the teacher or set within a textbook. Students also engage in practice exercises covering aspects of grammar, sentence construction, spelling and punctuation. The major criticisms of a skills based approach are that it usually fails to motivate students, and it does not encourage independence in writing. It is known as a traditional way to teach writing. It focuses on the writing product of the students.

On the other hand, Process writing is typically implemented through various models such as 'writers' workshops', 'shared writing', 'guided writing' and the 'conference approach'. The focus in these models is on engaging students in interesting and motivating writing for real purposes, rather than teaching writing skills through contrived exercises. The actual process of writing is made explicit to students, starting with the planning and gathering of ideas, through the various stages of drafting and revising to the final finished product (Westwood, 2008). It means that the process approach is known as a next generation of teaching writing approach. It is quite different with the skill-based-approach. It focuses on the process and progress of the students in producing a writing essay. According to Reid (1993: 2), he clarifies the major change in shifting paradigms in teaching approach as follow:

- a. An overall focus on the **process** rather than the **product** of writing

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- b. Concentration by classroom teachers on composing processes rather than on literary discussion.
- c. Focus on the writer, and on the relationship between reader and writer.
- d. Interest in research on writing processes and classroom teaching.
- e. Commitment to the idea that teaching effective, successful writing is possible.

Through the changing or shifting paradigms in teaching writing approach, teacher should be aware about each of single information in term of teaching and learning. The information will help teacher in order to be up to date about the way of teaching. As far as possible, the teacher has to confer with every student, introducing them to the new varieties of teaching and learning style, and also encouraging the writer to reflect upon clarity, accuracy, interest and relevance of the text.

In teaching writing, there are some kinds of writing skills have to be fulfilled by the writers, as follows:

- a. Comprehensibility skill. It is a skill for writing includes understanding that writing is communicating message or information. The writer should be able to deliver their ideas to the reader clear and persist.
- b. Fluency skills. It is a writing skill includes:
 1. Recognizing the linear sequence of sounds

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2. Mastering writing motions and letter shapes
 3. Recognizing the chunking of words
 4. Recognizing the need for space between words
 5. Writing quickly
- c. Creativity skills. It is assumed that should be had for everything that we do. It will make our works become enjoy, fun, and innovative. In writing skill, it includes the ability to write freely anything the students want to write. It is about how good the students explore and create their ideas and write it on the paper (SIL International, 1999: 1).

The way of teaching writing and introduce the real writing skill is really necessary to be done by the teacher. Students have to know about the things in order to make them realize that how important this skill in language learning. Through the writing they are not only do an activity with a pen and piece of paper, but writing also about the activity of learning to communicate with the others about your life evidence or avowed existence. They will start to learn how to create a legacy. It is just like the old words “the elephant left the ivory, the tiger left the skins, but human left the legacy of master piece to be remembered”.

For additional, According to Hughey, there are some aspects that can be used to measure students’ works in writing. They are Content, Organization, Vocabulary, Language Use, and Mechanics. All the aspects

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can be found in students' writing products. For more information about the scale of measurement in writing by Hughes, see the table below:

Table 2.1

ESL Composition Profile of Writing Ability

By. Hughey, et.al (1983: 140)

Aspects	Range	Criteria
Content	30-27	<i>Excellent to Very Good:</i> Knowledgeable, substantive, through development of thesis, relevant to assigned topic
	26-22	<i>Good to Average:</i> Some knowledgeable of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks details
	21-17	<i>Fair to Poor:</i> Limited knowledge of subject, little substance, inadequate development of topic
	16-13	<i>Very Poor:</i> Does not show the knowledge of subject, non-substantive, not pertinent, not enough to evaluate
Organization	20-18	<i>Excellent to Very Good:</i> Fluent expression, ideas clearly stated or supported, well organized, logical sequencing, cohesive
	17-14	<i>Good to Average:</i> Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing

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Vocabulary	13-10	<i>Fair to Poor:</i> Non fluent, ideas confused or disconnect, lacks logical sequencing and development
	9-7	<i>Very Poor:</i> Does not communicate, no organization, not enough to evaluate
	20-18	<i>Excellent to Very Good:</i> Sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register
	17-14	<i>Good to Average:</i> Adequate range, occasional errors of word or idiom form, usage but meaning nit obscured.
	13-10	<i>Fair to Poor:</i> Limited range, frequent errors of word or idiom form, choice, usage, meaning confused or obscure.
Language use	9-7	<i>Very Poor:</i> Essentially translation , little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
	25-22	<i>Excellent to Very Good:</i> Effective complex construction, few errors of agreement, tense, number, word order or functions, articles, pronouns, prepositions
	21-18	<i>Good to Average:</i> Effective but simple constructions, minor problem in complex constructions, several errors oof agreement, tense, number, word order of functions, articles, pronouns,

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		preposition but meaning never obscured
	17-11	<i>Fair to Poor:</i> Major problems in simple or complex constructions, frequent errors of negation, agreement, tense, number, word order or functions, articles, pronouns, prepositions and or fragments, deletions, meaning confused or obscured
	10-5	<i>Very Poor:</i> Virtually no master of sentence construction rules, dominated, by errors, does not communicate, not enough to evaluate
Mechanics	5	<i>Excellent to Very Good:</i> Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	<i>Very Good to Average:</i> Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	3	<i>Fair to Poor:</i> Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	<i>Very Poor:</i> No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, pr not enough to evaluate.
	Total score:	

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E.6 The Processes and Components of Writing

Writing is a process of expressing ideas. The ideas should be passed some processes before they can be enjoyed by the reader. There is no ideas can be enjoyed if they are not passing the process of expressing in writing. Writing is known as a daily activity. There is no one in this world who doesn't express the ideas in a day. In term of writing simple activities in daily life, writing can be seen in some activities such as filling forms, making a list, writing letter, note taking, and also academic writing. All the activity should be passed the process of expressing the ideas. It is about step by step in order to express the ideas in a good form of structured so that it can be understand by the others.

In academic writing, there are some various processes in composing a writing production. The process is used in order to make the writing products is well structured and organized. The readers will be more enjoy and interest in reading and trying to understand the ideas. It is because we cannot let the role of audience or reader in writing is forgotten. Reid (1988: 2) says that the audience is an essential concept foe all writer. Writer chooses their subjects and their methods of presenting materials (diction, sentence structure, and organization) according to who will read the finished product.

About defining the study of writing process, there are some experts give their arguments. According to Nation (2009: 114), he conveys several sub-processes of writing, they are:

- a. Considering the goals of the writer.
- b. Having a model of the reader.
- c. Gathering the ideas.
- d. Turning the ideas.
- e. Organizing the ideas.
- f. Turning ideas into the written text.
- g. Reviewing what has been written.
- h. Editing

It provides seven-sub-processes of writing. The processes are important to follow in order to get a well production of writing. The procedures or processes are used to see the students' works and progresses clearer and more detail so that the teacher will be easier to control students in following the writing materials. It is used also to provide students a new approach of writing is that production to process. Regarding with the statement of Nation (2009: 115), it states that the main idea behind o process approach is that it is not enough to look only at the learners have produce. In order to improve their production, it is useful to understand how it was produced to.

Another expert in writing who defines about the process of writing is Syafi'I (2007:6-32). He defines the process from some stages in writing production. Every stages clarifies the activity of pre, mid, and post. The stages make a clear clarification about the process of conducting a writing product. The stages are:

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- a. Stage one is Prewriting
 1. Choosing and narrowing a topic
 2. Brainstorming, listing, and clustering
 3. Free-writing
- b. Stage two is Planning (Outlining)
 1. Brainstorming
 2. Grouping
 3. Writing the topic sentence
 4. Simple outlining
- c. Stage three is Writing and Revising Draft
 1. Writing the first rough draft
 2. Revising content and organization
 3. Proofreading the draft to grammatical and mechanical error
 4. Writing the final copy

Based on the processes of writing above, it is clear to realize how better the writing product if every writer follows the processes and focuses on some important steps according to the processes; such as prewriting and brainstorming. Syafi'i (2007: 33) also states prewriting activities are useful for narrowing a topic and generating ideas. Brainstorming techniques in writing processes are listing, free-writing, and clustering. All that clear how the way writing looks about the processes. It takes a deeper role in heart of the writing itself. The role of processes for writing is really important and useful in order to create a great ell

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organized writing product and also to see the students' progresses in learning writing skill.

There are many rules which should be considered in writing. Some experts state their theories. Based on Brown (1994: 94) and Linse (2005: 105) writing have similar definition of process in writing. They explain that there are some stages in writing process: Pre-writing, drafting, and revising. Pre-writing is technique to generate ideas. It will be used as a beginning for children to prepare what they will write, collect their thought and ideas, if children do it, they can write without any hesitation or worry. Then, drafting is viewed as an important and complex set of stages, the mastery of which takes time, patience and trained instruction. At this stage the children write down all of their ideas. The last revising can be used to make a writing clear and convincing. But, Linse (2005: 105) have two more other stages in writing process, i.e: editing and publishing. Editing can be painful for children to rework a piece they feel is already finished. And publishing means that the writing pieces rewritten in a publishing or presentable.

The writer can conclude that there are five steps of the writing process. The first is pre-writing, it is the chance to prepare the ideas before writing. The second is writing, it is the way to express the idea that is prepared in pre-writing. The third is revising, it is time to review the logical ideas that have been written. The fourth is editing, it is to delete some idea that inappropriate in writing or to add some ideas that are

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interesting and appropriate in writing. Finally is publishing. It is the last step of writing in which students hand in their final copy to the teacher.

The writing process also correlates with the existence of the components of writing. To identify whether teaching and learning processes have gained the goal or not, especially in writing, the teacher needs to give mark based on five principles and component scale of writing; Hughey (1983: 139-141) states that the components of writing are : Content, Organization, Vocabulary, Language use and Mechanics. According to the component or usually calls PROFILE, teacher will easier to see that the processes of writing are already done well by the student or not. For additional, Hughey also states that the PROFILE indicates and provides the information about students' mastery of the particular criteria which define the components. Generally, in writing ability we have to know the components of writing. They are:

a. Content

It means that the ability to think creatively and develop thought, excluding all irrelevant information.

b. Organization

Fluent expression, ideas clearly states, well organized, and logically sequenced a cohesive. An essay is coherent if it is paragraphs are woven together of flow into each other. An essay, which lack of unity or orderly movement will not be coherent, the readers cannot move easily from one paragraph which is no relation to the first.

