

Hak Cipta Diindungi Undang-Undang

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CHAPTER II THEORETICAL FRAMEWORK

II.1. Nature of Writing

Writing means expressing one's ideas or feeling in written form of language which needs a communicative competence of the writer. It means, the writer must be able to use appropriate vocabulary and knows about connection purpose and etc in order to reach a good composition.

In the academic task of students as second language learning, learners are required not only to be able to speak, to listen, and to read but also to be able to write. Through writing, we can tell about people, remember facts and ideas. Generally, writing is a way to send messages from the writer to the reader. The writer expresses his thoughts, ideas and feeling through writing.

Nunan (2003) defines that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraph. Besides, writing is both a physical and a mental act. It is the physical act of committing words or ideas to some medium, whether it is an object or a symbol or an email message.

Olsthain (2001), as quoted by Murcia, defines writing as "an act of communication which takes place between the writer and the reader via text". Through writing people can communicate with others around the world in a different place and time by text.



Based on the statement above, writing plays important role in the students' future. Through writing the students can be successful because writing always needed in all aspects of life. Syed (2007) states that writing does not only involve transformation of language into written signs, but it is a thinking process, which involve conscious effort and time at the part of the writer. It could be inferred that writing becomes necessary when one want to express his/her ideas into written language. Besides, in teaching writing, the teacher should aware not only have the final resulted of the students' task of writing but also the process of its composition. Therefore, teachers enable them to provide some strategies of writing in order to treat the students' process in composing an essay to be much better.

Brown (2001) has stated that written products are often the result of thinking, drafting, and revising procedures that require specialized skill, skill that not every speaker develops naturally. Writing needs thinking that focuses students on how to generate ideas. In writing product it involves thinking, drafting, and procedure. The main point is writing needs a long process and practice. The role of the teacher is to set students' skill. It could likely require them to get experience through extensive reading. This way might help students to rich their vocabularies and recognize the structure of sentences.

Writing is a system for interpersonal communication using visible or graphic symbol on a flat surface such as paper, clothes or event stone slabs. And also writing is the one of the English language skill. As we know there are four basic language skills, such as: listening, speaking, reading and writing. Besides

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that, writing also is one of the productive skill. William (1981) states that writing is the act to form (word and sentence) by inscribing the correct letters or symbol on paper or the material. Writing is a powerful tool. It can be used to convey our ideas, messages, felling and other

Writing language is different from speaking a language. Both of them have messages to be delivered. Hughey (1983) says “through writing, we express our feelings, our hopes, our dream, and joys as well as our fears, angers, and frustrations. Writing, then, is a letter to the family recounting the delights of discovering new friends or the loneliness of days spent in a new environment without the supportive bonds of family love”. In writing skill, we find many conventions or rules that have to be followed in order to achieve the standard writing. The skill to express one’s idea in written form in a foreign language and to do, so with reasonable accuracy and coherence is a major achievement in writing skill. So, the students’ can be provided with practice in writing, which reinforces the language that the students’ have learned.

Based on the 1994 guidance of the teaching program (GBPP) there are four techniques of writing:

a. Controlled Writing

The student’s are required to complete the task based on the clue or what the teacher dictates.

b. Guided Writing

There are no opportunities for the students’ to add more information or message.

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c. Semi Guided Writing

The students' are supposed to write a short paragraph and they have opportunities to add information on their own.

d. Free Writing

The students' ask to write what they have in their mind, and teacher just prepares some titles give some information about the topic or the clues.

Writing is a way of sharing personal meanings and writing courses emphasizes the power of the individual to construct his or her own views on a topic. (Richard, 2003:9). Harmer (2004: 31) stated that writing is a skill and a craft that needs to be taught and which is learned from practice. Writing as one of the four skills has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a „backup“ for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners.

Hyland (2009: 48) writing is personal empowerment, but it is also defined in terms of its opposite: the personal stigma attached to illiteracy. You either have it or you do not. 'Literacy' is therefore a loaded term, a deficit label which carries with it the social power to define, categorize and ultimately exclude people from many aspects of life.

Kane (2000: 7) assumed that writing is a valuable activity. It is of immediate practical benefit in almost any job or career. Certainly there are many jobs in which you can get along without being able to write clearly.

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II.2. Writing as a skill

Writing as a skill means that it should be mastered by the students because they need to know how to write a letter, how to put written reports together, how to reply to advertisements, etc. Therefore, based on the explanation above, teaching writing is very crucial in language teaching. (Nunan, 2003:92) The following are the principles of teaching writing:

- a. Understand the students' reasons for writing.

It is important to understand and convey the teachers' and the school's goals of study in order that it can make sense to the students. It means that the teacher should consider the focus of the writing that has been done in writing class.

- b. Provide many opportunities for students to write

Writing almost always improves with practice. It means that writing without practice is nonsense. So, the teachers should evaluate the lesson plan to make sure that the time for practice in writing class is enough. Practice writing should provide students with different type of writing as well. It means that the teacher should be a creative teacher in finding different types of writing form like journal entries, letter writing, summaries, poetry, etc. that can be practiced in class.

- c. Make feedback helpful and meaningful

Students crave feedback on their writing, yet it doesn't always have the intended effect. It means that the teacher should make the feedback of the students' writing to be helpful and meaningful. The teacher should make sure to give feedback that can be understood by the students easily.

- d. Clarify how the students' writing will be evaluated

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It is very important to avoid discrepancy between the students' work with the teacher assignments. So, the teacher should make the outline of the weight of grammar and mechanics in relationship to content and ideas, as well as other features of writing that is important.

II.2.1. The Process of Writing

The process of writing is important in authentic assessment. The teacher not only focuses on the writing product, but also the process. How the processes that are done by both teacher and students could produce good product of writing.

In line with Sebranek (2005) argues that, the writing process provides an opportunity for someone to state and share their thoughts until they have expressed themselves as clearly as possible. The process of writing has many steps not only writing down the ideas, but also doing have any other steps to make the writing better.

