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CHAPTER II

REVIEW OF RELATED LITERATURE

II.1 Nature of the Writing

Writing is one of four skills besides listening, speaking, and reading, which is learned in English. It is as media to share and express a writer's ideas, opinion, and feeling about something. Ur (1991: 163) defines writing as the expression of idea. It means that through writing can deliver messages, idea, thought, and feeling in writing form. The writer should consider with attention to the correct spelling, punctuation, grammar and the collection of the vocabulary as aspect of writing in order to convey a correct message to the reader.

However, writing is not easy, it needs a lot of knowledge to write well, such as how to use appropriate vocabulary, grammar and how to select the ideas. According to Sakolik in Nunan (2003: 88), writing is mental work of inventing ideas. He adds that the writer does a process such as imagination, organizing, drafting, editing, reading, and rereading. Furthermore, Linse (2005: 88) says that writing is a combination of process in gathering ideas and working with them and make the reader comprehensible to the writer's ideas. Based on the two experts opinion, it can be concluded that writing is a way to express ideas or thoughts and to organize them into sentence and paragraph based on the determined pattern.

II.2 The Components of Writing

To write well, there are many rules which should be considered. Some experts state their opinion about component of writing. Haris (1969: 68) describes a component of writing as follows; content, grammar, style, and

mechanics. Content is the substance of writing or ideas expressed. Form is organized of flavor to writing content. Grammar is employed of grammatical form and syntactic pattern. Style is choice structure and lexical item to give a particular tone of flavor in writing. And mechanic is the use of graphic conversation of the language. So that, writing is not easy because the writer should recognize aspects of writing to avoid misunderstood ideas of the writer to the reader.

From the explanation above, the writer concludes that component of writing consists of: content that a writer has ability to think creatively and develop ideas, grammar which require a writer to employ grammatical form, style which writers has to be able to edit sentence and paragraph and to use language effectively. So if students have a good understanding about such competence of writing, students will be easy to write.

II.3 The Process of Writing

There are many rules which should be considered in writing. Some experts state their theories. Based on Brown (1994: 94) and Linse (2005: 105) writing has similar definitions of process in writing. They explain that there are some stages in writing process: Pre-writing, drafting, and revising. Pre-writing is a technique to generate ideas. It is used as a beginning for children to prepare what they will write, collect their thoughts and ideas, if children do it, they can write without any hesitation or worry. Then, drafting is viewed as an important and complex set of stages, the mastery of which takes time, patience and trained instruction. At this stage the children write down all of their ideas. The last revising can be used to make a writing clear and convincing. But, Linse (2005:

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105) has two more other stages in writing process, i.e: editing and publishing. Editing can be painful for children to rework a piece they feel is already finished. And publishing means that the writing pieces rewritten in a publishing or persentable.

The writer can infer that there are five steps of the writing process. The first is pre-writing, it is the chance to prepare the ideas before writing. The second is writing, it is the way to express the idea that is prepared in pre-writing. The third is revised, it is time to review the logical ideas that have been written. The fourth is edited, it is to delete some idea that inappropriate in writing or to add some ideas that are interesting and appropriate writing. Finally is publishing. It is the last step of writing in which students hand in their final copy to the teacher.

II.4 Strategy of Teaching Writing

According to Cashwel & Mahler (2000:3), teaching writing provides opportunities for students to develop clear thinking skill. Teaching writing is a process to make the students have ability to write an English sentence, paragraph, and text correctly. It is also as a process of making the students have critical thinking in writing. So to be a teacher we have a strategy to make students have critical thinking in writing. According to Jim (2005: 4), Writing Strategies are cognitive and metacognitive procedures writers use to control the production of writing. Examples of Writing Strategies are decisions such as: Ideas, organization, voice, Word Choice, Sentence Fluency, Conventions.

There are many strategies which can be used in teaching writing. For example: alpha box, compensate or appropriate, jigsaw and cubing strategy.

By definition above, we can conclude that in teaching writing, we can use many strategies in teaching learning writing. And also each strategies have different step and also have the same purpose in teaching, learning that by using strategies students be have critical thinking in writing. And cubing strategy is interested to be used in teaching writing because in there have some steps and visual prop that easy to remember in teaching writing descriptive text.