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c. Vocabulary

In writing, there should be sophisticated range, effective word idiom, word choice and its usage.

d. Language Use

Grammar or a language is description of speaking and writing habits of people who use it. In composition paragraph or paragraph, the knowledge of it is very important. Without them, the writers will not be able to use it. So, the readers may not catch the points of writers' message.

e. Mechanic

Essay writing is mechanically good if it is writer demonstrates mastery of conversations, good spelling, punctuation, capitalization and paragraphing and also hand writing. The ability to give ideas in writing form is not easy, especially for students'. They should have a good feeling in everything which is interesting in a paragraph. Therefore, it is necessary for them to guide, and not control their ideas, which can be applied in teaching writing.

The Nature of Descriptive text

This research will use descriptive as an instrument and material of teaching and learning writing. This kind of text is talking about identification and explanation about something. It defines two generic structures in composition. They are identification and description.

Identification defines some general characteristic about the topic that is going to describe. Then the description defines the full and deep explanation about the characteristics that are existed or mentioned in identification.

According to John (206: 249) Descriptive paragraph is giving description of something or someone. The writer must observe specific detail such as, senses (sight, hearing, taste, smell and touch). In other words, the writer must describe a person, place or thing for the readers by using performance rich in sensory details.

1. Describing a place

In describing place the writer must make it clear. The location of objects must be clear. And then, the details must be arranged logically in order to make it easy for a reader to visualize the description in reader's mind. A controlling idea must be there, because it gives a focus in the paragraph.

2. Describing a person

The writer can describe person in many ways, such as his/her clothes, his/her looks like, manner of speaking, style and color of hair, facial appearance and expression. All the aspect of the person can be identified and described well in order to create a good piece of descriptive text. The source which is used to take the information should be accurate and factual. It will give a great value to a

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descriptive text if the sources or references of it are accurate and factual.

3. Describing a thing

The writer can describe thing in many ways, usually to describe thing use five senses, such as touch, sight, smell, taste and hearing. For example: in describing a laptop. It has a metallic touch, cold until it warms up.

This kind of text has special characteristics. The characteristics will difference this text among the other kinds of text. The following characteristics of descriptive text are:

1. Using simple present tense
2. Using has and have
3. Using linking verbs (is, are, appears), and consist of
4. Using adjective (big, beautiful, small, etc.) and compound adjective (white skinned)
5. And sometimes using degree of comparison (she is taller than her brother).
6. The content of this text usually about describing and identifying something. It can be about person, things, place and etc.

In addition, Descriptive paragraph usually includes the following linguistic feature. Firstly is that specific participant, it means that the writer only has specific object. Secondly is that using simple present tense, the sentence in writing descriptive paragraph must use simple present

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tense because this describes of the object. Thirdly is that using action verb, action verb is about verb to show real activity. And lastly, that using adjective to make clear noun, there are so many adjective can be used by the writer.

8 The Nature of DEFENDS strategy

a. Definition of DEFENDS strategy

DEFENDS is one of strategies which can be applied in teaching and learning process of writing ability. A various style in teaching and learning are applied in applying this strategy in language learning of writing ability. According to Brokop and Persal (2010: 20) DEFENDS strategy is one of mnemonics strategy that may help students to organize their thoughts as they compose a text product. It is already tested by the expert that the strategy can improve the way of students construct the ideas and motivate the students by controlling the way of think in a great structured process so that it will increase the students' writing ability in English subject. Ketabi (2011: 179) in a journal of language teaching and research, states that mnemonics is a strategy of memorizing. Mnemonic is a memory enhancing instructional strategy that involves teaching students to link new information taught to information they already know. It is really suitable with kind of writing materials which is characterized in structural and instructional.

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This strategy is used to instructionally composing a writing text. Wendi and Mather (2009: 157) states that DEFENDS consists of Decide – Estimate – Figure – Express – Note – Drive – Search (DEFENDS). This strategy is a kind of instructional strategy. It is applied step by step by following the list of activities. It is used to assist a writing text product. So it means that it is one of the strategies that can be applied in writing class. It will help students to improve their writing ability. The students use the following acronym as a guide to help write a composition in which they take a position and defend it.

Each of letters in acronym of DEFENDS stands for a different step of applying this strategy. The letters are:

- a. Decide
 1. Decide the audiences
 2. Decide the goals of the topic
 3. Decide the position of the topic
- b. Estimate
 1. Estimate the main ideas about the topic
 2. Estimate the details for each main ideas
- c. Figure
 1. Figure the best order of main ideas about the topic
 2. Figure the best order of the details for each main idea
- d. Express the position in the opening
- e. Note each main idea and supporting points

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- f. Drive home the message in the last sentence
- g. Search for errors and correct

It is quite interesting to see the steps of DEFENDS strategy. The step reflects or fulfills almost the writing processes. It starts from the pre activity to mid activity and last is post activity of writing

b. The Advantages of DEFENDS Strategy

There are some advantages of using DEFENDS strategy in teaching writing a descriptive paragraph. It can be seen from the steps of this strategies, especially in steps four until six. Every steps are just like giving paths and instructions for students to conduct a good product of writing. Every steps also take a role of every aspects of a good writing product such as to be productive and creative in ideas. That is the most valuable thing in writing itself.

However, students will not produce a creative story or other writing work if creative thinking is lacking. By the goal of teaching writing using DEFENDS strategy, the implementation of this strategy requires high creativity students in order to obtain the optimum result. They have to think out of the box and apply their experience so that they can create creative and meaningful writing. Through the steps of writing in this strategy, the students also need more concentration and knowledge because this strategy encourages them to follow an organized and systematic process. Using DEFENDS can help the students link their science ideas, discussion, and expository writing for

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building independent thinking and self-sufficiency for the students having high creativity.

Collier (2016) states that there are some advantages to DEFENDS. As follow: First advantage, assist student in defending a particular position in a written assignment; Second advantage, facilitate writing process and Improve writing strategies; Third advantage, build awareness of appropriate cognitive academic language; Fourth advantage, construct and strengthen awareness of the learning process; Fifth advantage, develop analytical skill; Sixth advantage, develop independent field skills.; Seventh advantage, develop problem-solving skill and develop thinking and planning skills; Eight advantage, construct academic transfer skill; Ninth advantage, improve retention of content, reinforce content lessons, and strengthen knowledge of academic content; Tenth advantage, improve student's ability to organize and prioritize information; Eleventh advantage, strengthen language development; Twelfth advantage, Expand and improve comprehension; Thirteenth advantage, reduce confusion in locus of control; Fourteenth advantage, strengthen the ability to discuss what is happening.

Students having high creativity are easily able to solve their learning problem, create something with their new ideas, and apply them better. They tend to have high motivation such as following teaching and learning activities well, doing teacher's instruction and

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finishing the task well. Also, high creative students like challenges and enjoy every step of activities in exploring ideas. It is in line with Munandar (2014: 37), who mentions that the characteristics of highly creative persons are those having imagination, interest, confidence, independent thinking, and high motivation. This is also supported by the characteristics of creative persons mentioned by Kaufman and Stenberg (2006: 88) that their higher sensitivity and imagination characterize creative persons, showing absolute self-sufficiency, openness to experience, independent thinking, and sense of humor. Therefore, students having high creativity can think beyond and use their creativity in exploring their ideas to finish their task. It means that this strategy is really proper to be used in writing subject because the role of this strategy is to help and to stimulate students' creativities by following the steps of the strategy.

This strategy clearly guide the students during composing a writing product in teaching learning process because it facilitates the students by some various steps that can be followed easily; then by giving the students a clear path of steps, students will be more motivated in writing because they enjoy to follow the materials; students will be easier to find, organize, control, and express the ideas about what they will describe because they have been helped and facilitated by the strategies during the activities; and the last for a conclusion, with all

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the advantages that students can use, students can describe the topic of their writings more detail.

c. The Use of DEFENDS Strategy

As one of the writing strategy, this strategy consists of some steps that depend on each word. Each step represents the nature of writing process. According to (Bisland, 2004, p. 57) DEFENDS is a strategy for defending position in writing. It is an acronym from Decide, Estimate, Figure, Express, Note, Drive and Search. In this strategy, students will follow the following steps: (1) decide on goals and theme, (2) estimate main ideas and details, (3) figure best order of main ideas and details, (4) express the theme in the first sentence, (5) note each main idea and supporting points, (6) drive home the message in the last sentence, and (7) search for errors and correct).

The following are the steps that have been described by Wendling and Nancy Mather (2009: 157):

1. **D** = decide on goals and theme

The teacher provides the students with instruction about describing who will read the paragraphs, deciding what kind of information the students need to communicate and deciding what the students' theme will be about.

2. **E** = estimate main ideas and details

The teacher shows the students how to estimate their ideas and details by thinking at least two main ideas that will be

explained in their theme and nothing at least three details that can be used to explain each main idea.

3. **F** = figure the best main ideas and details

The teacher reminds the students to decide which main idea to write about first, second, etc; note them on the planning form, and make the orders are logical.

4. **E** = express the theme in the first sentence

After getting the ideas, the students are guided by the teacher to state what the students' paragraph is about.

5. **N** = note each main idea and supporting points

The teacher guides the students to note their first main idea by using a complete sentence; explain this main idea using the details that the students ordered earlier. Ask the students to tell the statements and repeat it for each main idea.

6. **D** = drive home the message in the last sentence

After explaining each of main ideas and supporting ideas, the teacher guides the students to restate what the students' there was about on the last sentence or last paragraph.

7. **S** = search for errors and correct them

After generating all the ideas, the teacher remains the students to look for different kinds of errors in their paragraph and correct them.

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The Nature of PENS strategy

a. The Definition of PENS Strategy

In this part, the writer will describe about some definition of PENS strategy from experts' grand theories. The second strategy that is going to define in this research is PENS strategy. This strategy is more familiar among expert in language learning especially in writing subject. According to Crawford (2005:61) PENS strategy is a learning strategy which is very useful strategy in writing subject. It makes the students can share their time in writing process. It also facilitates the students in composing a writing product from organizing their ideas until the students can make their own writing.

