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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Ability in Writing

a. The Nature of writing

Writing is the one of the four language skills and it is the most important process in learning English. It can not be separated from every learning process experinced by the students as long as they are still in educational process. According to Hasibuan (2007:2), writing is both process and product. We learn to write by writing. Moreover Pratama, (2012:1) also points out that writing is an activity of exploring the writer's thought to arrange the ideas into words which are communicated in meaningful way.

Writing is very important for those who learn English as a foreign or second language. As one of the four skills, writing is not like reading and listening. It requires students to write text well. Writing skill helps the learner gain independence, comprehensibility, fluency and creativity in writing. If learners have mastered these skills, they will be able to write so that they are not only able to read what they have written, but other speakers of that language can read and understand it.



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Writing is one kind of expression in language which is created by particular set of symbol, having conventional values for representing the wordings of particular language which is drawn up visually. Nunan (1991:86) states that writing means transmission through written form to give information to somebody else that cannot be done directly through oral communication because of limitation of time, distance, and chance to communicate face to face.

Based on the explanation of the nature of writing above, basically writing is very important for students that should be mastered as one of the four skills in English. It is not an easy skill like reading, speaking and listening. It can be called as a complex activity because reading, speaking and listening are also included in writing. A writer has to know how to write, what will be written, large insight, and the provisions of the writing in order to make a good writing. Writing is also a skill which must be taught and practiced, writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern.

b. The purpose for writing

According to Penny Ur (1996: 163), the purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of the writing.

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Meanwhile according to Coffin, et. Al (2003: 20) the purpose of writing is as assessment; as an aid to critical thinking, understanding and memory; to extend students' learning beyond lectures and other formal meetings; to improve students' communication skills; and to train students as future professionals in particular disciplines.

In addition, Kate Grenville (2001:1), state there are three general purpose of writing, they are:

1. Writing to entertain, it means that writing does not make the readers laugh, but it at least engages their feelings in some way.
2. Writing to inform, it means that the writer tells the readers about something.
3. Writing to persuade, it means persuade the readers to convince something.

Based on all of the statements above, the researcher got an understanding that no matter our writing is, it is done to express the idea and feeling to raise a purpose based on each importance. Moreover, for the students, the purpose of writing is to improve their communication skills, share information to the readers and to train students to become professional writers.



c. Teaching writing

According to Christina and Mary (1976:263), writing is one way of providing variety in classroom procedures, and it also makes possible individualized work in large classes. Writing tends to increase retention and makes available a source for later reference. It provides students with physical evidence of his achievements and becomes a source in which by he can measure his improvement. Additionally, writing is seen as a language skill which serves as *reinforcement of learning* grammatical and vocabulary knowledge, which in turn serves to achieve oral correctness. Given this simple view, it is not surprising that most language programs deal with the teaching of writing by focusing on the development of language skills, which are reflected in an emphasis on formal correctness of students' writing. Instruction typically involves imitation of what is thought to be appropriate sentence as well as their manipulation, that is to say, sentence combination or rework of problematic sentence.

Generally, there are three major teaching points in the writing of compositions. (1) Correct language form in the sentence level, (2) mechanics of punctuation, and (3) content organization.

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d. The Components of Writing

There are some components that should be considered by writer in writing activity. Beside that the students need five components to construct their writing, the components are needed to create effective writing. Hughey, et al (1983:139). Propose five components of writing that must be noticed by writer in a writing composition.

1. Content

Jane (2000) Content is one of writing components that discusses about knowledgeable, substantive, thorough development of thesis, and relevant to assigned topic. It is related to the content of the writing itself. It means the ability of the writer to think creatively and develop thought, excluding all irrelevant information.

2. Organization

It pertains to the ideas which must be stated clearly, well organized, logical sequence and cohesive.

3. Vocabulary

It means the vocabulary used should be sophisticated range and effective words and idioms in order to make a good writing.

