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THE EFFECT OF APPLYING OUTLINING TECHNIQUE AND MIND MAPPING TECHNIQUE ON STUDENTS' ABILITY IN WRITING DESCRIPTIVE PARAGRAPH AT STATE JUNIOUR HIGH SCHOOL 3 IN KAMPAR

A Thesis

Submitted to The State Islamic University Sultan Syarif Kasim Riau
in Partial Fulfillment of the Requirement for the Degree of
Magister in English Education

By:

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NIM: 22090122284

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The Thesis: "The Effect of Applying Outlining Technique and Mind Mapping Technique on Students' Ability in Writing Descriptive Paragraph at State Junior High School in Kampar**"** is a simple and small creation was created by the researcher to fulfill the assignment and to complete the requirement for S-2 Program (M.Pd) at Post Graduate Program of State Islamic University Sultan Syarif Kasim Riau 1444H/ 2023. .

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TRANSLITERATION GUIDELINES

1. Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Dal	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th
ظ	Zha	Zh
ع	‘ain	‘
غ	Ghain	Gh

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ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W
ه	Ha	H
ء	Hamzah	’’
ي	Ya	Y

2. Double Consonant

The double consonant is written double, for instance العامة written *al-ammah.*

3. Short Vowel

Fathah is written as *a*, for instance شريعة *(Syari’ah).* Kasrah is written *I*, for instance الجبال *(Al-Jibaly).* Dhommah is written *u,* for instance ظلوما *(Zhuluman).*

4. Double Vowel

او is written *aw*, او is written *uw*, اي is written *ay*, and اي is written *i.*

5. Ta’ Marbuthah

The stopped Ta’ Marbuthah in the last verse H, for instance الشريعة is written *Asy-Syari’ah,* unless it has been taken into the Indonesian standard, for instance mayyit. However, when it is read out, it is written *t*, for instance *Al-*

Maytatu in Arabic is الميتة.

6. Article Alif Lam

The article Alif Lam followed by Qomariyah and Syamsiah letter is written *al*, for instance المسلم is written *al-Muslimu*, unless when it is the name of person followed by the word Allah, for instance, ‘Abdullah (عبدالله).

7. Capital Letter

The capitalization is adjusted with the enhanced Indonesian spelling.

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ABSTRACT

DIAN RAHMI ZUL (2023) : THE EFFECT OF APPLYING OUTLINING TECHNIQUE AND MIND MAPPING TECHNIQUE ON STUDENTS' ABILITY IN WRITING DESCRIPTIVE PARAGRAPH AT STATE JUNIOUR HIGH SCHOOL IN KAMPAR

This research was aimed to find out whether the use of Outlining Technique and Mind Mapping Technique gave effects to the Seventh Grade Students' ability in writing descriptive paragraph at SMP N 3 Tapung. This research is a quantitative study in the form of comparative experimental design with a pre-test and a post-test. The sample consisted of 60 students of two classes taken using cluster sampling technique; namely, Class VII- A taught by using Outlining technique and Class VII- B taught by employing Mind Mapping technique. The data were collected by using a writing test. The result indicated that there was a significant difference in ability in writing descriptive paragraph between students taught by using Outlining technique and those taught by using Mind Mapping technique. The score of sig. (2-tailed) was 0.00 < 0,05 and the mean score of Outlining technique was 75,10.

The total number of sample (N) of Group 2 (Mind Mapping Technique) was 31 students. The mean score of Mind Mapping technique was 64,97. It means that the application of Outlining technique was more significant compared to Mind Mapping technique.

Keywords : Outlining Technique, Mind Mapping Technique, Descriptive Paragraph

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ABSTRAK

DIAN RAHMI ZUL (2023) : PENGARUH PENERAPAN TEKNIK OUTLINING DAN TEKNIK MIND MAPPING TERHADAP KEMAMPUAN MENULIS PARAGRAF DESKRIPTIF SISWA DI SMP NEGERI KAMPAR

Penelitian ini bertujuan untuk mengetahui apakah penggunaan Teknik Outlining dan Teknik Mind Mapping berpengaruh terhadap kemampuan siswa kelas VII dalam menulis paragraf deskriptif di SMP N 3 Tapung. Penelitian ini merupakan jenis penelitian kuantitatif dengan bentuk desain eksperimen komparatif dengan pre-test dan post-test. Sampel terdiri dari 60 siswa yang diambil dua kelas yaitu kelas VII-A sebagai Kelompok Teknik Outlining dan kelas VII-B sebagai Kelompok Teknik Mind Mapping. Pengumpulan data dilakukan dengan menggunakan tes tertulis. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan kemampuan menulis paragraf deskriptif antara siswa yang diajar dengan menggunakan teknik outlining dan siswa yang diajar dengan menggunakan teknik mind mapping terhadap kemampuan siswa dalam menulis paragraf deskriptif. Skor sig. (2-tailed) adalah 0,00 < 0,05. Nilai rata-rata dari teknik outlining adalah 75,10. Jumlah sampel (N) kelompok 2 (Teknik Mind Mapping) adalah 31 siswa. Rata-rata skor teknik mind mapping adalah 64,97. Ini berarti bahwa teknik Outlining lebih signifikan dari pada teknik Mind Mapping.