In term of motivation, this strategy is also useful to motivate students' confidence during teaching and learning writing subject. Boyle and David (2009: 245) 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 confidences because this strategy helps students to know and understand about the steps and processes of writing. So that, the strategy does not only touch the students cognitive but also the strategy touches the affective sites of the students which correlates to the motivation, emotion, and confidence building.

It is enough for evidence to realize how great this learning strategy. This strategy quietly same with the first strategy, DEFENDS,

in tem of using it in the teaching and learning. This strategy also consists of some steps which can be seen from the acronym of the strategy's name, PENS is Preview – Explore – Note – and See.

b. The Advantages of PENS strategy

PENS strategy has some advantages for the teacher and also the students, especially in teaching and learning writing subject. The advantages are defined by Nippold and Cheryl (2010: 20); the advantages are:

- a. Easy to explain and understand
- b. Increase students' motivation in writing
- c. Help students to write quickly and easily
- d. Encourage creativity

For an additional, Bilingsley, et.al (2013: 254) clarifies also the advantages of using PENS strategy in writing; they are:

- a. Provide students an easier way to produce writing product
- b. Enrich students' creativity and ideas
- c. Allow the students to become independent learners
- d. Make the use of time more effective and efficient

The advantages above show that the strategy touches many aspects in student's skill and activity. Aspects of cognitive and affective are influenced by this strategy. This strategy provides steps in creating, finding, and expressing ideas which is the steps is essential in writing process. The strategy also enhances the confidence

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of students because the students will not doing the writing under the teacher pressure. They will be free to explore and to express the ideas. The students will enjoy the activity and hopefully they will create a good writing production by using this strategy.

c. The Use of PENS Strategy

In this section, the discussion will define about the procedure of applying the strategy. It is essential to be understood by the teacher before conducting a learning strategy in classroom activity. According to Nippold and Cheryl (2010: 10), several steps of PENS strategy are previewing ideas, explore words, note words, and see if sentence is okay. This is the following explanation of each step of the strategy:

a. Previewing ideas

In the first step, the teacher should guide students' knowledge about the topic so they can know and think they want to elaborate and express their ideas on their papers. It is like stimulating students' prior knowledge that relate to the topic of the writing. In writing we know this step as a brainstorming activity.

b. Explore words

The teacher should ask the students to identify the key words on the topic which is needed in build sentences and paragraphs of writing product. This situation can be collaborated with listing, clustering, and mapping activity to help students easier to find the key words relate to the topic.

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- c. Note words in complete sentences

The students start to write out their sentences based on the key words. The key words will help the students to develop the words become sentences and paragraphs. It obtained from the teacher the teacher when doing the discussion about the topic and the students have to be sure about the punctuation of the essay.

- d. See if the sentence is okay

This last step concerns on the reviewing, editing, and finishing.

Based on the explanation above, the first step supports the motivation of students because the students are free to explore and develop their ideas to try to understand the topic of the writing. Also the second step supports students' motivations and interests when exploring the key words. On the rest of the steps, all the steps focus on the writing ability because they will start to write their writing essay.

10 Related Studies

Related studies require some previous researches conducted by other researchers in which they are relevant to this research itself. Besides, the related studies have to analyze what the point that focuses on, informs the design, finding the conclusion of the previous researches, as follows; Diah Puspita Sari (2014) carried out a research about effect of using Decide – Estimate – Figure – Express – Note – Drive – Search (DEFENDS) strategy on students' writing ability. Sample of this study 30

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students of eleventh grade. The research design used a quasi – experimental design. There are two variables in this research. The independent variable is DEFENDS strategy and the dependent variable is writing ability. Purpose of the research is to find out the significant effect of using DEFENDS strategy on students' writing ability of analytical exposition text. The result of this research is there is a significant effect of using DEFENDS strategy on students' writing ability of analytical exposition text. In analytical description, the t-obtained is higher than t-table; it means that hypothesis-alternative is accepted and hypothesis-nul is rejected.

Another one is Riswanto and Pebri Prandika Putra (2012) did a research about the use of Block Method in Teaching of Writing. The purpose of this study was to identify whether the use of block method was effective in improving the students' writing achievement. The research design was nonequivalent groups of pre-test and post-test design. The population was the first year students of SMAN 3 Bengkulu in academic year of 2011/ 2012 with the total population were 234 students. By using purposive sampling, two groups (60) students were selected and each of which consisted of 30 students. Writing test was used to collect the data and analyzed by using T-test. The result revealed that in pre-test score, t obtained was lower than t table ($0.25 < 2.0$). It means that there was no difference score for both groups. In post-test, t obtained was higher than t

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table ($2.7 > 2.0$). It means that there was a significance difference between students' writing achievement in experimental and control group.

The use of PENS strategy has ever discussed by Sinurat (2013). The research carried out the use of PENS and COPS strategies in teaching writing procedure text at senior high school students. This journal mostly discusses about the use of PENS strategy to increase student's writing ability in procedure text. It is different from this study which increased student's writing in descriptive text and also the object of the study which is the junior high school students. The similarities were, in collecting the data, used pre-test and post-test to know the effect of it. So this is a quasi-experimental research design. Secondly, one of the independent variable is used the same strategy is that PENS strategy. And Also, David (2010) carried out a research about 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 cycles consisted Planning, Action, Observation, and Reflection Stage. The treatment also designed two meeting in each cycle. In addition, during performing the PENS strategy, the research found that the activeness and motivation of the student increased from the first meeting until the last meeting. As the result of this study through the writing strategy, the observation sheets and filed notes at

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tested that the students gain positive progress toward the PENS strategy and this strategy could improve students' achievement and motivation during the writing subject. Helping the students and also making the classroom became more fascinating.

Amelia (2014) studied about 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 students with disabilities understood the sentence better. The finding of this study showed that on a pre-test, before students knew about PENS the percentage of correct complete sentences was 70% and complicated sentence was 18%. After the PENS strategy was applied in the classroom; the percentages jumped or increased to 98% for complete sentences and 58% for complicated sky-rocked. It proved that children could do better writing when they used the strategy and also remembered the important aspects of each writing steps.

In lining with the research above, Karen (2013) studied about PENS writing strategy in students' perceptions and their problems. This study investigated ESL students' perceptions and problems on the use of PENS 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 the researcher was a Quasi-experimental research. The finding of this

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research was inferred that PENS strategy was a viable alternative to the traditional strategy of teaching writing. And the last is Christensen (2010) studied about the impact that comes up from using PENS strategy on the writing fluency of Iranian learners. The present study aimed to examine the impact of practicing on the writing fluency of Iranian EFL learners. It had similarity in the design of this research that was Quasi-experimental research. The finding showed that the essay written in the last session revealed that there was a considerable improvement in the use of PENS; however, fluency of the written text was not noticeably significant in comparison with the fluency of essay 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 text did not change significantly. In summary, there were several similarities and differences between related studies with this research. The similarities were having the same variable Y and dealing with the research design. The research design was Quasi-Experimental research. Then, the difference among the related studies and the researcher were; the object of the research.

11 The Operational Concept

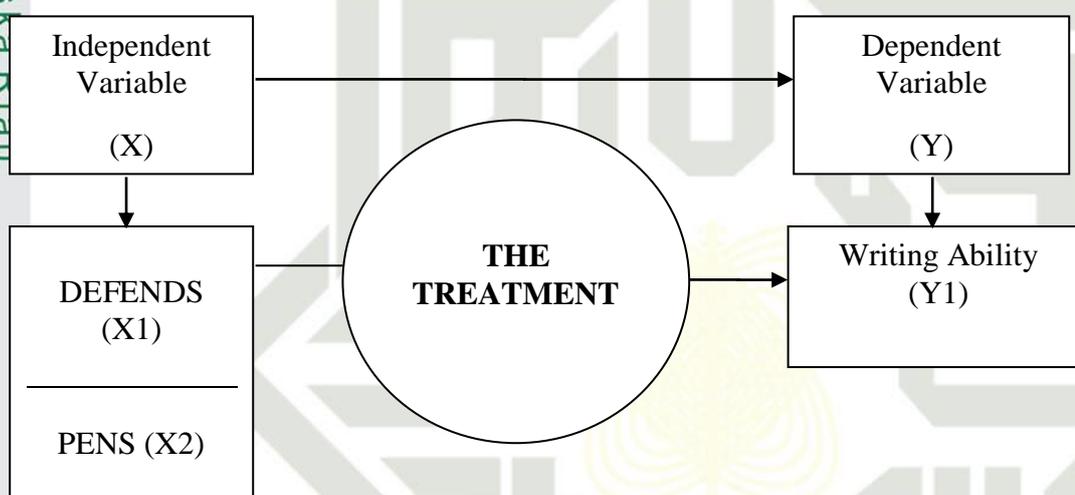
Operational concept is a main element to avoid misunderstanding and misinterpreting in a specific study. It is an important element in scientific study, in order to see what the researcher going to do in the field.

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As a concept, it is still operating in an abstract from the research, planning which should be interpreted into particularly words in order to be easy to measure. The operational concept in this research can be seen on the table below:

Figure I
The Operational Concept of DEFENDS and PENS Strategies



1. The indicators of DEFENDS strategy (X1)

According to Wendling and Nancy Mather (2009), the indicator for using DEFENDS strategy are:

- a. Teacher starts to introduce DEFENDS strategy in writing a descriptive paragraph to the students.
- b. Then, teacher gives the other topic of descriptive text to the student and ask them to DEFENDS and clarify the topics which are quite the same.
- c. Teacher asks students to require deciding who is going to read the paragraph and what information that students need to discuss.

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- d. Teacher asks students to explore and estimate their ideas by thinking at least two ideas about the topic.
- e. Teacher reminds the students to decide which main idea to write firstly and secondly etc.
- f. The teacher asks the students to develop the ideas that have been decided in a complete sentence form and develop it into a paragraph.
- g. Teacher asks students to require and note their first idea; explaining the idea using some detail that the students ordered before.
- h. The teacher allows student to restate what the students' theme is about in the last or last paragraph.
- i. Teacher reminds the students to do reviewing the errors that may be existed and editing it.
- j. Teacher gives a respond to the students' writing work by asking some simple questions about their writings.
- k. Teachers conclude the materials and give a feedback for students.
- l. The teacher give motivation for the students, so they are more interested in studying English.