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4. Language use/Grammatical features

It is related to the highlight effective complex construction, few errors of agreement, and the order of articles is used. In composing paragraphs or texts, the mastery of grammatical order is very important for writers. It will influence what messages that will be caught by the readers.

5. Mechanics/Spelling and Punctuation

It is related to the ability of the writer to mastery convention, spelling, punctuation, capitalization, etc. In writing, the correct usage of spelling is needed in order to get the right meaning of the essay.

Researcher formulates the indicators as a measure of students' writing ability based on the experts' opinion above. The indicators that can be formulated: such as, content, organization, vocabulary, language use (grammatical features) and mechanics (spelling and punctuation) to enable the students to construct their writing.

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e. The Elements of Good Writing

Richard Walker (2010) states that there are five elements of good writing as follows:

a. Purpose

In this element, writers stay focused on their topic, they must understand the purpose that they are trying to accomplish.

The purpose is the goal the writer is trying to achieve.

b. Audience

The second element of good writing is to keep your audience in mind as you write. The term audience refers to the readers.

Good writers know who their audience is before they start writing. Good writers keep their audience in mind as they write every sentence in their paragraph.

c. Clarity

Clarity refers to how easy it is for the reader to understand your writing. Good writers explain their points clearly. Clear sentences are not vague or indirect; they get the point across to the reader by using specific, concise language.

d. Unity

Unity in a paragraph means that all the sentences are related to the topic sentence and its controlling idea. Good writers stay on topic by making sure that each supporting sentence relates to the topic sentence.

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e. Coherence

A piece of writing has coherence when all of the ideas are organized and flow smoothly and logically from one to the next. When a paragraph or essay has coherence, the reader can follow the main ideas more easily.

f. The Writing Assessment

In assessing writing, the teacher can not measure the students' ability by giving them multiple choice, or short answer that can be done in assessing reading or listening. The teacher should ask the students to write in order to know students' achievement. According to Arikunto (2009:245), there are 5 components to categorize students' writing ability. The assessment form can be seen as follows:

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Table III.1
Writing Narrative Form Score
Assessment Aspect of Writing Narrative Text

No	Aspect Assessed	Score			
		1	2	3	4
1	Content				
2	Organization <ol style="list-style-type: none"> a. Orientation b. Complication c. Resolution 				
3	Vocabulary				
4	Language features <ol style="list-style-type: none"> a. Specific and individualized participants b. Action verb c. Behavioral and verbal processes d. Simple past tense e. Temporal conjunctions and temporal circumstance 				
5	Mechanics (Spelling and Punctuation)				
Total					
Maximum Score		20			

Explanation of Score:

- 1 = Incompetent
- 2 = Competent Enough
- 3 = Competent
- 4 = Very Competent



$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 80$$

2. The Nature of Narrative Text

a. General concept of narrative text

In senior high school level, students are learning many kinds of text. One of the text is narrative text. Narrative text is related to the experience or story past time and can also be defined as a story based on the plot, and the plot that consists of event, person, and conflict. In reference to McKay (2006:246) the ranges of major forms of writing are *narrative, recount, procedure, report, explanation and exposition*. Furthermore, McKay also states that some specific examples of narrative are a story, fable, myth, fairytale, poem or play.

According to Syafi'i (2013:47) narration is story telling, whether it tells a true story or fiction. A narrative text gives an account of one or more experience. As a result, this type of essay can be fun to read and even to write. It also support by (Wadirman (2008:98) who says that narrative deal with an actual or vicarious experience in different ways. Moreover, narratives also deal with problematic events which lead to a crisis or turning points of some kind, which in turn finds a resolution.