II.5 Imagery Strategy

II.5.1. The Definition of Imagery Strategy

Imagery, in the context of sport, may be considered as the voluntary or involuntary creation or recreation of an experience generated from memorial information, involving quasisensorial, quasiperceptual, and quasi-affective characteristics which may occur in the absence of the real stimulus antecedents normally associated with the actual experience and which may have physiological and psychological effects on the imager, modified version of Morris, Spittle, and Watt's (2005). Furthermore, Watt, Spittle and Morris (2002) defined imagery use as the manner in which people imagine themselves in ways that can lead to learning and developing skills and can facilitate performance of those skills. It is normally assessed in terms of its cognitive and motivational attributes.

Imagery is a part of sport psychology skill (mental skill), where it effect to athletes to success in their tournament or game. In addition, many athletes and coaches today recognize the power of imagery in sport performance. In fact, athletes from most sport attribute at least part of their success to their use of

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imagery. This report was supported Murphy and Martin (2002), said imagery who have better in the relationship between imagery ability and sport performance.

II.5.2. The Advantages of Imagery Strategy

There are some advantages of using imagery strategy in teaching writing a descriptive paragraph. The advantages are: this strategy can attract students' attention in teaching learning process because they are facilitated to create a mental picture in their mind about the topic that will be discussed; by giving picture and guide, students will be more motivated in writing; students would be easy to find the idea about what they can describe because they have created a mental image in their mind; students can describe more details about the object.

II.6 Cubing Strategy

II.6.1, The Definition of Cubing Strategy

In this part, the writer has described about some definition of cubing strategy from experts. Tompkins (1990) defines cubing is a literacy strategy which uses a concrete visual of a cube with its six sides to serve as a starting point of consideration of the topic within subject areas. The six sides are describing, associating, analyzing, applying, and arguing

II.6.2. The Advantages of Cubing strategy

There are some advantages of cubing strategy. They are developing students conceptual understanding of a topic, developing student activity, and developing students' paragraph writing skill. According to Alteri (2010:61), he says that cubing can be designed to help students look at a topic from different perspectives. The purpose of the activity is to help with writer's block in

which students brainstorm each of the six perspective and write on of the these perspectives (describing, associating, comprising, analyzing, applying, and arguing).

II.7 The Nature of Descriptive Text

The descriptive text is one of the text types that must be mastered by academy students. The students have to know what the purposes of the text area, the social function of the text, organizational structure of the text types and the language feature that can be used in the descriptive text.

To support students in comprehending of reading texts, knowledge about the types of texts is needed, Depdiknas (2006) explains that there are thirteen genres of the texts that must be known by academic students, namely : Narrative, recount, procedure, descriptive, news item, analytical exposition, hortatory exposition, report, spoof, explanation, discussion, review, and anecdote.

There are some opinions come from the experts about descriptive texts. According to Garrot and Wignell (1994:208) descriptive text is the text describes a particular person, place or thing; the person is the text usually describes the shape of body, attitude, habit, age, activity and family. The place is the text usually describes about location, size and content. The thing is the text usually describes shape, location, destiny, content, size, weight, height, width, and so on. They add the opinion above by stating “generic structures of a descriptive text are identification and description”. The identification is to identify phenomenon or subject that is going to be described, and the description is to describe specific parts, qualities, and characteristics of an object that is being described. They also

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explain the significant lexico-grammatical or language feature of descriptive text, they are; (a) focus on specific participant; (b) use of attributive and identifying process; (c) use adjective to explain noun; (d) use the simple present tense.

Similarly, Cavanagh (1998:15) states descriptive text means the text type to describe something, someone, or place. It can describe that descriptive text can occur as standalone text. They are often part of a longer text, such as the description of character or setting in a story or biography. The generic structure of descriptive text organized to include an introduction which introduces the subject of the description, characteristic features which are the characteristics (e. g. Physical appearance, qualities, habitual behavior, significant attributes). There may also some optional evaluation interpreted though the text and an optional concluding comment. Language feature of descriptive text; use of nouns, use objective, factual, numbering, classifying, use of action verbs, use types of figurative language, particularly in literary description.

In addition, Kane (2000: 352) states that descriptive text is about sensory experiences, how something looks, sounds, tastes. Mainly it is about visual experience, but the description also deals with other kinds of perception. The social function of this text is to describe a person/people, place, thing, event, and etc. In other word, descriptive text is to illustrate someone, something, and place. Moreover, it also describes someone or something that involves forming, characteristic, quantity, and etc.

Based on the explanation above, it can be concluded that there are some indicators of descriptive text which consist of; (1) the social function of the text

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(to describe a particular person, place or thing); (2) the generic structure of the text (identification: to identify phenomenon to be described, and description: describes parts, qualities, characteristics); (3) the significant lexico-grammatical features or language features of the text.