2. The indicators of PENS strategy (X2)

According to Nippold and Cheryl (2010), the indicator for using PENS strategy are:

- a. Teacher starts with asking the students' knowledge about the topic by previewing students' ideas but still in under supervision.
- b. Teacher asks students to explore any words that correlate to the topic by using activity of listing, mapping and clustering.
- c. Teacher lets that students do the works for a while and facilitate them about any questions of the activity.
- d. Then, teacher asks the students to develop the key words into some complete sentences and link the sentence into a paragraph.
- e. Teacher stimulates students' motivations during the activities by giving supporting comments about their works.
- f. Teacher reminds students to review carefully their works and do the editing if there is an error.
- g. Teacher gives a respond to the students' writing work by asking some simple questions about their writings.
- h. Teachers conclude the materials and give a feedback for students.
- i. The teacher give motivation for the students, so they are more interested in studying English.

3. The indicator of student's writing ability (Y)

In the way of seeing students' writing ability, What must be examined and tested in writing covers the indicators of writing which require the students or writers to be able to use: (1) content, format, sentence structure, vocabulary, punctuation, and spelling (Nunan, 1998: 36); (2) generic structure (organization), developing ideas, accuracy

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(grammar and vocabulary), and mechanics (spelling and punctuation) (BSNP); (3) grammar, vocabulary, mechanics (punctuation, spelling, and capitalization), fluency, and organization (Hughes, 1996: 91); and (4) word choice, grammar, mechanics (punctuation, spelling, and handwriting), and organization of ideas (Gebhard, 1996: 221). All the criteria above are used in order to measure the value of a writing. It is the same with the information about the scale of measurement in writing by Hughes, see the table above (Table 2.1. ESL Composition Profile of Writing Ability, By. Hughey, et.al (1983: 140)

In term of writing descriptive text, based on lesson plan of English syllabus states on 2013 curriculum, below are the indicators of ability in writing descriptive paragraph:

- a. The students' ability to produce the detail information related to the topic appropriately.
- b. The students' ability to write the identification clearly.
- c. The students' ability to write the description clearly.
- d. The students' ability to use adjective correctly.
- e. The students' ability to use linking verb correctly.
- f. The students' ability to use simple present tense correctly.
- g. The students' ability to use vocabulary appropriately.
- h. The students' ability to apply the mechanic (spelling, punctuation and capitalization) correctly.

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E.12 Assumptions and Hypotheses

a. The Assumption

In the research, there are many strategies that can be used by the teacher in teaching learning process. It is assumed that using DEFENDS and PENS strategy were suitable strategies to teach writing ability, especially writing descriptive text. Using both strategies, students can increase their capability in Writing ability. The result of every strategies in every experiment class are different. From the differences, researcher tries to compare which strategy can give a better result for the students' writing ability after giving the treatment.

b. Hypotheses

a. First Hypotheses

H_a : There is a significant effect of using DEFENDS strategy on students' writing ability at the seventh grade students of SMPIT Al Ihsan Boarding School.

H_o : There is no a significant effect of using DEFENDS strategy on students' writing ability at the seventh grade students of SMPIT Al Ihsan Boarding School.

b. Second Hypotheses

H_a : There is a significant effect of using PENS strategy on students' writing ability at the seventh grade students of SMPIT Al Ihsan Boarding School.

H_0 : There is no a significant effect of using PENS strategy on students' writing ability at the seventh grade students of SMPIT Al Ihsan Boarding School.

c. Third Hypotheses

H_a : There is a difference effect of using DEFENDS strategy and PENS strategy on students' writing ability at the seventh grade students of SMPIT Al Ihsan Boarding School.

H_0 : There is no a difference effect of using DEFENDS strategy and PENS strategy on students' writing ability at the seventh grade students of SMPIT Al Ihsan Boarding School.

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CHAPTER III

RESEARCH METHODOLOGY

II.1 Design of the Research

The design of the research is quantitative research by using quasi experiment. It can be classified into experimental research. L.R. Gay (2000: 367) says, “Experiment research is the only type of research that can test hypothesis to establish cause and-effect relationship”. Another expert idea says that the type of research design is Quasi-Experimental research that is aimed to test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable (Cresswell: 2008). Gay also said that “an experiment typically involves a comparison of two groups (although as you see later, there may be only one group, or three or more groups). In this research, the researcher used type quasi-experimental design with nonequivalent control group which is an appropriate one to this research in order to find out the significant effect and compare between two strategies.

There are three classes that are used for the research; two experimental classes (E1 and E2) and one control class (C). In this research, there are three variables; DEFENDS strategy and PENS strategy are independent variables, while the students’ writing ability is dependent variable. Therefore the experimental classes provided with the treatments by using DEFENDS and PENS strategies, and the control class provide with no treatment. Also, all the

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classes provided pre – test and post - test. It can be drawn in the following table:

Table III.1

The Research Design

E1	O1	X1	O2
E2	O1	X2	O2
C	O1	-	O2

E1 : Experimental Group I

E2 : Experimental Group II

C : Control Group

X1 : Independent Variable 1 (DEFENDS strategy)

X2 : Independent Variable 2 (PENS strategy)

O1 : Pre-test

O2 : Post-test

Location and Time of the Research

The research will be conducted at SMPIT Al Ihsan Boarding School which is located on Kubang Raya Street, Siak Hulu, Kampar Regency. The research will be conducted from November until December 2019.

III.3 Subject and Object of the Research

The subject of the research is the seventh grade students' at SMPIT Al Ihsan Boarding School, and the object of this study is comparison between the uses of DEFENDS strategy and PENS strategy on students' writing ability.

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III.4 The Population and Sample of the Research

1. Population

The population of this research is the seventh grade at SMPIT Al Ihsan Boarding School. There are six classes of seventh grade. The total number of the seventh grade students are 150 students. The following table will show the details:

Table III.2

The Total Population of the Seventh Grades at SMPIT Al Ihsan Boarding School

No	Classes	Population		Total
		Male	Female	
1	VII 1 (Badar)	27	0	27
2	VII 2 (Uhud)	27	0	27
3	VII 3 (Khandaq)	26	0	26
4	VII 4 (Hudaibiah)	29	0	29
5	VII 5 (Khaibar)	25	0	25
6	VII 6 (Takhosus)	16	0	16
Total		150	0	150

2. Sample

The kind of sample of this research is cluster random sampling, Gay (2000:12) states that cluster sampling randomly selects groups, not individual. This research too three classes as a sample. All the members of selected classes have similar characteristics. The homogenous

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characteristics were the consideration for the researcher to choose the classes.

Because all classes were homogenous classes, the sample chosen VII 1 and VII 2 as Experimental classes and VII 3 as a control class.

Ranjit Kumar (2011: 208) says that drawing the entire sample by using cluster random sampling technique, each element in the population has equal opportunities and probabilities to choose. It can be seen at the table below as follows:

Table III.3

**The Sample of the Seventh Grades Students at
SMPIT Al Ihsan Boarding School**

No	Classes	Population		Total
		Male	Female	
1	VII 1	27	0	27
2	VII 2	27	0	27
3	VII 3	26	0	26
Total		80	0	80

In term of choosing the VII 1, VII 2 and VII 3 as the sample of the research. The researcher asked the teacher and see students' prior score in writing ability to determine which class was homogeny and could be used as the sample of the research.

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III.5 Research Instruments

To collect the data, writing test provided for the sample as the instrument of this study. The test applied for pre-test and post-test. It will be administered to three classes which consist of VII 1, VII 2 and VII 3. The pre-test aimed at finding out the prior score of the students' writing abilities; While post-test aims at finding out the students' writing ability after giving treatment by using DEFENDS Strategy and PENS Strategy.

After the students do the test, the researcher then counted the score by using scoring guidance ESL Composition Profile of Writing Ability, Hughey, et.al (1983: 140) According to Hughey, there are some aspects that can be used to measure students' works in writing. They are Content, Organization, Vocabulary, Language Use, and Mechanics. All the aspects can be found in students' writing products. By using the guidance, the writer will be able to determine that the score of students' writing ability includes in a certain classification of the score. The classification of the students' scores shown on Suharsimi (2007:245) below:

Table III.4 Classification scores

No	Category	Score
1	Very Good	95 - 100
2	Good	80-90
3	Average	75
4	Weak	60-70
5	Very Weak	40-55

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III.6 Data Collection Technique

A research must have the instrument to collect the data because a good instrument can guarantee the data collection to be valid and accurate. The data will be collected by using the following instruments:

a. Observation

Observation will be used to observe directly the implementation of using DEFENDS and PENS strategies during teaching and learning process in the classroom. The higher quality of the implementation will correlate to the better result that can be collect by the researcher in the research. In observation technique, the researcher had some lists of observational items which are used to observe in the class during teaching and learning process by using DEFENDS and PENS strategy by the teacher and the students.

b. Test

A test will be administered to assess students' writing ability of descriptive paragraphs. The students will be given some topics related to description. Then they will chose one of the topics and they write about topic on the answer sheet. The test will be done in two stages. The first is pretest before giving the treatment to the experimental classes. The second is posttest after giving the treatment to the experimental classes. Especially for control class, the tests (pre – post) were given without any treatments.

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III.7 Validity and Reliability Instrument

1. The Instrument of Validity

In this research, before giving the test to the sample, both of the test was being tried out to 27 students at the first year student. The purpose of the test was to find out the quality of the test items. Brown (2000: 22) states that a test was a method of a measuring a person's ability, knowledge, or performance in a given domain. Validity was the extent to which inferences make from assessment result which appropriate, meaningful, and useful in terms of purpose of the assessment. It means that, the test was guided by the validity to make it compact and measureable with the sample before being given the instrument.

According to Heaton (1975: 178-180), all items should be examined from the point of view of difficulty index. The index of difficulty (or facility value) of an item simply shows how easy or difficult the particular item proved in the test.