Kata Kunci : Teknik Outlining, Teknik Mind Mapping, Kemampuan Siswa Menulis Paragraf Deskriptif

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خلاصة

ديان رحمي زول (2013) : تأثير في تطبيق تقنية الخطوط العريضة وتقنية رسم الخرائط الذهنية على قدرة كتابة فقرات وصفية للطلاب المدرسة المتواسطة الحكومية كمفار (SMP MEGERI KAMPAR).

كلمة الرئيسية : تطبيق تقنية الخطوط العريضة، وتقنية رسم الخرائط الذهنية، قدرة كتابة فقرات وصفية للطلاب

تهدف هذه الدراسة إلى تحديد ما إذا كان استخدام تقنية الخطوط العريضة وتقنية رسم الخرائط الذهنية يؤثر على قدرة طلاب في الفصل VII على كتابة فقرات وصفية في المدرسة المتواسطة الحكومية الثالث كمفار (KAMPAR 3 SMP MEGERI). هذا البحث هو نوع من البحث الكمي مع تصميم تجريبي مقارن مع الاختبار القبلي والبعدي. تكونت العينة من 60 طالبًا تم أخذهم من فصلين ، وهما تقنية الخطوط العريضة VII-A كمجموعة *Technique Group Outlining*، وتقنية رسم الخرائط الذهنية. تم جمع البيانات باستخدام اختبار مكتوب. أظهرت النتائج وجود فرق كبير في القدرة على كتابة فقرات وصفية بين الطلاب الذين تم تدريسهم باستخدام أسلوب التحديد والطلاب الذين تم تعليمهم باستخدام تقنية رسم الخرائط الذهنية على قدرات الطلاب في كتابة الفقرات الوصفية. نقاط سيج. (2-tailed) هو 0.00 < 0.05. متوسط قيمة تقنية الخطوط العريضة 75.10. بلغ عدد العينات (N) في المجموعة 2 (تقنية رسم الخرائط الذهنية) 31 طالبًا. متوسط درجة تقنية رسم الخرائط الذهنية.

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

It has been acknowledged that English as international language plays an important role in various aspects of life such as in economy, politics, medicine, engineering, and education. In Indonesia in particular, English is taught as the main subject in secondary shools to provide the students with the four language skills: Listening, Speaking, Reading and Writing. Writing and Speaking are called productive skills while Listening and Reading are called receptive skills. Of the four language skills, writing seems to be the most difficult skill to be learned and possessed or mastered by students from high school level to university because it needs hard thinking in producing words, sentences, and paragraph. Especially in this study, the writer focuses on students writing skill. Writing is one of the language skills that should be taught besides the other three skills. It is regarded as a productive skill which assists students in expressing their ideas in written form. Hermenita and Tiarina: (2012) defines that the concept of writing as a "process" that remain our primary concern. It is not easy to translate concept in our brain to be written language, and we must be careful in choosing and combining words to create meaningful sentences.

In addition, we must pay attention to the grammar, tone of writing and other aspects of language. Therefore, it is normal if the students think that writing is a difficult subject because of their paying to many attentions such as idea, concept, vocabulary and grammar.

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Based on the Decree of the Head of BSKAP No. 8 of 2022, the achievement of learning English in the independent curriculum has the following objectives:

First, communicative competence in English with a variety of multi-modal texts (oral, written, visual and audiovisual). Second, inter-cultural competence to understand and appreciate Indonesian and foreign cultural perspectives, practices and products. Third, confidence to express oneself as an independent and responsible individual as well as having critical and creative reasoning skills. It is admitted, therefore, that writing is an essential tool for people in all walks of life in global community whether it is used in reporting analysis of current events for newspapers or web, composing academic essays, business, procedural instructions, letters or email messages. The ability to write effectively allows individuals from different cultures and backgrounds to communicate. Furthermore, it is now widely recognized that writing plays a vital role not only in conveying information, but also in transforming knowledge. It is important for students in academic and second language programs throughout the world to have good ability in writing.

Moreover, writing is used in the syllabus of teaching English at school. The students must be able to express the meaning in short functional written texts and simple essaye of recount, narrative, procedures, descriptive, news, item, spoof, report, analytical exposition, hortatory, explanation, discussion, and reviews in the context of daily life.