Based on indicators or elements of reading comprehension and elements or indicators descriptive texts that have been explained above, the researcher combines those theories become the indicators of reading comprehension of descriptive texts which consist of; identification of the text, description of the text, the meaning of vocabulary in context, inference, reference.

II.8 Teaching Writing of Descriptive Text by Using Imagery Strategy

KTSP 2006 requires the teachers to teach the students through some steps because it helps students to write. The steps are pre-teaching, whilst teaching and post teaching. By doing these steps the students are guided to write a good writing.

1. Pre-teaching

This is a kind of warm-up activity. In pre-teaching, teacher has to stimulate students' background knowledge by introducing the topic, brainstorming idea, selecting and rejecting ideas and so on. Since writing is difficult, the teacher should offer helpful feedback and suggestion. It leads students to the idea what they will write. In this strategy, the teacher does brainstorming activity to stimulate students' background knowledge about descriptive paragraph by giving a picture and several questions related to the picture.

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2. Whilst-Teaching

In this activity, the students are taught about writing a descriptive paragraph and trained the skill that has been learned. Moreover, the students are guided to participate in discussing the lesson. The teacher lets the students think creatively. Whilst-teaching is divided into three stages, they are;

a. Exploration

Exploration models how to write based on the strategy introduced. The purpose of this step is to guide the students in writing activity. In exploration, teacher gives modeling a good writing to the students.

After building students' background knowledge in pre-teaching, teacher explains about descriptive text to the students. The teacher then introduces imagery strategies in writing a descriptive paragraph to the students. This strategy lets the students create a mental picture or create ideas in their mind to produce the text that is descriptive paragraph. The teacher first gives the picture of an object to the students and asks several questions. The question leads the students to come up the ideas in their mind. If the ideas have come up in their mind, it will be easy for them to produce the paragraph.

By answering the questions, the students have produced a paragraph, but the paragraph is not good yet. The sentences in each number of the questions can combine to the paragraph. The teacher then fixes it into a good paragraph. The teacher fixes the generic structure,

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language features, writing aspects like structures, conjunction, etc. The paragraph that has been fixed by the teacher is a model for the students to make descriptive paragraph.

b. Elaboration

In this step, after the students have a model of a simple descriptive paragraph in elaboration, the teacher explains the social function, the generic structure and the language features of a descriptive paragraph. The explanations above are written in the paragraph by using color marker. In elaboration, the students are asked to practice. They are asked to write a descriptive paragraph in pairs by applying imagery strategy for the characteristics of the object. They can make the identification based on their creativity. They may decide the name, nickname or birthday of the object. Then they use their imagery to write the description of the object that they describe. This description actually has been made before in exploration, in this step the aspects. It means that in step the students do editing and revising process as a part of writing.

c. Confirmation

In confirmation, the teacher gives feedback to the students' writing. The teacher checks students' work such as structure, generic structure, language features and other writing aspects. From this process it hopes that the students will be able to write a good paragraph. After checking the students' work the teacher gives a brief explanation about the

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mistake that generally make by the students. The teacher then concludes the lesson and gives assignment to the students.

3. Post-Teaching

This is the last activity in the teaching learning process to close the class. There are some activities that the teacher does: the teacher asks the students' difficulties about the lesson the together find the way to solve the difficulties. The teacher and the students conclude the lesson together, even though the teacher has concluded it before to make sure the students participate in the lesson.

Next the teacher gives individual assigned to the students ashomework. The topic is about their favorite person. It can be their father, mother, sister, brother (family members) or it can be their favorite artist, friend or teacher. The teacher also gives questions sheet to guide the students in doing their writing. The teacher announces that homework will be collected at the next meeting. Finally, the teacher closes the class.

II.9. Teaching Writing of Descriptive Text by Using Cubing Strategy.

Teaching is the process of giving information that is given by the teacher to students systematically in an arranged period and in a special method curriculum (CBC, 2004 and KTSP 2006). This subject requires junior high school students to be able to produce many kinds of the text. For instance; report, descriptive, recount and procedure text. Each of the texts has a specific social function, genetic structure and lexical grammatical features.

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In other hand, cubing strategy is a kind of teaching strategy which can be used to help the students to creative thinking in writing descriptive text.