As what has been mentioned before, it can be concluded that narrative is to tell a story or a short story taken from personal experience, using a chronological sequence of events. Narrative has a moral value in

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the story so the reader can caught the moral value of the story. Narrative is a kind of story consisting of series of events which is constructed in a chronological order. A narrative presents an event ended with a revelation, insight, or lesson. It could be in the form of a funny story or even the serious one depended on writer" s purpose in mind.

b. The Purpose of Narrative Text

The social purpose of narrative are to amuse or to entertain, to deal with actual vicarious experience in different ways. While, Kalayo Hasibuan and M. Fauzan Ansyari (2007:) say that the purposes of narrative are to entertain, creat, stimulate emotions, motivate, guide, and teach.

c. Generic Structure of Narrative Text

The generic structure of narrative usually has three main parts. They are called as orientation, complication, and resolution. According to Sudarwati, Th. M., and Eudia Grace (2005:51) the organization of narrative text includes:

- 1. Orientation:** introducing the characters of the story, the time and the place of the story happened (who/what, when and where)
- 2. Complication:** a series of events in whih the main character attempts to solve the problem.

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3. Resolution: the ending of the story containing the problem solution.

d. Language Feature of Narrative Text

The language features of narrative are;

- 1) Focus on specific and individualized participants,
- 2) Use of material process (action verb),
- 3) Use some of behavioral and verbal processes,
- 4) Use of relation process and mental process,
- 5) Use of past tense, and
- 6) Use of temporal conjunctions and tempirial circumstance.

e. Example of Narrative Text

The Thirsty Crow

On a hot day, a thirsty crow flew over a field looking for water. For a long time, she could not find any. She left very exhausted. She almost gave up. Suddenly, she saw water jug below her. She flew straight down to see if there was any water inside. It was surprised because there was some water inside the jug.

The crow tried to push her head into the jug. Sadly she found that the neck of the jug was too narrow. Then she tried to push the jug down for the water to flow out but she found that the jug was too heavy.

The crow thought hard for a while. Then she was looking around. She saw some pebbles. She suddenly had a good idea. She started picking up the



pebbles one by one, dropping it into the jug. As more and more pebbles filled the jug, the water level kept rising.

Soon it was high enough for the crow to drink. “It’s working” she said.

3. Writing Narrative Text

Narrative writing tells about what is happening or what has happened.

Narration is usually written in chronological sequence. A narrative essay gives an account of one or more experiences. A narrative typically contains action, dialogue, elaborate details and humor. The narrative is not typical of most paragraphs because it does not require the standard thesis sentence stating your main idea, nor does it require the traditional introduction, body, or conclusion. Peter Knapp & Megan (2005:223) state that, generally all narrative essays have certain elements.

a. Chronological order

Events or experiences are listed in sequence of how they happened. Set in time and place have to be created for the readers.

b. Display emotion

A good narrative essay connects readers to some sort of emotion felt by the essay’s subject. When you read the header display emotion above, anger, sadness, pain, or joy may have come to mind.

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c. Sequence of events

Narration uses the sequence to set up one or more complexities or problems. It is this problem making that usually draws the reader into the narrative, provided that reader can empathize with the characters. This problem part of the narrative must eventually find some ways being resolved. Otherwise, we are left with very frustrated or angry readers. Good problem-solving skills are a necessary part of writing successful narratives.

Based on the experts' opinion, researcher formulates the indicators as a measure of students' writing ability. They are as follows:

- a. Students' ability to put chronological order (orientation, complication, and resolution) correctly.
- b. Students' ability to express their ideas in writing based on the content, vocabulary, and mechanics that contains spelling and punctuation.
- c. Students' ability to express their ideas in writing based on the language features that contains Specific and individualized participants, Action verb, Behavioral and verbal processes, Simple past tense, Temporal conjunctions and tempiral circumstance.
- d. Students' ability to use choice of words related to narrative text.



4. Concept of Picture Series as Media

a. Defining of Media

Media are needed in teaching learning process especially in teaching writing. Media are tread at the level design in which the rules of materials are specified. The media are theoretically related to an approach, organizationally determined by design.

When media is used to support our teaching and learning process, perhaps many teachers believe that media encourage students to work in groups, express their knowledge in multiple ways, solve problems, revise their own work, and construct knowledge. Students have the opportunity to learn and apply real-world skills (Ivers and Barron, 2002: 2).