The writing process consists of five stages. as Vicky and McIver (2005) state, they are generally followed in this order, a brief description of each stage follows:

1. Prewriting (planning)

Prewriting is the first step on the writing process. Prewriting is similar to the planning of the students to what will be written. The period where writers get ready to write-gathering information, organizing ideas, identifying audience and purpose, and selecting a genre. Students use prewriting in order to generate ideas. They think first before writing. According to Kanar (2009), think of this stage as a

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readiness stage: students are getting ready to write. Their choices include selecting a topic, thinking about the topic, making some notes about it, and perhaps even coming up with a tentative thesis and outline. At this stage, students are generating ideas—what they know and do not know about their topic.

In addition, it is important for the writer to do brainstorming such as clustering or mind mapping, charts and other strategies. As Jhonson (2008) stated that there are seven prewriting strategies to generate ideas before students begin their writing – Power to write, to brainstorm, to group and to outline to the web, to turn, to a neighbor and to list for.

a. Powers writes.

Here students write continuously for one to three minutes (a shorter duration for younger students, longer for older students). Power write is designed to get students to write quickly without thinking.

b. Brainstorm and group.

With this prewriting skill, students start with a writing topic, then simply list as many related as they can.

c. Outlining.

The teacher start with the writing topic, and then look for two to four main ideas related to the topic.

d. Web and brainstorm.

Web and brainstorm, provide the same type of structure as an outline; however, the process is more spatial and more visually stimulating for

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some students. Here students start with a writing topic as central bubble, then look for two to four related ideas for nodes.

e. Brainstorm.

The goal in brainstorming is quantity of ideas. Students do not naturally know how to brainstorm; thus, teachers must teach and demonstrate the process.

f. Turn to a neighbor.

Things do not have to be complicated to be effective. Explaining our initial ideas or listening to the ideas of others is a simple, effective prewriting strategy.

g. List four.

It is the last prewriting strategy. Here students start with an idea or writing topic. They must quickly list four words or ideas associated with their writing topic on top of their page before writing.

2) Drafting

Meyers (2005), “drafting is perfecting of writing product from the first draft”. The first draft is the writer’s writing in the first time. Then, the writer reads over and make everything perfect and right form, paragraph will organize, right spelling, punctuation and grammar.

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3) Revising

In this stage, students revise the content of their pieces to see new ideas need to be added, if unnecessary details need to be removed, or to move ideas around for better organization. Vaca and Gove (2005) cited in Linse told that revising occurs when a writer looks for feedback from a teacher or another student. In this case, the students need to revise their draft on content and not on grammatical or spelling errors. They should know what ideas that could be eliminated as well as they should change.

4) Editing and proofreading

After revising the next step is editing and proofreading. The writer asks some else to read and look for mistakes in spelling, capitalization, and punctuation.

5) Publishing

The last step is publishing; after all steps have done the last step is publishing the writing product to others.

According to Scholes and Comley (2008), there are three phases in the process of writing, they are:

- 1) *Pre-writing*, Pre-writing is the first stage of the writing process. Usually begin by outlining, clustering, listing and many more.
- 2) *Drafting*, drafting is like a framework, it is important part of successful writing.
- 3) *Revising*, Revising means reading and changing with the aim of “improving or correcting.” Revising make the writing product is perfect.

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Richard and Miller (2005), on the other hand, stated that there are five stages of the process of writing, they are:

1) *Invention.– pre draft starter activities*

Mapping out what will write, finding a focus, overcoming writers' block

2) *Drafting – shaping the draft.*

Composition, ordering thoughts in writing, building a case

3) *Revision – revising the draft*

Refine ideas and organization of ideas. Re – work and fine tune

4) *Editing - Polishing the manuscript*

Enhance fluency. Check work choice (wordiness), spelling, punctuation and syntax. Full reference checks

5) *Manuscript submission*

Editorial review process, if writing for publication

II.3. Teaching Writing

Writing is one of the important skills of a language. According to Harmer (2006), writing is a basic language skill, as important as speaking, listening and reading. Students need to know how to write using electronic media. In brief, the most recordings of ours are in writing form. In a research of Kate (2001) also added that the activity of writing begins by brainstorming to get the ideas in writing. These ideas should be explained in a written form. Writing is an essential ingredient in taking retaining, and expressing information.

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Teaching writing is seen as difficult since it takes time to manage the composting process. Because of this difficulty, teachers must help the students in generating ideas and providing practice in composing the texts. Teachers realize that the students' difficulty in writing mostly happen at the beginning when they started to write. In this case, the role of the teachers is very important in helping the students.

In addition, as Raimes (1983) expands that authenticity in teaching writing can be a consideration. Sometimes, English teachers are reluctant to provide authentic materials in teaching English, especially writing. The close relationship between writing and thinking makes writing a valuable part of any language course. In this case, thinking before writing will help the students to learn what they want to write. Students need to be able to imagine their readers and motivate themselves to write for them. There are as many answers as there are teachers and teaching styles, or learners and learning styles.

(Patel and Jain, 2008:125) writing is 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.

Based on Harmer, 2000:79 There are four reasons that cause the importance of teaching writing, those are:

- a. Reinforcement

Some students acquire languages in a purely oral/aural way, but most of us benefit greatly from seeing the language written down. It means that some

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students sometimes need to write the material that they have been getting into the short written form because this way may increase their understanding.

b. Language development

We can't be sure, but it seems that the actual process of writing helps us to learn as we go along. It means that the writing process can lead the students to increase their language development.

c. Learning Style

The students have different learning style in the language learning process. Some of the students get the understanding just by looking and listening. But for some others, they need to produce language in a slower way, like writing.

II.3.1. The Importance of Teaching Writing

Nagin (2000) stated that, "Effective writing skills are important in all stages of life from early education to future employment". From the fact we can infer that writing is demanded of students beginning from younger to older. They are unconditionally practicing to use language through writing in the early age. For example, children try to copy some letter they are looking through writing. Another example of the importance of writing has applied for a job which requires proficiency in English. If they are good enough, they could get the better job.

Nagin's book (2000) entitled *Because Writing Matters*, proficient in writing skills could help the students conveying their ideas, delivering instruction, analyzing information and motivating others.