Procedures

1. Pre Teaching Activity

a. Greeting

This activity is a good way for the teacher makes a good sense between the teacher and the students.

b. Checklist attendance

Besides greeting, checklist attendance is an activity that has done by teacher to know the students' attendance and condition on that day. The teachers check the students one by one.

c. Review the student previous material.

2. Whilst-Teaching Activity

The teacher tells the students about the topic. And a subject was related to descriptive paragraph, the topic, i.e. describe a person, place, and things such as; teacher, doctor, artist, place school, house, garden, and pencil, pen, bag and etc.

The teacher has been constructed a cube for visual prop. The side should be labeled as follows: Description, comparison, association, analyzation, application and argue.

- a. Description: It considers the subject in detail and describe what you see (color, size, shapes, etc.)

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b. Comparison : To what is the one subject and what the other subject?
From what is the difference?

c. Association : What are two subjects? You might associate what similar things, time, place, people, etc.

d. Analyzation: Tell how the subject is made or how it functions. If you are not sure, make a confirmation check.

e. Application : Tell what you can do with the subject. How it can be used.

f. Argue for or Against :Take a stand. Reinforce your stand with reasons, fact, or opinion.

The teacher passes out to students a copy of the cubing template and the instructions; the teacher uses a cube as a visual prop. For example, start with an object such as “a pencil” or something which is easy for students to understand. Each student should write down their idea of a pencil for each side of the cube.

After the class or individual completes the cubing of “a pencil”, and the teacher explains the generic structure of descriptive text. Then the students should practice cubing on a concept that is in their sphere of knowledge. Finally. The students were used cubing for other topics to clarify thinking. It is also being helpful to have students discuss with “elbow partners” what they have written down for each of the six tasks. This will let the students know if they are on the right track with their ideas.

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The teacher gives some topic that will be used by students to be described and they choose one of them, for example: My House, My Favorite Artist and my Beloved Pet.

After the students write a paragraph, the teacher asks the students about all information on the topic.

3. Post Teaching Activity.

Post teaching activity is activities at the end of the teaching process. In post teaching, the teacher can see how far the students understand about the topic. Not only that, the students are also hoped to be able to describe something. In this activity the teacher will give the conclusion about the topic.

- a. The teacher reviews again about the lesson, so the students will understand more about the material.
- b. The teacher gives chance for the students to ask some questions if they do not understand about the material given.
- c. The teacher gives motivation for the students, so they are more interested in studying English.
- d. The teacher gives homework to the students to write about the descriptive text. In this activity, the teacher will determine the topic or the title of descriptive text which will be written by students. i.e. "Map" with all side of cubing.
- e. The teacher closes the meeting.

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II.10 Related Studies

Related studies require some previous researches conducted by other researchers in which they are relevant to this research itself. Besides, the related studies have to analyze what the point that focuses on, informs the design, finding the conclusion of the previous researches, as follows:

1. QolbiChalish (2012) conducted a research entitled “*Improving Students’ Achievement in Writing Narrative Text Through Cubing Technique*”. This study aims at improving the students’ achievement in writing narrative text through cubing technique. The underlying objective of this study was to investigate whether teaching narrative by applying cubing technique potentially improved students’ skill. The research was conducted by using Classroom Action Research (CAR). The population was the 2012-2013 eleven grade students of SMA Negeri 3 Binjai. The number of students was 42, consisting of females and males. The procedure of the research was administrated into two cycles where each cycle consisted of three meetings. Each meeting included four steps, namely: planning, action, observation, and reflection. There were two kinds of data collected during the study, qualitative and quantitative data. The instrument for collecting the qualitative data was the writing of narrative test while the qualitative data were gathered by using an interview, diary notes and observation sheet. Based on the data analysis, the mean of students’ score in Test I was 61.85; for the Test II was 73.85, and for the Test III was 80. The qualitative data showed that the students were interested in the applying of cubing

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technique. The conclusion was that the application of cubing technique in writing narrative improved the students' achievement in writing narrative.

The similarity with this research issued Writing Ability as variable Y. Qolbi Chalish used one variable X and two variables of Y, which were Students' Achievement as variable Y1 and Writing as variable Y2. Cubing Technique as variable X. The differences were Qolbi to investigate the Cubing Technique in students' achievement in writing. While, this research has three variables which were imagery and Cubing as Variable X, and writing ability as variable Y.