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Generally, writing is not merely putting down words or sentences in the form of paper but it is also a thinking process. Written English has changed considerably over the centuries. Early fourteenth-century, for example had significantly different spelling from the present day English and letter writing. By writing, students can express their ideas and thoughts to communicate what they have in mind.

There are several topics in teaching writing. One of them is descriptive paragraph. According to Cynthia A.Boardman and JiaFrydenberg (2008) A descriptive paragraph paints a picture with words so that readers can picture in their minds the object or place they are describing.

Descriptive paragraph is a paragraph which says what a person or a thing is like. The purpose is to describe and reveal a particular person, place, or thing. The generic structures of descriptive paragraph are identification and description. In identification, the writer identifies the phenomenon in parts, qualities, or characteristics.

The difficulties of writing consist of three categories according to Bryne (1988). There are difficulties in Physiology (content aspect), Linguistics (language use and vocabulary), and Cognitive difficulty (organization and mechanics). The students' difficulties varied as indicated by scores or criteria of writing test.

According to a study done by Pratiwi (2013), it was discovered that the most difficult aspects that were found in the students' writing was the language use and vocabulary, and conversely, the students found no much difficulty in

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organization, mechanic, and content. Why is it categorized to the most difficult? Because most of the student have criteria of *pair to poor* and *very poor*. It makes a sense if the students most difficulties in the language use.

Bryne (1988) said that linguistic aspect like grammar, vocabulary, language use, and choice of sentences in writing must have full monitoring, because English as a foreign language has a number of rules to follow either spoken or written just like in Indobesia language the rules of using the language need to be followed.

Moses, R. N., & Mohamad, M. (2019) in their research found that both students and teachers had challenges in the process of learning and teaching writing skills where the teachers could choose the best possible approach to teach writing skills by giving feedback and guidance. Besides, the school management should take necessary actions on the challenges faced by the teachers in order to facilitate the teachers to have effective teaching process. Finally, teachers may stress the importance of learning writing skills to the students in order to motivate them to learn writing skills.

On the basis of the above description, it can be briefle said that students are facing many challenges in learning writing skills and it is not easy for the English teachers to teach them writing skills. The existing literature has identified demands on writing skills in English, the purpose of students' writing by using various writing strategies, challenges faced by both the students and teachers in learning and teaching writing skills and past studies on the challenges faced by

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students and teachers to learn and teach writing skills in English as a foreign language.

Theoretically, when students have knowledge of writing skills along with the ability to write sentences in correct grammar and vocabulary as well as how to use correct punctuation and capitalization, their paragraph and essay writing will improve automatically. Based on the researcher's experience in the first observation, students still had difficulty in writing, especially dealing with writing descriptive paragraph. In fact, the students found it difficult to build and develop their ideas, choose the right words, use the grammar and organize words. Another problem was that the students had low motivation and were not interested in doing the tasks since the writing activities were not interesting.

The researcher also found some problems in the teaching and learning processes. First, students felt bored when they learnt because of unchangeable or monotonous teaching techniques by the teacher only using lecturing method. Second, students were only asked to write without any clear instruction and guidance. Those are the problems that have been faced by the students in writing even up to now. And the last the students' motivation in learning was still low. Most of them refused to read the text given by their teacher; consequently, it was difficult for them to answer the questions. They were lazy to think because in their perception, they had to write what their ideas. It was because of their perception that they had to translate the text into English in order to understand the text. That was why most of them did not have good interest in writing. This situation could be seen when the teacher explained the lesson where more students felt bored in

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learning, they did not pay attention, and they were passive during the teaching and learning process. Sometimes they often asked for a permission to leave the class and did something during the learning process in writing class. What happened in the teaching and learning proces of course affeted their learning achievement especially in writing.

One day the teacher said that most of students had difficulties in writing descriptive paragraph because they did not understand what their teacher had explained. So, the students thpught that English was not fun and they did not want to be serious in learning English.

It should be put in mind that teachers have an important role in the classroom. Therefore, they must create a conducive class situation and prepare materials that will be presented to students and use the method, strategy, and technique effectively. Teachers must be able to apply the technique used in the classroom and choose a variety of techniques so that students will keep themselves interested in learneng English.

According to Powell et al (2013) a stimulus is an event that can potentially influence behavior, while a response is a particular instance of a behavior, the response of one organism can act as a stimulus that influences the response of another organism. By giving the technique in teaching and learning process, the students would not feel bored with various activities in the classroom, so the teaching and learning process can run well and the goals of teaching will be achieved.

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There are many kinds of techniques that can be used to teach writing. But the researcher will use two techniques. They are: Outlining Technique and Mind Mapping Technique.