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Therefore, teaching writing is important for students because writing is one of the skills which make us able to express the ideas and to deliver the message to the readers. Also, it is a key to get success at school, at work and in the personal life and many more.

II.3.2. Assessing Writing

Hughes (2003), there are two basic approaches to scoring: holistic and analytic. Holistic scoring is assessing the whole text as a unity, while analysis scoring is assessing the various components of a piece of writing separately.

There are a number of advantages to analytic scoring. First, analytic scoring more reliability than holistic scoring, second, the construct validity of analytically scoring more appropriate for second language writers as different aspects of writing ability develop at different rates and third, scorers are complete to consider aspects of performance which they might otherwise ignore. Besides the main disadvantage of analytic scoring is consuming long time, it takes longer time than a holistic scoring. Because of some reason above analytic scoring was chosen by the researcher.

As stated by Hughes (2003), the following is the explanation of Analytic scoring;

Table 2.1 the Scoring System of Writing

The components of writing	The score range
1. Grammar	6:5:4:3:2:1
2. Vocabulary	6:5:4:3:2:1
3. Mechanics (using punctuation)	6:5:4:3:2:1
4. Form organization	6:5:4:3:2:1
5. Fluency (content)	6:5:4:3:2:1

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The scoring system of writing above can be explained as follows:

1. Grammar

The classifications for scoring grammar are as follows:

6 point : Few (if any) noticeable errors of grammar or word order.

5 point : some errors of grammar or word order which do not, however, interfere with comprehension

4 points: Errors of grammar or word order fairly frequently; occasionally re-reading necessary for full comprehension.

3 points: Error of grammar or word order frequently; effort of interpretation sometimes required on the reader's part.

2 point : Errors of grammar or word order very frequent; reader often has to rely on own interpretation.

1 point : Error of grammar or word order so severe as to make comprehension virtually impossible.

2. Vocabulary

The classifications for scoring vocabulary are as follows:

6 point : use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writer.

5 point : occasionally uses inappropriate terms or relies on circumlocution; expression of ideas hardly impaired.

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4 point : uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.

3 point : limited vocabulary and frequent errors clearly hinder expression of ideas.

2 point : vocabulary so limited and so frequently misused that reader must often rely on own interpretation.

1 point : vocabulary limitations so extreme as to make comprehension virtually impossible.

3. Mechanics (using punctuation)

The classifications for scoring mechanics are as follows:

6 point : few (if any) noticeable lapses in punctuation or spelling.

5 point : occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.

4 point : Errors in punctuation

Or spelling fairly frequent; occasionally re-reading necessary for full comprehension.

3 point : frequent errors in spelling or punctuation; lead sometimes to obscurity.

2 point : errors in spelling or punctuation so frequent tht reader must often rely on own interpretation.

1 point : errors in spelling or punctuation so severe as to make comprehension virtually impossible.

4. Fluency (coherence and cohesion)

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The classifications for scoring fluency are as follows:

6 point : choice of structures and vocabulary consistently appropriate; like that of educated native writer.

5 point : occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.

4 point : ‘patchy’, with some structures or vocabulary items noticeably inappropriate to general style.

3 point : structure or vocabulary items sometimes not only appropriate but also misused; little sense of ease of communication.

2 point : communication often impaired by completely inappropriate or misused structures or vocabulary items.

1 point : a ‘hotchpotch’ of half-learned misused structures and vocabulary items rendering communication almost impossible.

5. Form (organization)

The classifications for scoring form are as follows:

6 point : highly organized; clear progression of ideas well linked; like to educate the native writer.

5 point : material well organized; links could occasionally be clearer but communication not impaired.

4 point: some lack of organization; re-reading required for clarification of ideas.

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3 point : little or no attempt at connectivity, though the reader can deduce some organization.

2 point : individual ideas may be clear, but very difficult to deduce the connection between them.

1 point : lack of organization so severe that communication is seriously impaired.

II.4. Four-square Writing Method

Gould (1999) found that the Four-Square writing method is a simplified graphic organizer for teaching writing to children in school. Four-square writing is a method of teaching basic writing skills that is applicable across grade levels and curriculum areas. The four-square writing method can be used in all genres of text such as narrative, descriptive, expository, and persuasive forms of writing. And also, Four-Square Writing is a learning activity to improve students' vocabulary knowledge by making a personal connection with words in the sentences or paragraph.

Furthermore, Frayer & Peters (2000) also found that the Four-Square method is process arrangements in the graphic or spatial organizer is considered. The topic should be mated and focus on the objectives for students learning in the writing process. The arrangement allows the teacher has a clear understanding of what students wants to address in the activity and provides the students toward Four-Square method. Additional importance in implementing the Four-Square should be clear from the instruction is a direct and indirect instruction and included process and content for using Four-Square organizer to select the words

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from the Four-Square daily work in writing. And the importance to select the words for uses the Four-Square organizer, this method makes the students' center in their classroom work for use the Four Square organizer. We know that doing so is grounded in proven best practices instruction form Four-Square.

Then, Gould (1999) stated that the Four-Square strategy is purposefully designed and scheduled to be used during the start of the school day so that the students have maximum opportunities to continue, develop and support their proficiencies with these skills and knowledge throughout their day. The Four-Square method important to use the structure and the format of the Four-Square strategy to support that the students are attempting to do, and are engaged in doing, with language and literacy learning.

This is a sample of a Four Square to Organizer for a writing lesson. The topic or topic sentence goes into the center of the organizer, while three supporting ideas or sentences go into three of the outside squares. Finally, a wrap-up sentence concludes the final box of the organizer. Four-square can also solve the difficulties of writing process in one class. That means Four - Square with this style could be made the students' interest and happy to learn the writing subject. Giving the interest materials with the good model in Four-Square in the class and doing writing process.