2. Mohd. Sofian Omar-Fauzee (2009) conducted a research entitled "*The Effectiveness of Imagery and Coping Strategies in Sport Performance*". The present study investigated the effectiveness of imagery and coping strategies in sport performance. Participants were 106 people, both male (n=42) and female (n=64) aged between 17 and 45 years old who represented the different level of participants of the sport which was State players (n=46), National players (n=38) and District/university players (n=22) in various sports competitions. Participants completed the SIQ questionnaires to measure imagery skill while using ACSI-28 questionnaires to measure coping skill. Results showed Malay respondents is the higher interested in the study were 79 persons. Meanwhile, sports involved of respondents were others sport (archery, football/futsal, netball, rugby, hockey and athletics) which are 50%. The most level of age participated are 21 to 24 years old. Most probably, in this age level, some of them represented in national (n=38) and state (n=46). The result

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of this study showed that the SIQ and ACSI-28 was reliable to the respondents participated which was the Cronbach's alpha coefficients, mean and standard deviation of all the variables were presented .932. For the ACSI-28, the participants most frequently used coping skills is the confidence (M=2.0802, SD=.5644) and the least frequently used was coachability (M=1.5519, SD=.4361). From the result, there were significant differences in one subclass of ACSI-28 coping with adversity between male and female, which are concentrated with $t(106) = 2.118, p = .037$. One Way ANOVA analysis subscales with level of participants result showed that all subclass imagery (SIQ) were significant differences with levels of participation. In addition, five subscales ACSI-28 had also been significant differences with the level of participations in this study. It might be because of the participated from a national and state player (n=38, n=46). In addition, result showed only subscales coping with diversity are significant differences where $p=.037$ (M=2.0448, SD=.5115) compare the rest of subscales ACSI-28.

The similarity with this research issued Sport performance as variable Y. Mohd.Sofian used two variables X on his research, which were Imagery as variable X1 and Coping as variable X2. The differences were Sofian to investigate the effectiveness of imagery and coping strategies in sport performance. While, this research consisted of three variables which were Imagery and Cubing as variable X, and Writing ability as variable Y.

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3. Ira Wijayanti (2011) has conducted a reasearch entitled “*The Effect of Picture Series on The Writing Ability of Grade Eight Students of SMPN 1 Kalasan, Sleman*”. She tried to find out whether there was a significant difference in the writing ability among the grade eight students of SMPN 1 Kalasan who were taught by using picture series and those who were taught without using picture series as media. This study involved 72 students, which were divided into two groups: class VIII D (36 students) as the experimental group, and class VIII B (36 students) as the control group. The data were obtained by meansof two essay writing tests. The results showed a significant difference in the writing ability between the grade eight students who were taught by using picture series and those who were taught without using picture series in reference to the students’ mean scores.

The similarity with this research used writing as variable Y. Ira used two variables on her research, which were Picture Series as variable X and Writing as variable Y. While, this research consisted of three variables which were Imagery and Cubing as variable X, and Writing ability as variable Y.

4. NurHidayati (2010) had conducted a research entitled “*The Effect of Learning English by Using Picture Map Toward Students’ Ability in Writing Descriptive Paragraph at MTs.Nurul Wahid Bukit Kapur, Dumai*”.She tried to find the significant effect of Learning English by Using Picture Map toward the students’ ability in writing descriptive

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paragraph. Based on her data analysis, the coefficient of t-test was 3.31 to prove there was significant effect or not $5\% = 2.02$ level of significance, or at the $1\% = 2.72$. it was found that t_o 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.

The similarity with this research used Writing ability as variable Y. While, the differences were about the research design, location, population, and the variables. It used two variables on her research, which were Picture Map as variable X and Writing Ability as variable Y.

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

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higher than t table ($2.7 > 2.0$). it means that there was a significance difference between students' writing achievement in experimental and control group.

The similarity with this research was Riswanto and Febri used Writing ability as variable Y. While, the differences were about the research design, location, population, and the variables. It used two variables on her research, which were Block Method X and Writing Ability as variable Y. in this research used three variables, which were Imagery and Cubing Strategy as variable X, and Writing ability as variable Y.