2. The Instrument of Reliability

Reliability was a necessary characteristic of a good test. According to Tuckman (1978: 161) reliability was a test consistent. In addition, reliability refers to the extent to which the test was consistent in its score and it gives us an indication of how accurate the test score. In line with Shohamy (1985: 70) states that reliability was used to measure the quality of the test score, and the test was consistent. To know whether the test was reliable or not, to research uses the Kuder-Richardson formula (K-21

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formula), Bachman (1990: 180). The reliability was calculated through the correlation statistic (Pearson product moment) which can be done by hand by correlation formula. Weir (2005: 200) shows the table below:

Table III.5 Criteria Coefficient of Reliability

Coefficient reliability	Criteria
$08.80 \leq r_{ii} \leq 1.00$	Highest reliability
$08.80 \leq r_{ii} \leq 0.79$	High reliability
$08.80 \leq r_{ii} \leq 0.59$	Middle reliability
$08.80 \leq r_{ii} \leq 0.39$	Low reliability
$08.80 \leq r_{ii} \leq 0.19$	Lowest reliability

III.8 Data Analysis Technique

In this section, it starts with showing the homogeneity and the normality of the data. In order to be a standard to proceed the data analysis. Then at the last, it shows the kind of data analysis that used in the research.

a. The Homogeneity

The homogeneity test is used to determine whether the sample of the research have the same variances or not, Syofian (2013: 167). It means that the data of the research is homogeneous. This test is performed as a prerequisite in the analysis of independent sample t-test or for researchers who use more than one group of samples which are generally used to prove the comparative hypothesis. The researcher

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used SPSS 20 program for homogeneity test and hypothesis are as follows:

Ho : There is no difference of variance of some groups of data

Ha : There is a difference of variance of some groups of data

Significance value (*p-value*) < α (0.05), Ho is accepted

Significance value (*p-value*) < α (0.05), Ho is rejected

Table III.6**Pre Test of Experimenta class 1 and Experiment Class 2**

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.167	1	4.167	.038	.847
Within Groups	5725.926	52	110.114		
Total	5730.093	53			

Table III.7**Post Test of Experimenta class 1 and Experiment Class 2**

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	68.907	1	68.907	1.96	.167
Within Groups	1823.926	52	35.075		
Total	1892.833	53			

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Tables above indicates that the significance value of pretest is 0.847 and the significance value of post-test is 0.167. Both of the data are higher than 0.05. Hence, H_0 is accepted. It means that the group variances are homogeneous.

b. The Normality Test

The normality test is used to know whether the distribution of the data is normal or not. To analyze the data, the researcher used Kolmogorof-Smirnov method as the formula, Syofian (2013: 153). Then, the researcher used SPSS 20 program for normality test.

Table III.8
One-Sample Kolmogorov-Smirnov Test

	Pre Test	Post Test
N	81	81
Normal Parameters ^{a,b}	Mean	72.9506
	Std. Deviation	8.73914
Most Extreme Differences	Absolute	.210
	Positive	.116
	Negative	-.210
Kolmogorov-Smirnov Z	1.727	1.890
Asymp. Sig. (2-tailed)	.005	.002

a. Test distribution is Normal.

b. Calculated from data.

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Based on the table above, it can be seen that significant level of both of normality test in Kolmogorov – smirnov test, in pre-test group score of the experiment class 1, experiment class 2 and control class data, are normal.

In analyzing the data, the researcher used scores of pre-test and post-test of the experimental and control groups. Those scores were analyzed by descriptive and inferential statistics. In this research, the researcher used these formulae

c. Independent sample t-test

To find out whether there is a significant difference or there is no significant difference between two or more variables can be analyzed by using Independent Sample t_{test} . Gay (2009: 484) adds that the t-test for independent sample is used to determine whether there is probably a significant difference between the means of two independent samples. In this research, SPSS 20 used to analyze the data.

The t-table has the function to see if there is a significant difference among the mean of the scores of both experimental and control groups, The t_{test} obtained value is consulted with the value of t-table at the degree of freedom $(df) = (N1+N2)-2$ which is statistically hypothesis:

$$H_a: t_o > t_{table}$$

$$H_o: t_o < t_{table}$$

H_a is accepted if $t_o > t_{table}$ or there is effect after giving the treatment of DEFENDS strategy and PENS strategy toward students'

writing ability. H_0 is accepted if $t_0 < t_{\text{table}}$ or there is no effect after giving the treatment of DEFENDS strategy and PENS strategy toward students' writing ability.

d. Paired sample t-test or Non-independent Sample t-test

Non-independent sample t-test is known also as Paired-Sample t-test.

This formula is used to obtain the result of the hypothesis that is to find out whether there is significant effect of using DEFENDS and PENS strategies toward students' writing ability at SMPIT AL Ihsan Boarding School. L.R Gay (2009) states that t test for non-independent samples is used to compare groups that are formed by some type of matching or to compare a single group's performance on a pre- and post- test or on two different treatments.

In this time, pre-test and post-test score of the experimental class used in order to find the significant effect of Interview and Story Mapping technique toward students' speaking ability. To obtain the data, SPSS 20 was used. The t-table has the function to see if there is a significant improvement among the mean of the score of both pretest and posttest. The t-obtained value is consulted with the value of t-table at the degree of freedom ($df = N-1$) which is statistically hypothesis:

$H_a: t_0 > t_{\text{table}}$

$H_0: t_0 < t_{\text{table}}$

H_a is accepted if $t_0 > t_{\text{table}}$ or there is significant effect after giving the treatment DEFENDS and PENS strategy toward students'

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writing ability at the seventh grade of SMPIT Al Ihsan Boarding School.

H_0 is accepted if $t_{obs} < t_{table}$ or there is no significant effect after giving treatment DEFENDS and PENS strategy toward students' writing ability at the seventh grade of SMPIT Al Ihsan Boarding School.

Afterward, it is better to find the coefficient effect of T-test by following formula, *Eta-squared* (Ridwan: 2008):

$$\tilde{\eta}^2 = \frac{t^2}{t^2 + n - 1}$$

$$kp = \tilde{\eta}^2 \times 100\%$$

Where:

Kp : Coefficient effect

$\tilde{\eta}^2$: Coefficient

After finding the percentage by using *Eta-squared* formula, the classification of the effect size will be find by using *Cohen d* table classification. The result of calculation of effect size can be also interpreted in an effect size classification by Cohen (1988):

Table III.9 Cohen d Table of Effect Size Classification

$0.2 \leq d < 0.5$	Small Effect
$0.5 \leq d < 0.8$	Medium Effect
$0.8 \leq d < 2.0$	Large Effect

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CHAPTER V CONCLUSION, IMPLICATION OF THE RESEARCH AND RECOMMENDATION

V.1 Conclusion

Thus, based on the result, finding, it can be concluded that at the seventh grade students of SMPIT Al Ihsan Boarding School; the effects of using both strategies (DEFEND and PENS) were effectively good towards students' writing ability. The strategies gave the effect to the students in term of many ways by following the steps one by one. It also showed that the more teacher and students focus on the process of writing the better result that they will get in the production of the writing. Then, the students' writing was also influenced by students' way of doing the process of strategies. So, in other words, both of the strategies were positively affected students' writing ability.

Finally, researcher found the result of the study that DEFENDS strategy was improved better than PENS strategy. DEFENDS strategy could improve 89 % while PENS strategy improved 77 % on students' writing ability at SMPIT Al Ihsan Boarding School.

V.2 Implication of the research

In teaching and learning process, the lecturer should find the suitable approach, method, technique, and strategy to teach his/her students in order to give effective learning. In this research, DEFENDS strategy and PENS strategy were compared to students' writing ability. Both of the strategies were suitable to carry out in teaching writing ability.

Douglas Brown (1994) said that testing writing skills could be a very interesting experience, and it gave teacher an opportunity to creative in selecting the test items and materials. Moreover, DEFENDS strategy had a great impact by making them enjoy taking test and comfortable, so if the teacher chose the materials made students interested in learning. The limitation on this research was the students try to develop the ideas. The way that we can simply the task of evaluating written language was to limit to range of writing activities test. He suggested if the teachers used the formal test early stages of instruction. When doing writing test, it was very important if the students could be well trained in order to avoid the problem and consistent making the reliable test. The DEFENDS strategy significantly affected students' writing ability.

Then, Amelia (2014) studied about “*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 students with disabilities understood the sentence better. The finding of this study showed that on a pre-test, before students knew about PENS the percentage of correct complete sentences was 70% and complicated sentence was 18%. After the PENS strategy was applied in the classroom; the percentages jumped or increased to 98% for complete sentences and 58% for complicated sky-rocked. It proved that children could do better writing when they used the strategy and also remembered the important aspects of each writing steps.

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3 Recommendation

The research findings of this study could be regarded as a valuable contribution to enrich literature review on the success of proving the comparison of DEFENDS strategy and PENS strategy toward students' writing ability in SMPIT Al Ihsan Boarding. The research findings have found out that there is no significant difference on students writing ability by comparing DEFEDNS strategy and PENS strategy. It means that both strategies are suitable to apply in teaching writing. Despite the research findings show significant improvement on students' writing ability of both strategies and there are still gaps which could be filled with new and further researchers.

The researcher would like to recommend for the future research of comparison teaching strategies of both DEFENDS and PENS on the students' writing ability as follow: the first recommendation is to continue the research to more teachers of various schools or universities in Pekanbaru.

Another aspect which is also related to sample is focused on students, lectures, instructors, as well as the educational context concerned. Even though, the need to improve learning is more emphasis on English learners, the person in charge of the class, namely the lecturers should be able to conduct or apply the DEFENDS strategy and PENS strategy in teaching writing. In addition, several recommendations should be given to the students, the educators, and the stakeholder.

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1. For the students

It is suggested to learn and comprehend more the use of DEFENDS strategy and PENS strategy, the students can use them during practice their writing. The students are expected to consistently practice how to write better and perfectly.

2. Educator

It is suggested to understand more to use various learning strategy in English subject such as DEFENDS strategy and PENS strategy in order to give other variation of the teaching for the students. The students would enjoy to learn English more than usual.

3. For the institution

There are several points needed to be suggested, as follows:

- a. DEFENDS strategy and PENS strategy are needed to introduce and develop further by the lecturers, students, and the other educators as an alternative teaching, particularly in teaching writing. The process of introduction and development of writing ability can be conducted through English clubs, English week zones and English activities.
- b. Further research related to the use of writing ability need to be conducted by relating it with other variables such as interest, prior knowledge, self- concept, critical thinking, and creatively.

- c. By providing the positive contribution of the use DEFENDS strategy and PENS strategy on students' writing ability of the educators and stakeholders are expected to improve its sustainability.