II.4.1. Principle of Four-Square Method

By using this step approach are built around a simple graphic organizer that first shows students how to collect ideas and then helps them use those ideas to

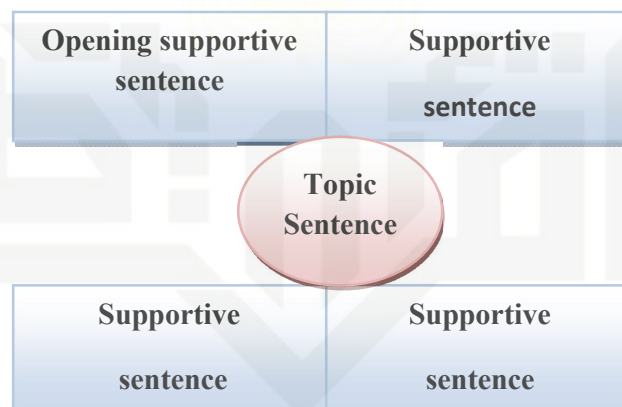
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create clear and polished prose. Open-ended reproducibly make the technique accessible to writers of all ability ranges.

Gould(1999) found that the Four Square Writing Method is a simplified graphic organizer for teaching writing process in the school. It is a simple graphic which is designed to help students organize their thoughts before they begin writing.

Foursquare will be made, the students will be given the opportunity to explore writing that is enjoyable, Students will be creative in their writing, and the last the students will learn and use organizational writing tools and skills. This picture drafts for teaching the writing skill using the Four-Square method to make the student creative and easy to develop their idea in writing. Draft of Four-Square



By: Frayer&Peter (2000)

The method is primarily a visual framework for assisting students with formulating ideas in an organized manner prior to writing an essay to organizing the writing process.

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II.4.2. The Procedure of Four-Square Method

Gould (1999) describes the implementation of the Four-Square Writing Method:

1. The square is drawn, and divided into four smaller squares with the same size in each square. And one another square or box is drawn in the middle of the main square. So that, the five squares are drawn. There are Center Square that will be filled with the main idea or a topic of the paragraph. The Top Left, Square will be the first supporting sentence that explains the topic. The Top Right square will be the second supporting sentences that explain the topic. The Bottom Left, Square will be supporting the third sentence that explains the topic, and the last square is The Bottom Right, Square that will be the concluding sentences in the last paragraph.
2. The students asked to write a topic sentence in the center square.
3. After that, the students write supporting sentences in the top left square, the top right square, and the bottom left square that explains the main ideas in the center box.
4. The last step, the students makes a conclusion or summary in the bottom right square. The concluding sentence description about the writers' feeling about the topic.

Supporting this thought, Houston in Gould and Gould (1999: iv) says that visual organizers help the students to conceptualize, understand, and structure a

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piece of writing as well as provide coherence and cohesiveness. In applying Four Square as technique in teaching writing;

1. Teachers need to give the students writing prompts first.
2. The writing prompts consist of writing situation and direction for writing.
3. The writing situation is given in order to make the students feel that what they are going to write is something related to them or at least they know well about it.
4. This writing situation can also be used to generate the ideas to write.
5. The teacher can ask the students to think or imagine about something.
6. After finding the topic, the students together with the teacher brainstorm to find the subtopics.

Finally, the teacher may ask the students to move on to the Four Square format through applying the steps in FSWM. The direction of writing is made as clear as possible so that the students will not be confused.

II.4.3. The Advantages

Four-square Writing Method has advantages to ease students in arranging their ideas in a written form. Four-square Writing Method is a fun way to ease students collect their idea in a form of a paragraph. Gould (1999) found the advantage of Four-Square Writing Method as a helpful graphic organizer in arranging ideas or thought before conduct writing. This method could be used in all genres of text. So, using Four-Square Writing Method to teach Descriptive writing can make students easy to develop their ideas in the paragraph creatively and this method is also enjoyable.

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II.5. DEFENDS Strategy

II.5.1. The Definition of Defends

Wendling and Mather (2009:157) state that, Decide-Estimate-Figure-Express-Note-Drive-Search (DEFENDS) strategy is an example of a strategy to assist with expository writing. It means that it is one of the strategies that can be applied in writing class. It will help the 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 letter stands for a different step of the strategy:

- 1) **Decide**
 - a) Decide on the audience
 - b) Decide the goals of the topic
 - c) Decide the position on the topic.
- 2) **Estimate**
 - a) Estimate the main ideas about the topic
 - b) Estimate the details for each main idea
- 3) **Figure**
 - a) Figure the best order of main ideas about the topic
 - b) Figure the best order of the details for each main idea
- 4) **Express** the position in the opening
- 5) **Note** each main idea and supporting points
- 6) **Drive** home the message in the last sentence
- 7) **Search** for errors and correct

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In addition to the explanation above, Sturomski (1997:4) states that, the intervention called “DEFENDS” is an example of such a strategy set. The name is actually an acronym; each letter stands for one of the steps in the strategy. It means that this strategy provides some steps from the acronym. Remembering the acronym will help the students remember the steps that they are to use when writing.

Every strategy has its own procedures to be applied. The procedures will bring the user of the strategy receive the advantages. It is the same as “DEFENDS” strategy, it also has the advantages. According to Wendling and Mather, the “DEFENDS” mnemonic provides the steps for writing a good opinion paper. It means that “DEFENDS” strategy is very important to be applied in writing class.

Dealing with the explanation above, this is a really good strategy to be applied in writing descriptive paragraph. Types of expository writing paragraphs or essay include: sequential, descriptive, chronological, compare/contrast, cause and effect, and problem-solution. Furthermore, this strategy is very important to be applied in writing an analytical, descriptive paragraph as the sequential paragraph. Teaching Writing by Using “defends” Strategy As one of the writing strategy, this strategy has the steps that depend on each word. The following are the steps that have been described by Wendling and Nancy Mather:

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

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

2. **E** = estimates 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 noting at least three detail that can be used to explain each main idea.

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

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

5. **E** = expresses 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.

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

The teacher guides the students to note their first main idea by using a complete sentence; to 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.

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

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

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8. S = search for errors and correct them.

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

II.5.2. The advantages

1. There is a clear explanation about the steps of the DEFENDS of writing
2. It is easy for students to understand the steps to write a paragraph

II.6. Descriptive Text

Zahrowi (2009) explains that, a descriptive text is a text which list or describe the characteristics of something. It means describing the characteristics of something in detail explanation. Explanation that being character of someone, something, or certain places. The similar definition is from Linawati (2008) stated that Descriptive text is text which says what a person, a place or a thing is like. Its purpose is to describe a person, place or thing. And this text has two generic structures.