6. Salsbury (2012) carried out a research entitled "*Sentence Writing-A Comparison of the Effects of Two Strategies*" **The difference** between the researcher and this journal was: **First**, The subject of this research was students from Senior High School consist of 30 students and the journal is students from the University of Kansas consist of 23 students. **Second**, Kind of the research design of this research was Quasi Experimental research, but the journal was a Pre-Experimental research with post research design. The teaching strategy used was from the *fundamentals in the sentences writing strategy* that had been used in middle school for at least ten years. It was introduced to the "PENS Strategy" by (Schumaker 1998) in which they uses the acronym of **the PENS** to write a sentence: **P**ick a formula; **E**xplore words to fit the formula; **N**ote the words and **S**earch and check. Finally, the students are

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taught another acronym, **MARK**. This is the “Search & Check Step “Mark out imposters-infinitives and prepositional phrases; Ask “Is there a verb?”; **R**oot out the subject; and **K**ey in on the beginning, ending and meaning. This study was conducted in order to determine if there was a significant difference between the pre-test and post-test scores progress of students who participated in the Instructional Scaffolding teaching strategy, which utilized rigor and relevance when teaching sentence writing. Thus, a posttest-posttest research design was used for findings in this study. The scores were calculated based on percentage of correctly written sentences on a like posttest given to each group of students. In addition, the result of this study showed that there was no significant difference in the two teaching strategies. The p-value calculated to 0.71 which was significantly above the alpha level of 0.25.

The similarity with this research was Salsbury used Writing ability as variable Y. While, the differences are about the research design, location, population, and the variables. It used three variables on her research, which were Pens, Mark and Writing Ability as variable Y. In this research used three variables, which were Imagery and Cubing Strategy as variable X, and Writing ability as variable Y.

7. Sinurat (2013) carried out a research entitled “*Using PENS and COPS Strategies in teaching writing procedure text at senior high school students*”. This journal mostly discussed about the use of PENS and COPS strategy to increase students’ writing in procedure text. It is

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different with this study, which increased students' writing in explanatory text. The **similarities** were, **firstly**, In collecting data, it used pre test and post test to know the effect of it. So, this was Quasi Experimental design. Secondly, The population was at the same grade of the students in MAN 2 Padang and the sample was XI Ipa 3. **Thirdly**, In the research finding, there was an improvement in students writing ability in learning English by using PENS and COPS strategies that are increased in the experimental class from 57,4% to 69.7%. From this research she found there is a significant effect of using PENS and COPS Strategies in teaching writing procedure text at senior high school students.

The similarity with this research issued Writing Ability as variable Y. Sinurat used variable Y are Writing procedure text. Pens and Cops as variable X. The differences are Sinurat used Pens and Cops in writing procedure text. While, this research consisted of three variable which are imagery and Cubing as Variable X ,and writing ability as variable Y.

8. ZadehNemati (2014) carried out a research entitled "The effect of mind mapping technique on the Enhancement of advanced iranianEFLlearners' essay Writing ability through organizing information and Thoughts". The samples inthis study were 40 students. Mind Mapping technique as a pre-writing tool on the enhancement of organizational (as the major purpose) and overall quality of Iranian EFL learners' essay writing ability at the advanced level.Prior to treatment, participants of the both groups were given a pretest in order to ensure comparability of their essay writing

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skill. Having introduced the mind mapping technique to members of the experimental group and finished the treatment period, a posttest was administered to measure the effect of the intervention. During the treatment period, participants were instructed how to make mind maps work in generating ideas ,connecting them by the use of codes, colors and images and finally creating a well-organized piece of writing. The findings were analyzed through a MANCOVA test and the results showed improvement in essay writing ability of the experimental group.

9. 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” (DiahPuspita Sari:2014). Samples of this study were 30 students. DEFENDS strategy will help the students to write agood paragraph by providing some steps in its process. The research design in this research was a quasi-experimental design. The writer used pre-test to 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 of the groups were given a pre - test and after giving treatment they were given post test. But, the only experimental groupwas 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 is higher than those

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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 the eleventh grade students of SMAN 3 Tapung. It can be seen that $t_{obtained}$ was bigger than t_{table} with $df=60$. In $t_o= 9.352$ was bigger than $t_t= 2.00$ (at level of 5%) and $t_t= 2.65$ (at level of 1%); $2.00 < 9.352 < 2.65$, it means that H_a is accepted and H_o was rejected.

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



The similarity with this research used Writing skill as variable Y. Adi Purnomo used two variables, which were Writing skill as variable Y and Mind Mapping Technique as variable X. The differences were Adi Purnomo, to investigate the Mind Mapping Technique in students' writing skill. While, this research consisted of three variables which were imaged and Cubing as Variable X, and writing ability as variable Y.