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Yayasan Wakaf Al-Ihsan Riau
Sekolah Menengah Pertama Islam Terpadu (SMP IT)
Al-Ihsan Boarding School
Akreditasi A

@ibsriau
facebook.com/IBSRiau
info@ibs.sch.id
0853 1818 1850
www.ibs.sch.id

Jl. Pesantren RT. 03/ RW. 04, Dusun IV Desa Kubang Jaya - Kec. Siak Hulu, Kab. Kampar - Prov. Riau, Kode Pos. 28452

SURAT KETERANGAN

Nomor : 72/S.Ket/SMPIT-IBS/XII/2019

Kepala SMP IT Al-Ihsan Boarding School Kecamatan Siak Hulu Kabupaten
Kampar Provinsi Riau dengan ini menerangkan bahwa :

Nama	: ADEY ANUGGRAH
NIM	: 21691104952
Program Studi	: Pendidikan Agama Islam
Konsentrasi	: Pendidikan Bahasa Inggris
Jenjang	: S2
Judul Penelitian	: Comperative Study On The Effect Of Defends And Pens Strategies On Students' Writing Ability At SMP IT Al- Ihsan Boarding School Kampar Regency.

kepada yang bersangkutan di berikan izin untuk melakukan penelitian di SMP IT Al-
Ihsan Boarding School Siak Hulu.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat digunakan
sebagaimana mestinya.

Siak Hulu, 12 November 2019

Kepala Sekolah



A.S.M.A.R, S.Pd
NIP/TK. 0810003



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KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *					
NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor*	Paraf Pembimbing/ Co Promotor	Keterangan	
1.	28/10/19	BAB 1 BAB 2 BAB 3	<i>[Signature]</i>		
2.	30/10/19	Operation list and Instrument Test	<i>[Signature]</i>		
3.	8/11/19	Data Analysis and preservation	<i>[Signature]</i>		
4.	9/11/2020	Partion of chapter 4 and 5	<i>[Signature]</i>		
5.	11/1/2020	Finaly Reviewing Table Dan, Subtitle Chapter, Abstract and Content list.	<i>[Signature]</i>		
6.	13/1/2020	Approvment	<i>[Signature]</i>		

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *					
NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor*	Paraf Pembimbing/ Promotor*	Keterangan	
1.	2/11/19	Problem Theory Operatel Coop Analysis Pict	<i>[Signature]</i>		
2.	7/11/19	Make work out Bond on Operatel Cocept	<i>[Signature]</i>		
3.	9/11/2020	Analisa Table Gain bere analisis	<i>[Signature]</i>		
4.	10/1/2020	Studatracivitho in abstrakta	<i>[Signature]</i>		
5.	10/1/2020	Preparan for Data of Control Clon	<i>[Signature]</i>		
6.	10/1/2020	ACC. for Final Test	<i>[Signature]</i>		

Calatan :
*Coret yang tidak perlu

Pekanbaru, 13/1/2020
Pembimbing II / Co Promotor
[Signature]
Dr. H. Helmi, M. Ag.

Calatan :
*Coret yang tidak perlu

Pekanbaru, 10/1/2020
Pembimbing I / Promotor*
[Signature]
Dr. H. Fauziah, M. Pd

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State Islamic University of Sultan Syarif Kasim Riau

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KARTU KONTROL KONSULTASI	
BIMBINGAN TESIS / DISERTASI MAHASISWA	
NAMA	ADRY ANUGRAH
NIM	269110082
PROGRAM STUDI	PAI
KONSENTRASI	PBI
PEMBIMBING I / PROMOTOR	Dr. H. Pramadi, M.A. PhD
PEMBIMBING II / CO PROMOTOR	Dr. Hj. Helmar, M.Ag
JUDUL TESIS/DISERTASI	Componente Study on the Effect of Using Definitions and 'PENG Semantisasi' and Writing Ability of SMPIT AL- MISRI, Pekanbaru School Through Presence
PROGRAM PASCASARJANA UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU	



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LANGUAGE DEVELOPMENT CENTER
 STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
 مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية



CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Adey Anugraha
 ID Number : 21691104952
 Date of Birth : January 11, 1993
 Sex : Male
 Test Form : Paper Based Test

Achieved the following scores on the
English Proficiency Test

Listening Comprehension : 67
 Structure & Written Expressions : 61
 Reading Comprehension : 52
Overall Score : 600

Expired Date : January 19, 2022



CFPC
 English Proficiency Test & Certificate Provided by
 Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
 The scores and information presented in this score report are approved.
 Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004
 HP 0852 7144 0823 Fax: (0761) 858882
 Email : info@pusat-bahasa.info Website : pusat-bahasa.info



The Head of Language Development Center
 Mahyudin Syukri, M. Ag
 NIP. 19720421 200604 1 003





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كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. K.H. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX.1004
 Phone & Facs, (0761) 858832, Site : <http://uin-suska.ac.id> E-mail : pps_uinsuskariau@gmail.com

Nomor : Un.04/PPs/PP.00.9/0553/2019
 Lamp. : 1 berkas
 Perihal : Penunjukan Pembimbing Utama dan Pembimbing Pendamping Tesis Kandidat Magister

Pekanbaru, 4 Maret 2019

Kepada Yth.

1. Drs. H. Promadi, MA., Ph.D (Pembimbing Utama)
2. Dr. Hj. Helmiati, M.Ag (Pembimbing Pendamping)

di
Pekanbaru

Seuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n.:

Nama	: Adey Anugrah
NIM	: 21691104952
Program Pendidikan	: Magister/Strata Dua (S2)
Program Studi	: Pendidikan Agama Islam
Semester	: VI (enam)
Judul Tesis	: The Comparison on The Effect of Defends and Pens Strategies on Students' Writing Ability at SMPIT at Taqwa Pangkalan Kerinci Pelalawan Regency

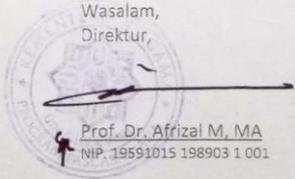
Masa bimbingan beriak selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

1. Penelitian dan penulisan tesis;
2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian setelah Seminar Hasil Penelitian; dan
4. Perbaikan tesis setelah Ujian Tesis.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam,
Direktur,



Prof. Dr. Afrizal M. MA
NIP. 19591015 198903 1 001



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 Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Nomor : 2594/Un.04/PPs/PP.00.9/2019 Pekanbaru, 4 November 2019
 Lamp. : 1 berkas
 Perihal : Izin Melakukan Kegiatan Penelitian Pra Tesis

Kepada Yth.
 Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau
 Di
 Pekanbaru

Dengan hormat,
 Dalam rangka penulisan tesis, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: Adey Anugrah
NIM	: 21691104952
Program Pendidikan	: Magister (S2)
Program Studi	: Pendidikan Agama Islam
Konsentrasi	: Pendidikan Bahasa Inggris
Semester	: V (Lima)
Judul Tesis	: Comperative Study on The Effect of Defends And Pens Strategies on Students' writing Ability at SMPIT Al Ihsan Boarding School kampar regency

untuk melakukan penelitian sekaligus mengumpulkan data dan informasi yang diperlukannya dari SMPIT Al Ihsan Boarding School kampar Regency.

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam
 Direktur,



Prof. Dr. Afrizal M, MA
 NIP. 19591015 198903 1 001

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PEMERINTAH PROVINSI RIAU DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I & II Komp. Kantor Gubernur Riau
Jl. Jenderal Sudirman No. 460 Telp. (0761) 39119 Fax. (0761) 39117, PEKANBARU
Email : dpmptsp@riau.go.id Kode Pos : 28126



032010

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISSET/27647
TENTANG

PELAKSANAAN KEGIATAN RISSET/PRA RISSET DAN PENGUMPULAN DATA UNTUK BAHAN TESIS

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Direktur Program Pascasarjana UIN Suska Riau, Nomor : 2594/Un.04/PPs/PP.00.9/2019 Tanggal 4 November 2019, dengan ini memberikan rekomendasi kepada:

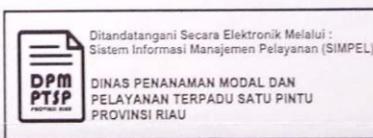
- | | |
|----------------------|--|
| 1. Nama | : ADEY ANUGGRAH |
| 2. NIM / KTP | : 21691104952 |
| 3. Program Studi | : PENDIDIKAN AGAMA ISLAM |
| 4. Konsentrasi | : PENDIDIKAN BAHASA INGGRIS |
| 5. Jenjang | : S2 |
| 6. Judul Penelitian | : COMPERATIVE STUDY ON THE EFFECT OF DEFENDS AND PENS STRATEGIES ON STUDENTS' WRITING ABILITY AT SMPIT AL IHSAN BOARDING SCHOOL KAMPAR REGENCY |
| 7. Lokasi Penelitian | : SMPIT ALIHSAN BOARDING SCHOOL KAMPAR |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 11 November 2019



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Bupati Kampar
3. Up. Kepala Kantor Kesatuan Bangsa dan Politik di Bangkinang
4. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang bersangkutan



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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Adey Anugrah
 NIM :
 PROGRAM : Pascasarjana (S2)
 PRODI : PdH
 KONSENTRASI : PdH

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	7 Juli 2017	The Influence of personality (Traits		Amalia
2		and language learning strategies		
3		toward speaking Ability At		
4		Language Development Center		
4		UIN SUSKA Riau		
5		Acquisition between the effect of		Pepi Anggraeni
6		Using SWIM (Picture word Inductive Model)		
7		and (Tea (Think talk write) strategies)		
7		on Student Writing Ability At		
7		State Junior High School 1 Kampar		
8		Effect		Prasasti
8		the effect of using pictures through		
9		background knowledge strategy on students'		
9		vocabulary mastery and writing ability		
9		At Islamic Junior High School		
10		of Islamic Boarding School		
11		Technology of Basic (Pekonjoran)		Rahmi Noprihananti
11		the comparison between the effect of		
12		Using language strategy and Cuing		
12		strategy on students' writing ability		
12		At state junior high school 2 Kampar		
13		The influence of self-efficacy and self-esteem		Pandawan/
13		toward writing ability in descriptive text		Damanah
14		the model of speaking ability : A study		Muhammad Yusuf.
14		on students speaking motivation and speaking		
15		Anxiety at language Development Center of		
15		UIN SUSKA Riau		