Media are mediator between teacher and students in teaching and learning process. One of the media to help the students controll their ideas in writing narrative text is pictures series. The media are used to stimulate the participation of the student in learning process. It is needed to make learning process more attractive. It makes the material easier to be accepted by the students. Pictures series are also intended to make students' motivation in study increased. Pictures series are an art which is used to draw unmovable goods if they arranged well.

Related to that statement, teaching media becomes the important points of the teaching learning activities. Basically, media refer to the teaching leraning approach, design and procedure. Another problem



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related to the students is sometimes the students find difficulties with the science art linked together and sequence.

Picture are good for media of teaching because they allow students begin to recognize letters and their associated sounds. Picture also give clues to the story for students who are just grappling language learning. Picture is one of the visual aids that are used by the teacher in teaching and learning process. There are some kinds of pictures that are used by the teacher such as picture, picture series, and so on.

b. Defining of Picture Series (Picture Sequence)

Using picture series is media that is employed to enable the learners to think inductively. It also enables them to interact with the teacher and classmate actively. Children tend to look at the pictures series that the teacher brings to class instead of listening the hearing teacher's explanation about a word. Besides, pictures clarify meaning easily. Chalhoun (1994:26) state, a major principles of picture is to build on childrens' vocabulary and to facilitate transition to writing and reading.

According to Betty morgan bowen (1973:32), picture series is a sequence of picture of a single subject. Its function is to tell a story or a sequence of events. Meanwhile, Harmer (1991:69) state that pictures are really useful way to prompt students into writing stories. There are number of different tasks which students can be asked to undertake.

According to Wright (1989:2) on his book *Pictures for Language Learning* states that, "pictures are not just an aspect of method, but



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through their representation of places, objects, and people they are essential part of the overall experience”. It means that, pictures series can help the learners to understand the meaning of a word because it represents the meaning of it. According to Raimes (1983:27), pictures will bring everything the outside world into the classroom in a vividly concrete way. So a picture is a valuable resource as it provides:

1. a shared experience in the classroom;
2. a need for common language forms to use in the classroom;
3. a variety of tasks;
4. a focus of interest for students.

Picture is a drawing object. It is one of visual aids that are very useful in teaching, especially for English teaching. A picture series not only provide the students with the basic material for their composition but stimulates their imaginative powers. Pictures series can really help the learners to ease them in comprehending the meaning of a word, a sentence, or a paragraph. By using picture, the learners can get the imagination about the objects or the situations. Picture consists of lines and shapes which are drawn, painted, or printed on a surface. It also shows a person, thing, or scene. It helps the students attracted to create their ideas in writing narrative text. The students have imagination about pictures they saw. Pictures series have a number of related composite pictures linked to form a series or sequences. It makes the students’ ability in writing narrative text will be cohesive and systematic.



Another statement comes from Rimes (1983:36) on her book *Techniques in Teaching Writing*, she states that pairs of pictures or pictures in sequences provide for a variety of guided and free writing exercise. A picture series (picture sequences), such a comic strip, provides the subject for writing narrative and for speculating about the story beyond the pictures in the strip. It means that, picture sequences (pictures series) provide to use in writing narrative. Because in pictures sequences have related number to make the students create the cohesive paragraph.

Apart from that, the pictures inspire the students in expressing their ideas into paragraph. Pictures series is suitable as a media in writing narrative text. This media is used to stimulate the participation of the student in learning process. It is needed to make learning process more attractive. It makes the material easier to be accepted by the students. Media is mediator between teacher and student in teaching and learning process. As one of a media in learning process, pictures series is also intended to make student's motivation in study be increase. Wright (1992:17) state, picture can motivate the students and make them want to pay attention to and take part of the learning activity. Pictures series are an art which is used to draw are unmovable goods if they are arranged well. The use of pictures in teaching writing is able to support the students to study (Raimes, 1983:11).