According to Hammond (2001), the Generic Structure of Descriptive Text consists of Identification and Description. The identification text identifies a phenomenon to be described, while the description text describes parts, qualities, characteristics, and many more.

He also stated that, the language features of descriptive text often use 'be' and 'have'. Which tense is often used is Simple Present Tense. However, sometimes it uses past tense if the thing to be described doesn't exist anymore.

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Significant Grammatical Features:

1. Focus on specific participants
Example: (My Cute Cat, My English Teacher,)
2. Use of Simple Present Tense
Example: (My English teacher is a friendly man. He likes to smile to us)
3. Verbs of being and having 'Relational Processes'.
Example: (My mum is really cool, she has long black hair)
4. Use of descriptive adjectives
Example: (strong legs, white fangs)
5. The use of the detailed Noun Phrase to give information about the subject.
Example: (very beautiful scenery, a sweet young lady, very thick fur)
6. Use of active verbs 'Material Processes'
Example : (It eats grass, it runs fast)
7. Use of adverbials to give additional information about behavior
Example: (fast, at tree house)
8. Use of Figurative language
Example: (John is as white as chalk.)

Therefore, students should know about these grammatical features of descriptive text because they can help them to write descriptive text easier and better.

II.6.1. The Purpose of Descriptive Text

Based on the definition of described above, the purpose of a descriptive text is to present the reader with a picture of a person, subject or setting. White (1986) stated that there are several aims of descriptive text:

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- a. To help the reader to see the objects, persons and sensations.
- b. To explain the reader about a subject.
- c. To describe something to make the reader interested.
- d. To make the author make a return of the object that already exists in the form of writings
- e. To demonstrate something to a reader.

II.6.2. TEXT**a. Definition of Text**

Feez and Joyce (2002) stated that, a text is “any stretch of language which is held together cohesively through meaning”. It means that when we use language to write, we are creating and constructing a text. When we read, we are interpreting texts. Moreover, when we talk and listen, we are also creating and interpreting texts.

Halliday and Hasan (1984) explain that a text is “a social exchange of meanings”. The meaning of a sentence may have different meaning according to the context. For example, *I am buying a drink for everybody here*, and the meaning of that sentence is either *one drink for all* or *one drink for each* depending on the context. It can be said that a text has a different interpretation.

There are many types of text, they are: descriptive, narrative, recount, record, spoof, news item and many more. In this study, the researcher focuses on descriptive text because in this school the students’ ability in writing descriptive text as the teacher claimed is still unsatisfactory.

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b. Genre

Hyland (2004) stated that the genre is “a term for grouping texts together, representing how writers typically use language to respond to recurring situations”. It means that the term of genre is used to classify or categorize in writingtext, for example descriptive text, narrative text, recount text and many more. In the other word genre is types of text.

Based on Hartono (2005), the term genre is used to refer to particular text types, not to traditional varieties of literature. It is typed or kind of text, defined in terms of its social purpose also the level of context dealing with social purpose. Harmer (2006), genre is a type of writing which members of a discourse community would instantly recognize for what it was. Based on the explanation above, we can know that the genre is typed or kind of text which related to social function. By using genre, we can construct appropriate texts that can be understood clearly by others.

Based on School-Based Curriculum, there are many texts taught in senior high school. They are procedural, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, discussion, review, and public speaking. Gerrot and Wignel (1994) explained that each genre has specific language features.

a. Spoof

The spoof is a genre which has a social function to retell an event with a humorous twist.

b. Recount

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A recount is a genre which has a social function to retell an event for the purpose of informing or entertaining.

c. Report

The report is a genre which has a social function to describe the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment.

d. Analytical Exposition

Analytical exposition is a genre which has a social function to persuade the reader or listener that something is the case.

e. News Item

The news item is a genre which has a social function to inform the readers, listeners, or viewer about the events of the day which are considered newsworthy or important.

f. Anecdote

An anecdote is a genre which has a social function to share with others an account of an unusual or amusing incident.

g. Narrative

Descriptive is a genre which has a social function to amuse, entertain and to deal with actual or vicarious experience in different ways: descriptive deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

h. Procedure

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The procedure is a genre which has a social function to describe how something is accomplished through a sequence of actions or steps.

i. Description

Description is a genre which has a social function to describe a particular person, place or thing.

j. Hortatory Exposition

Hortatory exposition is a genre which has a social function to persuade the reader or listener that something should or should not be the case.

k. Explanation

Explanation is a genre which has a social function to explain the processes involved in the formation or workings of natural or social cultural phenomenon.

l. Discussion

Discussion is a genre which has a social function to present (at least) two points of view about an issue.

m. Review

The review is a genre which has a social function to critique an art work or event for a public audience. Such works of art include movies, TV shows, books, plays, operas, recordings, exhibition, concerts, and ballet.

II.6.3. The Concept of Paragraph

Zemach and Rumisek (2006:16) state that, paragraph is a group of sentences about a single topic. It means that paragraph is a group of sentences that develops a single point, idea or topic. The sentences of the paragraph explain the writer's main idea about the topic. In academic writing, a paragraph is often between five

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and ten sentences long, but can be longer or shorter, depending on the topic. The first sentence of a paragraph is usually intended (moved) in a few spaces.

The paragraph is used to help the reader follow the logic of arguments that are provided in it. It should not be too long (generally speaking, a paragraph that is longer than 3/4 of a page is probably too long) or too short (one or two sentence paragraphs probably haven't given the reader enough information). When a writer begins a new idea, a point that contrasts one he/she is just discussing, or when he/she is raising a related but separate point, it's probably time to start a new paragraph.

The Components of Paragraph based on Zemach in Rumisek (2006:8) state that, a paragraph has three basic parts, they are:

1) The topic sentence

This is the main idea of the paragraph. It is usually the first sentence of the paragraph, and it is the most general sentence of the paragraph.