11. Carol Pua, Dorothy Li, Cherie Lui(2003) carried out a research entitled "Using Mind-mapping as a Tool to Teach English Vocabulary for the Elementary Students". The strong visual appeal of mind maps can speed up the learning process and help students to memorize and recall information effectively. The samples of this study were 40 students. The ability to recognize vocabulary is a determinant of effective English learning. However, learning and memorizing new vocabulary is a challenging task for students learning English as a second language (ESL). The limited vocabulary recognized by the children had restricted their capacities in learning English, especially in terms of reading and writing competencies. The traditional way of teaching and vocabulary learning strategy such as providing word explanations and repetitive practices is not effective for some of our students. Researchers have indicated that mind-mapping could be an effective tool that helped students to associate new information to their existing knowledge. In this study, it aimed at improving students' competence in English learning by introducing mind-mapping techniques to facilitate the knowledge acquisition and retrieval process, reflecting on techniques in teaching

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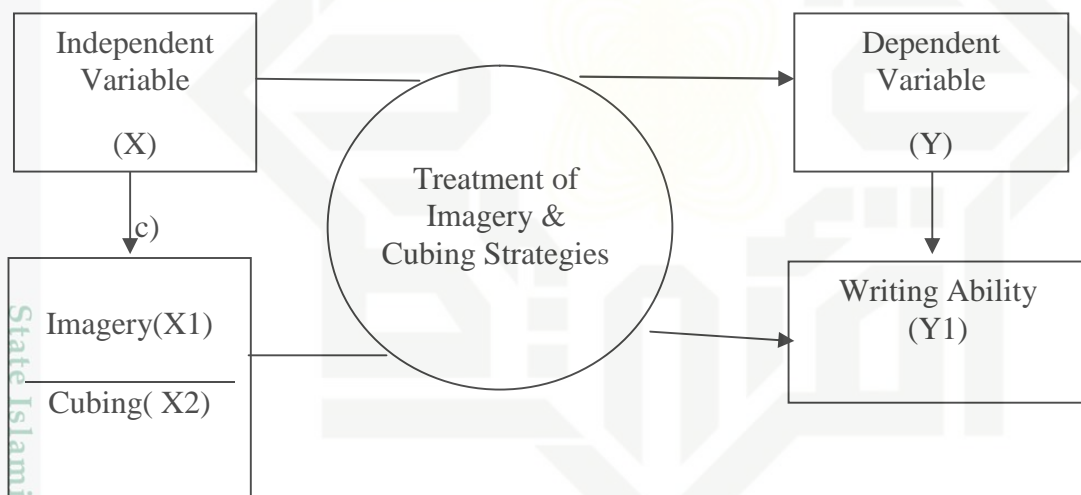
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vocabulary and increasing students' motivation to do more revision. Since our goal was to improve teaching practices, we would carry out an action research

II.11 The Operational Concept

Operational concept is a main element to avoid misunderstanding and misinterpreting in a specific study. As a concept, it is still operating in an abstract of the research, planning which should be interpreted into particularly words in order to be easy to measure.

The operational concept in this research can be seen on the table below:



1. The indicators of Imagery strategy

- a. The teacher applies brainstorming activity to stimulate students' background knowledge about descriptive paragraph by giving a picture and several questions related to the picture.
- b. The teacher explains about descriptive text to the students.

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- c. The teacher introduces imagery strategies in writing a descriptive paragraph to the students.
- d. The teacher explains the social function, the generic structure and the language features of a descriptive paragraph.
- e. The teacher asks for the students use their imagery to write the description of the object that they describe.
- f. The teacher gives feedback to the students' writing.
- g. The teacher checks students' work such as structure, generic structure, language features and other writing aspects.
- h. The teacher asks the students' difficulties about the lesson together find the way to solve the difficulties.
- i. The teacher and the students conclude the lesson together, even though the teacher has concluded it before to make sure the students participate in the lesson.

2. The indicators of Cubing Strategy

- a. The teacher checks the students one by one.
- b. The teacher tells the students about the topic.
- c. The teacher should construct a cube for visual prop
- d. The teacher passes out to students a copy of the cubing template and the instructions
- e. The teacher explains the generic structure of a descriptive paragraph
- f. The teacher gives some topic that will be used by students to be described and they choose one of them

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- g. The teacher asks the students about all information on the topic.
- h. The teacher can see how far the students understand about the topic
- i. The teacher reviews again about the lesson, so the students will understand more about the material.
- j. The teacher gives a chance for the students to ask some questions if they do not understand about the material given.
- k. The teacher gives motivation for the students, so they are more interested in studying English.
 - l. The teacher gives homework to the students to write about the descriptive paragraph.
 - m. The teacher closes the meeting