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The writer thought that those definitions have close connection to one another. It can be supported from some theories stated in this chapter by linguists. One of the researcher purposes in conducting this study is to help students solving their problem in writing narrative text. Some teachers only order the students to write narrative text without a media and the students feel confused to start writing.

c. Types of Picture and Types of Use

Andrew Wright (1989:193) explained in his book *Pictures for Language Learning* states that, there are 20 types of picture that can be found, they are:

- 1.) Pictures of a single object
- 2.) Pictures of one person
- 3.) Pictures of famous people
- 4.) Pictures of several people
- 5.) Pictures of people in action
- 6.) Pictures of places
- 7.) Pictures from history
- 8.) Picture with a lot of information
- 9.) Pictures of the news
- 10.) Pictures of fantasies
- 11.) Pictures of maps and symbols
- 12.) Pairs of pictures
- 13.) Pictures and texts

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- 14.) Sequence of picture (Picture Series)
- 15.) Related pictures
- 16.) Single stimulating pictures
- 17.) Ambiguous pictures
- 18.) Bizarre pictures
- 19.) Explanatory pictures
- 20.) Student and teacher drawings

As it is mentioned above, it can be concluded that the activities which use the different types of pictures are given and referred to their activity number. It is very important that these are not seen as exclusive. The same pictures can often be used for purposes rather than those listed here. Indeed, with imagination, pictures can be used in such a variety of ways that no definitive guide could be given.

d. Function of Picture

After identifying the definition of pictures, it is also necessary to know what the functions of pictures are. Here are some functions of picture for the teaching-learning activity. According to Wright (1989:4) some functions of pictures are:

1) Structures and Vocabulary

Pictures are very useful for presenting new grammatical and vocabulary entries. They also help to provide the situations and the contexts that light up the meaning of words or utterances,

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and help the teachers to avoid giving a long translation that might confuse the learners.

2) Function and Situation

Pictures can be used for the revision from one lesson to another. Pictures also can be used as the basis of the written work, for example question writing. Pictures also can increase the learners' motivation and provide a useful practice material.

3) Skills

Pictures can be useful to give the learners an opportunity to practice the language in real context or in the situations in which they can use it to communicate their ideas.

Based on the statements above, it can be concluded that pictures can be used by teachers and students whatever the emphasis of the syllabus they are following. Pictures have some functions related to structure and vocabulary, function and situation, and skills.

Furthermore, the procedures of using Picture Series Wright (1989:201) as below :

- a. The teacher gives picture series that relevant to the learning topic.
- b. The teacher asks students to identify the pictures.
- c. Teacher ask students to collect their ideas about the topic.
- d. The teacher assigns students to write a narrative text by using picture series based on their own mind/words.



- e. The teacher asks the end of the picture series based on their work.

B. Relevant Research

According to Syafi'i (2013:102) relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting. In this case, there are two researchers:

1. Research from Dwi Ariningsih

Dwi Ariningsih conducted a research entitled "*The Effectiveness of Using Picture Series to Improve the Students' Writing Skill Viewed From Their Learning Motivation (An Experimental Study in the Seventh Grade of SMPN 1 Tanjunganom in the Academic Year 2008/2009)*". The population of this research was the seventh grade students of SMPN 1 Tanjunganom Nganjuk in the academic year 2008/2009. There were 12 classes for the seventh grade students of the school. Each class contained more or less 36 students. So the total numbers of the whole students was 432 students. The populations was homogeneous. The subjects of the research were the students of the seventh grade 1 and the seventh grade 2. Each of them consisted of 36 students. Data collecting techniques, which were used, were test and questionnaire. The test was used to know the students' writing skill after being given treatment, whether they had better achievement or vice versa. The data were analyzed by using descriptive and inferential statistic because she wanted to give the interpretation of the data and took a conclusion. The null hypothesis between the two



variables, the teaching techniques and learning motivation, were no interaction between teaching techniques and motivation in teaching writing. Meanwhile, the alternative hypothesis was there was interaction effect between two variables, the teaching techniques and learning motivation.