2) The supporting sentences

These are sentences that talk about or explain the topic sentence. They are more detailed ideas that follow the topic sentence.

3) The concluding sentence

This may be found as the last sentence of a paragraph. It can finish a paragraph by repeating the main idea or just giving a final comment about the topic.

II.6.3. The Definition of Descriptive Text

a. Definition descriptive text

There are two main categories of text: literary and factual. Within these are various text types. Each text type has a common way of using language. Each genre is characterized by a distinctive schematic structure, that is, by a distinctive beginning, middle and end structure through which the social function. It is a term used to classify types of spoken or written discourse. There are normally classified by content, language, purpose, and form. Learners analyze an example of a formal letter of complaint, looking at structure, set phrases, formality, and purpose. They identify the key elements of this genre, then produce their own examples based on this data. Written genres that learners deal with in class include reports, recount, description, and so on.

Descriptive text is a text, which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text stretches out much information about certain people, things, and place clearly detail.

b. The Generic Structure of Descriptive Text

Genre is a tool for understanding and teaching the kinds of writing required of non-native English speakers in academic and professional contexts. The structure of descriptive text follows some particular stages, the beginning, middle, and the last part of the text. Each text has its own genetic structure. Here is the generic structure of descriptive text in describing people or a person.

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Table Generic Structure of Function

Descriptive text	Generic
Structure	
Identification	<ol style="list-style-type: none"> a. It is a statement or a short paragraph that identifies the object that is going to be described. b. It has the function to persuade the readers to read the next description.
Description	<ol style="list-style-type: none"> c. It describes the appearance of an object, for example its body, hair color, characteristics, etc.

II.7. Related Studies

- a) Hanif Juitania (2014) carried out a research entitled “The Effect of Using Four Square Writing Method on Students’ Writing Skill” has an aim at investigating whether four square writing method can affect students’ writing skill in writing analytical exposition text. The research was conducted to the eleventh grade students of SMA PLUS PGRI Cibinong. In conducting the research, the researcher used proportional random

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sampling by taking two classes, majoring social studies; she took 70 students as the sample. The researcher applied true experimental method and uses pre-test, post-test control group as the design. The first group as the experimental group taught by four square writing method and the second group as control group taught by mind mapping. She gave pre test to both experimental and control groups at the beginning, four times treatments and post test at the end of the term. The researcher gave an analytical exposition writing test to measure students' writing skill. The data were analyzed using t-test formula. From the calculation, she finds that the t-test value is 5.60, the value of the degree of freedom (df) is 68, and the list of value in t 0.05 level of significant is 2.39 and in t 0.01 of significant is 1.67. Since t-calculated is higher than t-table ($5.60 > 2.39 > 1.67$), it means that the alternative hypothesis (H_a) is accepted. So, it can be concluded that the use of the four square writing method affects students' writing skill of analytical exposition text in term of content, vocabulary, and language use.

- b) Research was conducted by Yana Riyanti (2015) entitled "Improving Students' Descriptive Writing Through Role, Audience, Format, And Topic (Raft) Strategy". Based on the classroom action research conducted in the seventh grade of SMP Paramarta in academic year 2014/20115; the research had an aim to improvestudents' descriptive writing through Role, Audience, Format, and Topic (RAFT)strategy, and the writer could make

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two conclusions that RAFT strategy had successfully improved the students' ability in writing descriptive paragraph in two cycles. Moreover, the students' descriptive writing improvement can be seen from the increase of the writing scores' mean from 64.5 in the preliminary study, and 68.0 in the first cycle, to 73.5 in the second cycle where there were only 13 students (43.3%), and 15 students (50%) in the cycle one, to 27 students (90%) in the second cycle who passed the KKM (70.0). From the observation checklist, the students' performance and participation increased in four meetings. At the first meeting of cycle I, there was one "Poor" score, four "Fair" scores, and four "Good" scores and it increased to one "Fair" score, five "Good" scores, and three "Very Good" scores in the last meeting of cycle II. Furthermore, for the questionnaire, the students' response to RAFT strategy was quite good and the data description from journal showed that the students' participation increased in each meeting, especially in the first meeting of the cycle II when the teacher gave the students reading passages.

- c) Diah Puspita Sari (2014) an experimental research entitled "The Effect of Using Decide-Estimate-Figure-Express-Note-Drive-Search (DEFENDS) Strategy on Ability in Writing Analytical Exposition Paragraph of the Eleventh Grade Students of SMAN 3 Tapung" Samples of this study were 30 students. DEFENDS strategy was help the students to write good paragraph by providing some steps in its process. The research design in this research was a quasi-experimental design. The writer used the pre-test

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to the post-test design and took two classes as a sample; one class was an experimental group and one class was a control group. Each class or group consisted of 28 students. Before giving treatment, both groups were given the pre-test and after giving treatment they were given the post test. But, the only experimental group was treated by using DEFENDS strategy. The technique of collecting the data was the test. Based on the data analysis, the writer had concluded students' ability in writing analytical exposition paragraphs taught by using DEFENDS strategy was higher than those taught without using DEFENDS strategy. It can be seen through score from pre-test to post-test of control group, increased 1.35 only and score from pre-test to post-test of experimental group increased 17.21. And there was a significant effect of using DEFENDS strategy on ability in writing analytical exposition paragraphs of theelevent grade students of SMAN 3Tapung. It can be seen that $t_{obtained}$ is bigger than t_{table} with $df=60$. In $t_o=9.352$ is bigger than $t_i=2.00$ (at level of 5%) and $t_i=2.65$ (at level of 1%); $2.00 \leq 9.352 \geq 2.65$, it means that H_a is accepted and H_o is rejected.

- d) Adi Purnomo (2014) carried out a research entitled "Improving descriptive writing skill through mind-mapping technique". The samples of this study were 34 students. This strategy can make students easily to remember things which they want to be described. It can be supported with several things such as color pencil, a paper, picture etc. Then, it can be connected with lines in order to make their imagination colorful and more interesting toward writing skill. The data were obtained by giving a pre

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test and post test in each cycle. The result shows there are improvement in students' writing skill. It can be seen at the mean of the pre test and the post test. In cycle I the mean of pre test and post test are 57, 03 and 65, 15. The mean of the pre test and post test in cycle II are 64, 05 and 73, 00. The process of the research took place for two weeks, precisely, it is four meetings. Students could follow the teaching-learning process well. They could show their interests in the lesson.