Pekanbaru, 20....
 Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar



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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : ADEY ANUGRAH
 NIM :
 PROGRAM : PASCA SARJANA (S2)
 PRODI : Pend. Agama Islam (PAI)
 KONSENTRASI : Pend. Bahasa Inggris (PBI)

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Kamis 11-1-2021	A comparative between the effects of using TST and DRN strategies on students' reading comprehension in recourse text on vocational high school pharmacy (Kasari/pabunton)		Astri dendi Putri
2				
3				
4		A comparison between the effects of using collaborative strategic reading (CSR) and GIST strategies on students' reading comprehension at SMPN 22 Pekanbaru		A Fitriani Kusnad.
5				
6				
7		A comparative study between the effects of using story map and two column-note strategies on students' reading comprehension at Islamic junior high school level Witmar Pekanbaru		Rini Nurma Sari
8				
9				
10				
11		A comparative study on the effects of using concept map strategy and anticipation guide strategy on students' reading comprehension at SMA N 3 SIAK.		Yunita
12				
13				
14				
15				

Pekanbaru, 20...
 Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
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KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Adey Anugrah
 NIM :
 PROGRAM : Pascasarjana (S2)
 PRODI : Pent. Agama Islam (PAI)
 KONSENTRASI : Pend. Bahasa Inggris (PBI)

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	17-8-2017	The effect of using plus minus interesting strategy on students' speaking ability and their motivation at State Senior High School II Pekanbaru		Apprye merpaung
2				
3				
4	"	The effect of using Galtby work strategy on students' reading comprehension and writing ability at Islamic Senior High School boarding school Techrolabs of Riau Pekanbaru		Musnawati hadriyah
5				
6				
7				
8	"	The effect of using Choral reading method on students reading comprehension and vocabulary mastery at Islamic Junior High School Boarding school Techrolabs of Riau Pekanbaru		Lisa Panayanti
9				
10				
11				
12	"	The effects of Using the Appaning strategy and the Story Grammar strategy on students' reading Comprehension at SMPN 2 Tanjung		Suseli Samudri
13				
14				
15				

Pekanbaru, 20...
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar



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KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Atay Anggrah
 NIM :
 PROGRAM : Pascasarjana (S2)
 PRODI : Ped. Agama Islam
 KONSENTRASI : Ped. Belajar Ingris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Pada 11/11/15	A comparison between the effect of using cooperative learning technique (NHTS Paris Check) on students' reading comprehension		Arif Prjati
2				
3	→	The comparison between the effect of using 'Stop and share' and JOT thoughts strategies on students writing Ability at IFA Al-Murawandah Pekanbaru.		Fitriyah Hidayat
4				
5				
6	→	The effect of using Comic Strip strategy of students' reading comprehension and writing ability on the second year students of MIS Maulana Ibrahim Indragiri Hilir regency.	17/17	Arif yashared
7				
8				
9				
10	→	The influence of students' Anxiety and students' writing language learning style on their English achievement at Junior high Sekolah Islam boarding School Al-Murawandah Pekanbaru		Arif yashared
11				
12				
13				
14				
15				

Pekribaru, 20...
Direktur.

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibuat setiap kali mengikuti seminar
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali seminar dengan mengisi Kartu Peserta Seminar.



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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : ADEY ANUGRAH
 NIM :
 PROGRAM : PASCA SARJANA (S2)
 PRODI : PAI
 KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Tanggal 9 Juni 2017	The comparison between the use of		Syarif Kasim
2		Jigsaw and numbers head together		
3		(NHT) strategies on students' reading		
4		Comperhension An SMP IT AL-12har		
5		school Pekanbaru		
6				
7	Tanggal 9 Juni 2017	the effect of using PGAR and graphic		Serli Widayanti
8		organizers on students' reading		
9		Comperhension at Junior high school		
10		YPPI reading		
11				
12				
13				
14				
15				

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 Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Adang Amggarah
 NIM :
 PROGRAM : Pasca Sarjana Pa
 PRODI : PAI
 KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	<u>Senin 19-6-2017</u>	<u>Hikmah ma'alah perspektif Alahmad Al-Furjawi Dalam Kitab Hikmah Taqy'wa falsafahnya</u>		<u>Atwasatir</u>
2				
3				
4	<u>---</u>	<u>Konsep hirpuh sebagai kaminia konsep kapa'ah dalam peribahan (studi komparatif mazhab hanafi dan mazhab maliki)</u>		<u>Muhammad Pngkur</u>
5				
6				
7	<u>---</u>	<u>Piqih lingkungan terhadap a pembataran Hutan Riau di Lingau Magashid Syari'ah</u>	<u>19/17</u> <u>16</u>	<u>Muhammad Husein</u>
8				
9				
10	<u>---</u>	<u>Zakat Ma'lu dalam perspektif hukum Syari' dan yuris Qardhawi</u>		<u>Dr. Prati Lubis</u>
11				
12				
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14				
15				

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 Direktur,

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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Arley Arsyah
 NIM :
 PROGRAM : Pascasarjana (S2)
 PRODI : PAI
 KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET	
1	Kamis 14/12/17	Hubungan transformasi (pencangkahan) hari	 20/12/17	Muhammad Idris	
2		antarmuka orang muslim dengan non muslim dalam perspektif magang studi asy-afwa			
3					
4	Kamis 11/12/17	Etisitas dan integritas guru agama terhadap anak muslim perspektif Al-Qur'an (ajian tafarruk)			Adik Jula Paripurna
5					
6	Kamis 14/12/17	Keberhasilan agent-agent ideal dalam Al-Qur'an (ajian tafarruk Al-Bislah khusa wa umum sholah)			Indri Alim
7					
8					
9	Kamis 14/12/17	Praktikannya dalam pada pengalihan agama dan dalam perspektif hifi			Fitrisani
10					
11	Kamis 14/12/17	Analisis Kualitas - Kualitas yang diteliti pelaksanaan Al-Qur'an dalam bidang Al-Sunnah Al-Makmumiyah khusa Ahli Al-Fiqh wa Ahli Al-Hadits			Ari Jari Andono
12					
13					
14					
15					

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 Direktur,

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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : ADEY ANUGRAH
 NIM :
 PROGRAM : Pasca Sarjana
 PRODI : PAI
 KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	8 Juli 2017	Kecapritas Guru pendidikan Agama Islam (PAI) dalam menggunakan media pembelajaran Information and Communication Technology (ICT) di sekolah dasar negeri Se-kecamatan Antingrabi		Am Riah
2				
3				
4	— 6 —	Pengaruh Inerensi Edukatif dan peran peran fasilitas sekolah terhadap efektivitas pembelajaran pendidikan Agama Islam di SMAAN Se-kecamatan Tanjung Pekanbaru		Metti Sumarni
5				
6	— 11 —	Pengaruh kepemimpinan kepala madrasah yang efektif dan pengalaman mengajar		Roder Sulman, S.Pd
7		Guru terhadap fitrap guru pada perubahan kurikulum 2013 di MTs/MA Se-kecamatan		
8		Pengaruh faktor keb. Polutan		
9	— 12 —	Pengaruh supervisi dan motivasi kepala sekolah terhadap kinerja guru smk (sandy kusni: smp 15 Pekanbaru, smp 11 Ar-stapa, dan AT-din)		Rahman, Syah
10	— 13 —	Pengaruh pendidikan akhlak dalam keluarga dan pembelajaran adalah Akhlak terhadap tingkah laku siswa di MTs Se-kecamatan Rokung hulu		Andi Idris
11				
12	— 14 —	Manajemen perubahan kurikulum Kesp 2006 ke kurikulum 2013 di SD Negeri Se-kota Pekanbaru		Eti Hsan
13				
14	— 15 —	Relevansi kompetensi Guru menurut As-Zarnuj dalam kitab Ta'lim Al-Muta' Allim dengan		Suriani
15		Undang-Undang Nomor 19 tahun 2005 tentang Guru dan dosen		

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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Abey Anugrah
 NIM :
 PROGRAM : Pascasarjana (S2)
 PRODI : Pend. Agama Islam
 KONSENTRASI : Pend. Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Selasa 16/5-2017	Prinsip manajemen pendidikan islam dalam Al-Qur'an		Muhammad Rahim
2				
3	Selasa 16/5-2017	Manajemen berbasis akreditasi dalam peningkatan mutu pendidikan prodi PAI di PTKIS Setara Pekanbaru		Muhartini
4				
5				
6	Selasa 16/5-2017	Strategi kepala Sekolah dalam meningkatkan mutu guru di SMAW Kecamatan Bantan.		Habib Safwanul Habib
7				
8				
9	Selasa 16/5-2017	Implementasi manajemen mutu terpadu (studi kasus di pondok pesantren Babussalam dan Pondok pesantren Al-Ihsan Boarding School Prov. Riau)		Afdal
10				
11				
12	Selasa 16/5-2017	Strategi Efektivitas kepala Madrasah dalam meningkatkan kinerja guru madrasah Aliyah se-Kabupaten Kuasing		Erizon Efendi
13				
14				
15				

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 Direktur,

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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Abby Amayrah
 NIM :
 PROGRAM : Pascasarjana (S2)
 PRODI : Perd. Agama Islam
 KONSENTRASI : Perd. Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Selasa 16/5/2017	Pengaruh generasi milenial terhadap kurikulum berbasis masalah dan peranan orang tua terhadap hasil belajar siswa pada masa pelayaran Bahasa Arab di MA Se Kecamatan Siantan Kab. Rokan Hilir		Lindawati
2				
3	Selasa 16/5/2017	Efektifitas Layanan Bimbingan Konseling dalam Meningkatkan Kedisiplinan siswa di Sekolah		Aisurrahman Sawani
4		Siswa provinsi Nala Hukurel Sekan		
5	Selasa 16/5/2017	Pengaruh Abstraksi Intrapersonal dan Interpersonal Kepala madrasah terhadap kinerja guru MAN		Mutialis
6		Se- Kabupaten Kampar		
7	Selasa 16/5/2017	Abstraksi Kreativitas guru dalam inovasi kompetensi dasar pra-tarbiyah guru di madrasah Ibtidaiyah ke kota pekan baru		Suhendri Ardeska
8				
9	Selasa 16/5/2017	Implementasi manajemen Kurikulum Lembaga Pendidikan NU berbasis Aswaja Cahu		Masika
10		Sunnah waljamaah di SMP IT Dar Al-Hikmah dan MA MA'arif Pekanbaru		
11				
12				
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Prof. Dr. H. Ilyas Husti, M.Ag
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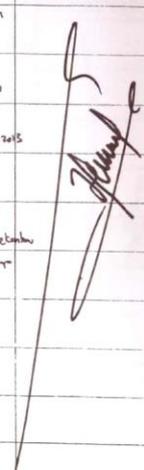
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KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : ABDI ANUGRAH
 NIM :
 PROGRAM : PASCA SARJANA (S2)
 PRODI : Pend. Agama Islam (PAI)
 KONSENTRASI : Pend. Bahasa Inggris (PBI)