2. Research from Nanda Hadi Putra

Nanda Hadi Putra had a research entitled “The Effect of Using Picture Series To Increase Speaking Ability At The Second Years Students’ Of Mts Negeri Naumbai” (An experimental study). He concluded that by using picture series could improve the students’ speaking ability. The students showed that teaching by using picture series had better result in speaking. Using picture series to the students could offer a good way to increase the students to show their ideas or opinion in speaking. The research findings indicated that the picture series could improve the students’ writing ability. The data of the research were the result of t-test. The result of t-test was 2.328 higher than t-calculated was higher than t-distribution ($2.382 > 1.684$) in alpha decision level (α) 0,05 with the degree freedom (d.f. 38). Therefore, Alternative hypothesis (H_0) was rejected and the H_a was accepted. It means that the there was significant effect of picture series to improve students’ speaking ability.

In conclusion, the use of picture series as a medium give significant effect on students’ writing ability. While, in this research, the

researcher uses picture series as a medium on students' writing ability on narrative text at MAN Kuok Kampar Regency.

C. Operational Concept

The operational concept is derived from related theoretical concepts on all of the variables that should be practically and empirically operated in academic writing (Syafi'i, 2014). The research designs are two variables: independent variable (X) and dependent variable (Y).

1. Variable X is using Picture Series. Picture Series is an independent variable. Picture Series refer to the teacher's strategy in teaching Writing.
2. Variable Y is students' ability in writing narrative Text. Students' ability in writing narrative text is dependent variable.

a. The Indicator of Variable X or Independent Variable (using picture series) are as follows (Wright (1989:201):

- a) The teacher gives picture series that relevant to the learning topic.
- b) The teacher asks students to identify the pictures.
- c) Teacher ask students to collect their ideas about the topic.
- d) The teacher assigns students to write a narrative text by using picture series based on their own mind/words.
- e) The teacher asks the end of the picture series based on their work.

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b. The indicator of Variable Y or dependent Variable (students' writing ability in narrative text) Based on the experts' opinion researcher formulates the indicators as a measure of students' writing ability. The indicators are can be seen as follows:

- a) Students' ability to express their ideas in writing based on the content.
- b) Students' ability to put chronological order (orientation, complication, and resolution) correctly.
- c) Students' ability to use choice of words related to narrative text (Vocabulary).
- d) Students' ability to express their ideas in writing based on the language features that contains Specific and individualized participants, Action verb, Behavioral and verbal processes, Simple past tense, Temporal conjunctions and tempiral circumstance.
- e) Students' ability to express their ideas in writing based on mechanics that contains spelling and punctuation.

Based on the theory, the indicators are expected to the students' ability in in writing narrative text.

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D. Assumption and Hypothesis

The Assumption

According to Wright (1992:86) states that pictures are very important in helping students to retell experiences or understand something since they can represent place, object, people, etc. Moreover, Pictures series also have pictures with full color. It helps the students attracted to create their idea in writing narrative text. It means that by using picture series, the learners can get the imagination about the objects or the situations that they saw.

In this research, the researcher assumes that if the students use the media like picture series, they can be easier to write the text cohesive and sistematically.

The Hypothesis

The hypothesis of the study can be formulated as follows:

1.) H_{01} : There is no significant difference on writing ability pre-test mean score between experimental group and control group of the eleventh grade students at MAN Kuok Kampar Regency.

H_{a1} : There is a significant difference on writing ability of pre-test mean score between experimental group and control group of the eleventh grade students at MAN Kuok Kampar Regency

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2.) H_{02} : There is no significant difference on writing ability post-test mean score between experimental group and control group of the eleventh grade students at MAN Kuok Kampar Regency.

H_{a2} : There is a significant difference on writing ability post-test mean score between experimental group and control group of the eleventh grade students at MAN Kuok Kampar Regency.

3.) H_{03} : There is no significant effect on writing ability mean score between pre-test and post-test score in the experimental group of the eleventh grade students at MAN Kuok Kampar Regency.

H_{a3} : There is a significant effect on writing ability mean score between pre-test and post-test score in the experimental group of the eleventh grade students at MAN Kuok Kampar Regency.