- e) Lathifatul Masruroh (2010) carried out a research entitled "A Comparative Study on Writing Skill Using Mind Mapping and Flashcards for the tenth grade students of MAN 2 Ponorogo in the academic year 2009/2010. The samples of this study were 40 students. This strategy can help students get their writing purpose effectively and can help the teacher in teaching writing. The research design that was used to adjust with the purpose of the study, that is the compare writing skill using mind mapping and flashcards the of the tenth grade student at MAN 2 Ponorogo. In this study was used one class with two methods. The writer tried to express the phenomenon by collecting data from natural research to understand the phenomenon and to get a conclusion after observing the fact. The result of collecting data was treated as the data of this research to prove the hypothesis the formulated.

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- f) Rudi Setyawan (2012) carried out a research entitled ‘The Effect of Block Style Method in Writing Descriptive Paragraph. He was interested in conducting this research because the writing of student in Islamic senior high school was not good. After using the method, students’ writing becomes good. He found that by using Block Style Method is more effect based on his data analysis. It can be seen from the score of sig.(2-tailed) was smaller than score of H_0 . Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted ($0.000 < 0.005$).
- g) HerlinaTanjung (2011) has done an experimental research entitled “The Effectiveness of Learning Simple Present Tense of English through a descriptive paragraph in writing at The Second Year of MAN 1 Pekanbaru”. She tried to investigate the students’ achievement in using simple present tense between students who were taught by using descriptive paragraph in writing and who were taught by using a conventional one (traditional grammar lesson). Here, the researcher found the T-table that $t_{t.s}5\% = 2.03$ and $t_{t.s} 1\% = 2.27$. It means there is a significant difference on students’ achievement on using simple present tense between students’ taught by using descriptive paragraph in writing and who by using a conventional one (traditional grammar lesson) at MAN 1 Pekanbaru. Based on the result of her research descriptive paragraph writing was effective to improve students’ ability in using simple present tense. The similarities between Herlina’s study and this research are both

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focusing on teaching writing descriptive text. In addition, the research design used in her research was similar to this study; experimental research. It also used the sample chosen, they were some students of senior high school. Yet, the differences come from the research, treatment; her study focused on simple present tense, while this study was Picture Words Inductive Model and investigating students' self-efficacy in writing.

- h) Suryana (2012) carried out a research entitled "Direct Method teaching approach can improve students' writing ability". The instrument used in this research was tests (pretest and posttest). The population of this research was 32 of the first grade students of SMPN 2 Pedes-Karawang and the sample was the entire population. The data were collected from tests (pretest-posttest) to the students' sample. The collected data was analyzed by using t test formula. The results of data analysis showed that: the mean score of pretest was 51.41, the mean score of posttest was 73.63 and the t observed was 21.57. The t critical value with degree of freedom 32 and level of significance at 5% (0,05) is 2.02. Based on the data analysis above, the alternative hypothesis was accepted because the t observed was higher than t table ($21.57 > 2.02$). It also meant that teaching writing descriptive text by Using Direct Method was effective to improve students' writing ability. The similarities between Suryana's research and this research were both focusing on teaching writing skill. Yet, the differences came from the research, treatment; her study was focused on using Direct Method, while this study was Picture Words Inductive Model

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and investigating students' self-efficacy in writing. It also used the sample for each research. Her research chose the middle school level while this study was involving the senior high school level. Besides, the research design used in her study was quantitative research, while this research design was quasi experimental research.

- i) Chasanatul, AmikRotul (2013) carried out a research entitled "The Effectiveness of Teaching Writing in Short Descriptive Paragraph by Using Born to Shop (pictures) at the Seventh Grade of MTs Negeri Bandung" by Chasanatul, AmikRotul (2013). She used pre-Experimental design using a quantitative approach with one group pre-test and post-test design. She administered three steps, they are pretest, treatment and posttest. To get the data, the researcher used two tests, there were pre test and post test. After getting result of score between pretest and posttest, the data were counted by using SPSS to find t-test. It was used to find out whether there was any significant difference before and after being taught by using the picture as a medium. The result of the study showed that after the researcher gave the treatments, the average of students' writing was higher than before. It can be seen from the mean score of written test in pretest and posttest. Moreover, the majority of students gave positive response toward the implementation of Born to Shop Game. The students felt that learning, writing taught using born to shop game was challenging and fun. It can be concluded that teaching writing using born to shop game

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is really effective in writing short descriptive paragraph at the seventh grade.

The similarities between Chasanatul's research and this research were both focusing on teaching writing skill in descriptive text. Yet, the differences came from research, treatment, her study focused on using Born to Shop, while this study was using Picture Words Inductive Model and investigated students' self-efficacy in writing. It also used the sample for each research. Her research sample was the seventh grade while this study involved the eighth grade. Besides, the research design used in her study was pre-experimental research, while this research design was quasi experimental research.

- j) Research was conducted by Auliya'ur Rosyidah (2013) entitled "The Effectiveness of Using a Public Figure Photo in Writing, Descriptive Text of Second Grades Students at MTsN PULOSARI in the Academic Year 2012/2013" by Auliya'ur Rosyidah. Auliya's research used pre-Experimental Design with quantitative approach and administered three steps; they are pretest, treatment and posttest. The sample was VIII A class consisting of 30 students. The research instrument was tested and to analysis the data were used t-test. The result of the study showed that the mean of students' score in writing after taught using Public Figure Photo is increasing. In other words, using Public Figure Photo in teaching writing descriptive text is effective and it can be used as an alternative way to

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teach writing to the students at junior high school, especially for the second grade.

The similarities between Auliya'ur's research and this research were both focusing on teaching writing skill in descriptive text. Yet, the differences came from research treatment, her study focused on using Public Figure Photo, while this study focused on Picture Words Inductive Model and investigating students' self-efficacy in writing. It also used the sample for each research. Her research chose the middle school level while this study is involving the senior high school level. Besides, the research design used in her study was pre - experimental research, while this research design was quasi experimental research.