3. Students' Writing Ability

Aspects	Range	Criteria
State Islamic University of Sultan Syarif Kasim Riau Content	30-27	<i>Excellent to Very Good:</i> Knowledgeable, substantive, through development of thesis, relevant to assigned topic
	26-22	<i>Good to Average:</i> Some knowledgeable of subject, adequate range, limited development of thesis, mostly relevant to the topic, but lacks detail
	21-17	<i>Fair to Poor:</i> Limited knowledge of subject, little substance, inadequate development of topic
	16-13	<i>Very Poor:</i> Does not show the knowledge of subject, non

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		substantive, not pertinent, not enough to evaluate
Organization	20-18	<i>Excellent to Very Good:</i> Fluent expression, ideas clearly stated and supported, well organized, logical sequencing, cohesive
	17-14	<i>Good to Average:</i> Somewhat choppy, loosely organized, but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	<i>Fair to Poor:</i> Non fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	<i>Very Poor:</i> Does not communicate, no organization, not enough to evaluate
Vocabulary	20-18	<i>Excellent to Very Good:</i> Sophisticated range, effective word choice and usage, word form mastery, appropriate register
	17-14	<i>Good to Average:</i> Adequate range, occasional errors of word or idiom form, usage, but meaning not obscured.
	13-10	<i>Fair to Poor:</i> Limited range, frequent errors of word choice and idiom form, usage, meaning confused or obscure.
	9-7	<i>Very Poor:</i> Essentially translation, little knowledge of English vocabulary, idioms, word form, or not

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		enough to evaluate
Language use	25-22	<i>Excellent to Very Good:</i> Effective complex construction, few errors of agreement, tense, number, word order or functions, articles, pronouns, prepositions
	21-18	<i>Good to Average:</i> Effective but simple constructions, minor problem in complex constructions, several errors of agreement, tense, number, word order of functions, articles, pronouns, preposition but meaning never obscured
	17-11	<i>Fair to Poor:</i> Major problems in simple or complex constructions, frequent errors of negation, agreement, tense, number, word order or functions, articles, pronouns, prepositions and or fragments, deletions, meaning confused or obscured
	10-5	<i>Very Poor:</i> Virtually no master of sentence construction rules, dominated, by errors, does not communicate, not enough to evaluate
Mechanics	5	<i>Excellent to Very Good:</i> Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	<i>Very Good to Average:</i> Occasional errors of spelling, punctuation, capitalization,

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		paragraphing, but meaning not obscured
	3	<i>Fair to Poor:</i> Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	<i>Very Poor:</i> No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.
Total score:		Comment:

II.12 Assumptions and Hypotheses

II.12.1 The Assumption

In the research, there are many strategies that can be used by the teacher in teaching learning process. It was assumed that using Imagery and Cubing were suitable strategies to teach writing ability, especially writing descriptive text. Using both strategies, students could increase their capability in Writing ability.

II.12.2 Hypotheses

H_{01} : There is no a significant difference of students' Writing ability of pretest mean score between an experimental group 1 and an experimental group 2 at State Junior High School 2 Kampar.

H_{02} : There is no a significant difference of students' writing ability of pretest mean score between an experimental group 1 and a control group at State Junior High School 2 Kampar.

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- Ho2 : There is no a significant difference of students' writing ability of pretest mean score between an experimental group 1 and a control group at State Junior High School 2 Kampar.
- Ho3 : There is no a significant difference of students' writing ability of pretest mean score between an experimental group 2 and a control group at State Junior High School 2 Kampar.
- Ha4 : There is a significant difference of students' writing ability of post-test mean score between an experimental group 1 and an experimental group 2 at State Junior High School 2 Kampar.
- Ha5 : There is a significant difference of students' writing ability of posttest mean score between an experimental group 1 and a control group at State Junior High School 2 Kampar.
- Ha6 : There is a significant difference of students' writing ability of posttest mean between an experimental group 2 and a control group at State Junior High School 2 Kampar.
- Ha7 : There is a significant difference of students' writing ability mean score between pretest and posttest mean score of the experimental group 1 at State Junior High School 2 Kampar.
- Ho8 : There is a significant difference of students' writing ability mean score between pretest and posttest mean score of the experimental 2 at State Junior High School 2 Kampar.

H_0 : There is a significant difference of students' writing ability mean score between posttest mean score of experimental group 1 and experimental group 2 at State Junior High School 2 Kampar.

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1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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