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET	
1	Senin 14/11/2017	Pengaruh pembelajaran pendidikan agama Islam dan penerapannya di masyarakat terhadap kemandirian siswa pada siswa SMA se-kacamatan rengas kab. Indragiri Hulu		wiladi wijaya	
2					
3	Senin 14/11/2017	konsep pendidikan akhlak dalam perspektif Hanika dan Relevansinya dengan kurikulum		AISD Rokhm	
4	Senin 14/11/2017	Pengaruh Kinerja guru dan pendaya gunaan sumber belajar terhadap prestasi belajar siswa bidang studi pendidikan agama Islam di SMP Swasta kecamatan Bukit Raya Pekanbaru		Azri Aisyah	
5					
6	Senin 14/11/2017	Perbandingan pemberian tugas dan cara belajar siswa kognitif dan intelektual di SMP negeri kecamatan Indragiri Hulu		Murwaning	
7					
8	Senin 14/11/2017	Pengaruh Kepribadian Islami menurut Syekh Tsiqyuddin an-nabli		Agus Solahudin	
9					
10					
11					
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Pekanbaru, 20....
 Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
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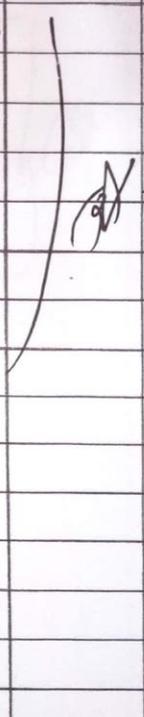
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KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : ADEY
 NIM :
 PROGRAM : PASCASARJANA S2
 PRODI : PAI
 KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET	
1	Jumat 16/6/2022	Konsep ekonomi Islam menurut Taqiyuddin		lrazaadi	
2		An-Nabhani (Studi Naskah khalaf			
3		An-Nizhamu Al-Iqtisadiyy fi			
4		Al-Islami)			
5					
6		Pengaruh faktor Internal dan			kailan husna
7		Eksternal terhadap likuiditas (FDK)			
8		pada Bank Umum Syariah yang			
9		terdapat di Bank Indonesia			
10					
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14					
15					

Pekanbaru, 20....
 Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : ADY ANUGRAH
 NIM :
 PROGRAM : Pasca Sarjana (S2)
 PRODI : Pend. Agama Islam (PAI)
 KONSENTRASI : Pend. Bahasa Inggris (PBI)

NO	TGL/HARI	JUDUL TESIS DISERTASI	PARAF SEKRETARIS	KET
1	Senin 12/10/17	Hak wali mujbir dalam perkawinan menurut imam Al-Syafi'i dan imam Abu Hanifah		Moh. Nawar
2				
3	"	Peran penguluh agama dalam menegangi Anggota kaum di luar nitah di tabu paku Tampar		Mursad
4				
5				
6	"	Ketentuan nitah dalam pasal 3 ayat (2) peraturan & pemerintah no. 9 tahun 1974		Masnur
7				
8				
9				
10				
11				
12				
13				
14				
15				

Pekanbaru, 20 ...
 Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

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**UNIVERSITAS ISLAM NEGERI
SULTAN SYARIF KASIM RIAU
PROGRAM PASCASARJANA**

ALAMAT : JL. KH AHMAD DAHLAN NO. 94 TEL/FAX. 0761-858832

Lembaran I (Putih) : Untuk Ybs
Lembaran II (Merah) : Untuk Pps
Lembaran III (Hijau) : Universitas

TANDA TERIMA

Sudah terima dari : ADEY ANUGERAH

Uang sejumlah : Tiga juta rupiah

Rp. 3.000.000

Untuk Pembayaran : Seminar Proposal Tesis Ujian Tertutup Disertasi
 Ujian Tesis Ujian Terbuka Disertasi
 Ujian Kualifikasi
 Seminar Proposal Disertasi

Atas Nama : ADEY ANUGERAH

NIM : 21691104852

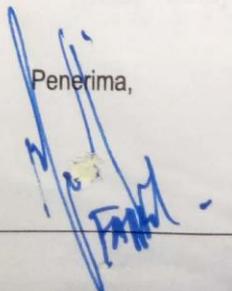
Semester : 7

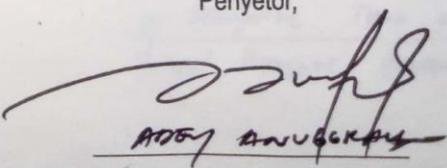
Program Studi/Konsentrasi : PAI / PBI

Tahun Akademik : 2020

Pekanbaru, 21 FEBRUARI 2020

Penerima, Penyetor,





ADEY ANUGERAH

UIN SUSKA RIAU



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PASCASARJANA

DOKUMEN PENGAJUAN UJIAN TESIS/DISERTASI

Nama	: <u>ADEY ANUGRAH</u>
NIM	: <u>21691104852</u>
Program Pendidikan	: <u>PAI</u>
Program Studi	: <u>PBI</u>
Promotor/Pembimbing 1	: <u>Drs. H. Pramadi, M.A, Ph.D</u>
Co-Promotor/Pembimbing 2	: <u>Dr. Hj. Helmiadi, M.Ag</u>
Judul Tesis/Disertasi	: <u>Comparative Study on Effect of PPFENDS and PENS Strategies on the Students' Writing Ability of Descriptive Text at SMPIT Al Ihsan Boarding School Kampar Rejency</u>

Kembalikan dokumen ini sesuai dengan waktu yang telah ditetapkan. Setiap keterlambatan dapat menimbulkan dampak akademik dan finansial yang serius terhadap kandidat.

Jl. KH. Ahmad Dahlan No. 94 Pekanbaru (28129) P.O. Box. 1004 Telp./Faks. : (0761) 858832
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Lamp. : 1 berkas proposal
Hal : Pengajuan Ujian Tesis/Disertasi

Kepada
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Pendidikan Agama Islam
di
Pekanbaru

Dengan hormat,

Saya yang bertandatangan di bawah ini :

Nama	: <u>ADY ANUGRAH</u>
NIM	: <u>21691104852</u>
Program Pendidikan	: <u>PAI</u>
Program Studi	: <u>PBI</u>
Smt / Thn. Akademik	: <u>7/2020</u>
Promotor / Pembimbing 1	: <u>Dr. H. Promadi, M.A, Ph.D</u>
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mengajukan tesis / disertasi dengan judul tersebut di bawah ini untuk dijadwalkan pada Ujian Tesis / Ujian Disertasi Tertutup / Ujian Disertasi Terbuka :

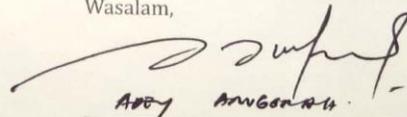
Comparative Study on the Effects of DEFENDS and PENS Strategies on the Students' Writing Ability of Descriptive Text at SMPN Al Ihsan Boarding School Kampar Regency

Demikianlah disampaikan, dan atas perhatiannya diucapkan terima kasih.

Pekanbaru, 17 Februari 2020
Wasalam,

Tanggal terima

17 FEB 2020


ADY ANUGRAH

NIM. 21691104852



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EVALUASI DAN PENGESAHAN KELAYAKAN TESIS/DISERTASI

EVALUASI

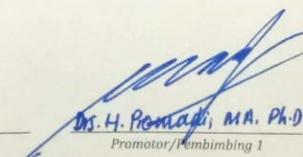
Berilah tanda centang (✓) pada kotak yang telah disediakan secara berpatutan. Tesis/ disertasi dikembalikan kepada mahasiswa jika terdapat tanda centang pada kotak 'tidak'.

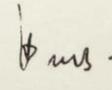
KRITERIA EVALUASI	Pembimbing 1		Pembimbing 2	
	YA	TDK	YA	TDK
1. Informasi mengenai mahasiswa dan tesis/disertasi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Kesesuaian tampilan dan teknis penulisan dengan <i>Manual PPs</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Pilihan kata/terminologi, penulisan ejaan, serta tata dan gaya bahasa	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Izin Penggunaan bahan-bahan yang berhakcipta	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Kekuatan dan ketajaman latar belakang	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Ketepatan rumusan masalah dan kerangka teoretis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Kekuatan, felevansi penelitian, dan signifikansinya berdasarkan tinjauan Literatur	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Kekuatan metode dan pendekatan penelitian, serta kerangka teoretis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Kelayakan variabel, cakupan bahan kepustakaan, serta kekuatan/ kelayakan kuesioner dan daftar pertanyaan wawancara	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Kejelasan, justifikasi dan kerunutan data informasi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Kesesuaian uraian, komparasi dan analisis dengan data/informasi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. Cakupan dan kekuatan referensi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. Kekuatan pembahasan, hasil dan kontribusi penelitian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14. <i>Novelty</i> hasil penelitian dan dampaknya secara Teoretis dan terapan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

PENGESAHAN

Berdasarkan evaluasi di atas disampaikan bahwa tesis/disertasi ini **LAYAK / TIDAK LAYAK** diajukan ke Ujian Tesis / Ujian Tertutup Disertasi / Ujian Terbuka Disertasi.

 Tanggal, bulan dan tahun


Dr. H. Pomali, M.A. Ph.D
 Promotor/Pembimbing 1


Dr. Hj. Helwanti, M.Ag
 Co-Promotor/Pembimbing 2