- k) Research was conducted by NurHidayati (2010) entitled "The effect of Learning English by Using Picture Map toward the students' ability in writing descriptive paragraph at MTs. Nurul Wahid Bukit Kapur, Dumai". He tried to find the significant effect of Learning English by Using Picture Map toward the students' ability in writing descriptive paragraph. Based on her data analysis, the coefficient of t-test was 3.31 to prove there is significant effect or not $5\% = 2.02$ level of significance, or at the $1\% = 2.72$. It was found that t_0 was higher than t-table both in 5% or 1%. it could be read $2.72 < 3.31 > 2.02$. And her research was concluded that there was a significant effect of Learning English by Using Picture Map toward the students' ability in writing descriptive paragraph at MTs. Nurul Wahid Bukit Kapur, Dumai.

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The similarities between NurHidayati's and this research were both focusing on teaching writing descriptive text. In addition, the research design used in her research was similar to this study; quasi experimental research. Yet, the differences came from research, treatment, her study was focused on using Picture Map, while this study is Picture Words Inductive Model and investigating students' self-efficacy in writing. It also used the sample for each research.

Based on the similarity of study was used Four Square Strategy (X1) and DEFENDS (X2) and some variables were the same as this research that the dependent variable was writing skill (Y). However the difference of this study was the first, third, fourth, fifth and eighth nine and tenth journals were experimental designs and the second journal was as action research as the research design and the seventh journal was surveyed research. Where as this research used comparative design. The sample and population as general were also different from this research and most of the journals above had different variations.

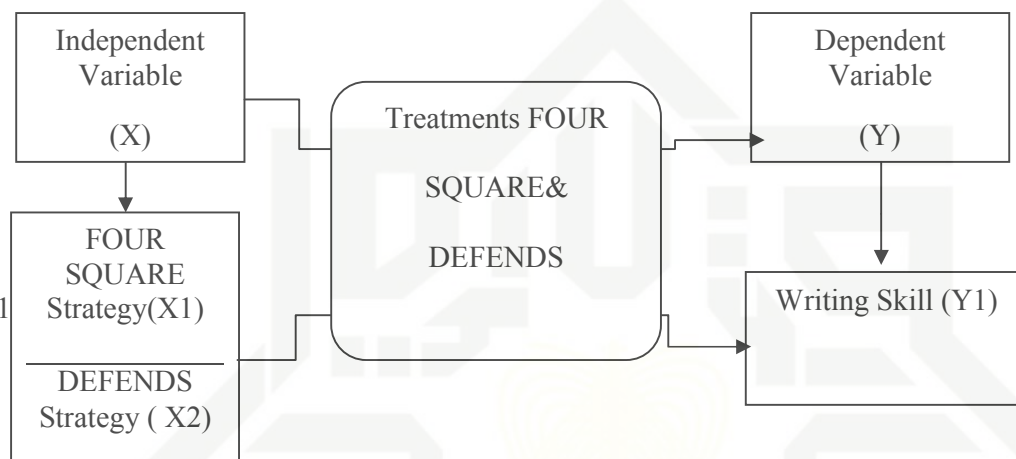
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II.8. Operational Concepts and Indicators

II.8.1 Operational Concepts

The operational concept in this research can be seen on the table below as a main element to avoid misunderstanding and misinterpretation study.



II.8.2 Conceptual Frameworks

A. Indicators of Four Square (Variable X1)

1. The teacher draws Square and divided into four smaller squares with the same size in each square.
2. The teacher asks students to write a topic sentence in the center square.
3. After that, the teacher asks the students to write supporting sentences at the top left square, the top right square, and the bottom left square that explains the main ideas in the center box.

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4. The teacher asks the students to make a conclusion or summary in the bottom right square. The concluding sentence description about the writers' feeling about the topic.

B. Indicators of DEFENDS (Variable X2)

1. The teacher reviews the material about analytical exposition text to the students.
2. The teacher gives the example of material or topic to the students.
3. The teacher introduces about steps of writing by using "DEFENDS" Strategy.
4. After introducing the strategy to the students, the teacher gives others topic to the students and let them "DEFENDS" it with others topic which is almost the same.
5. The teacher asks students to require deciding who will read the paragraph and what kind of information the students need to communicate.
6. The teacher asks students to allow and to estimate their ideas and details by thinking at least two main ideas that will explain in their theme, and noting at least three details that can be used to explain each main idea.
7. The teacher reminds the students to decide which main idea to write about first, second, etc.
8. The teacher allows to state what the students' paragraph is about.
9. The teacher asks students to require and to note their first idea by using complete sentences; explain this main idea using the details that the students ordered earlier.

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10. The teacher allows the students to restate what the students' theme was about in the last sentence or last paragraph.
11. The teacher remains the students to look for the errors in their paragraph and correct them.
12. The teacher gives responding the questions asked by the students.
13. The teacher asks the students to conclude what they have just learned.

C. Indicators of Writing Skill

1. Students are able to make the events of descriptive text.
2. Students are able to make the re-orientation of descriptive text.
3. Students are able to use the transition signal in every paragraph.
4. Students are able to write grammatically.
5. Students are able to alter the vocabulary of the text in writing descriptive text.

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II.9. Assumption and Hypotheses

II.9.1. The Assumption

This research, is assumed that using Four Square and Defends strategies are good for the students to increase their ability in writing skill.

II.9.2. Hypotheses.

Ho1 : There is no significant difference of students' writing skill pre test mean scores between and experimental group 1 by using Four Square Strategy and experimental group 2 by using Defends strategy.

Ha 2 : There is a significant difference of students' writing skill between pre test and post test mean score in the experimental group 1 by using Four Square strategy.

Ha 3 : There is a significant difference of students' writing skill between pre test and post test mean score in the experimental group 2 by using Defends Strategy.

Ha 4 : There is a significant difference of students' writing skill post test mean scores between an experimental group 1 by using Four Square Strategy and an experimental group 2 by using Defends strategy.