One of the ways to help students in writing is making the outline. An outline is a tool to make the writing easier, because the main point is listed as the topic to discuss. In other words, the writer will be led by the main point, and will focus on the topic, from the first until the last paragraph. According to Stanley, L. C. & Lanner, A.H (1998) the definition of outline is the pattern of meaning that emerges from someone's mind. Someone gives much thought to their notes and the main ideas under which s/he arranges these notes. Someone will begin to see how the main ideas are related to another and which main ideas should precede or follows others. Outlining technique is the process that should be done before writing. But many students do not do it, as a result, their writing is out of the rules of academic writing.

Although a lot of efforts have been put for successful implementation of different techniques in teaching English as a second language or forein language, there are still many problems teachers and students face in the language classroom. We need to make changes in the educational process; otherwise, there will be more barriers students and teachers will be unable to overcome in the future. There is a demand to use powerful, creative and adaptable techniques in teaching and learning languages. Mind mapping can be used to solve the problems mentioned above. It is suggested that using mind maps in teaching and learning English will be useful for both teachers and students as the amount of information

is increasing every second and our brain, which doesn't work in a linear way can't perceive even a small part of it.

Another technique used in teaching writing is mind mapping. Mind mapping is an effective means to take notes and brainstorm essay topics. A mind map involves writing down a central theme and thinking of new and related ideas which radiate out from the center. By focusing on key ideas written down in one's own words and looking for connections between them, s/he can map knowledge in a way that will help to better understand and retain information.

From those explanations, the researcher can conclude that Outlining Technique and Mind Mapping are suitable to teach writing descriptive paragraph. In conclusion, both techniques are suitable to teach in writing descriptive paragraph. Thus, the function of the research can help the teacher to teach writing paragraphs and the students can understand what their teacher has explained. And the students think that English is fun and they want to be serious in learning English which is a forein language to them.

Based on the above description, the researcher was interested in doing research with the title "**The Effect of Applying Outlining Technique and Mind Mapping Technique on Students' Ability in Writing Descriptive Paragraph at A State Junior High School in Kampar".**

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1.2. Statement of the Problem

Based on the researcher experience in the first observation, students still had difficulty in writing, especially in writing descriptive paragraph. In fact, the students had difficulties in building and developing their ideas, choosing the right words, using the grammar and organizing the words. In other words, the students had low motivation and were not interested in doing the tasks since the writing activities were not interesting. Many students, in fact, could understand what teacher was explaining especially about paragrapg writing but they got problem to put it into practice. This is actually common becaus writing is not easy at all.

The researcher also found some problems in the teaching and learning processes. First, students found bored when they learnt because of unchangeable method or teaching strategies used by the teacher. In this case, teacher used only lecturing method. Next, students were only asked to write without any clear instruction and guidance. Those were the problems faced by the students in writing.

The teacher said that most of students had difficulties in writing descriptive paragraph because they didn't understand what their teacher had explained. So, the students thought that English was not fun and did not want to be serious in learning English.

1.3. Limitation of the Problem

Based on the background of study above, it seems that many factors may influence a student's ability in writing descriptive paragraph and it takes time to

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explain them one by one. Therefore, the researcher limits the problem about the effect of applying outlining technique and mind mapping in the students' ability in writing descriptive paragraph.

1.4. Research Questions

In connectio with the background of the study, the research questions are:

1. Is there any significant effect of applying outlining technique on students' ability in writing descriptive paragraph at SMP N 3 Tapung?
2. Is there any significant effect of mind mapping technique on students' ability in writing descriptive paragraph at SMP N3 Tapung?
3. Is there any significant difference in ability to write descriptive paragraph between students taught by using outlining technique and those taught by using mind mapping technique on students' ability in writing descriptive paragraph?

1.5. Purpose and the Objective of the Study

Based on the formulation of the problem above,

1. To find out the significant effect of applying Outlining technique on students' ability in writing descriptive paragraph at SMPN 3 Tapung.
2. To find out the significant effect of Mind Mapping technique on students' ability in writing descriptive paragraph at SMPN 3 Tapung.
3. To find out any significant difference in ability to write descriptive paragraph between students taught by using Outlining technique and those

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taught by using Mind Mapping technique on students' ability in writing descriptive paragraph.

1.6. Significance of the Study

The result of this researcher is expected to give the theoretical and practical significances. Theoretically, the findings of this research can enrich the teaching and learning of writing on the part of both teachers and students especially in writing descriptive paragraph by using Outlining technique and Mind Mapping technique.

This research was intended to investigate the application of Outlining technique and Mind Mapping technique on students' writing descriptive paragraph. Therefore, this research may provide useful information for further research in this area of interest. It will guide teachers to develop the more effective implementation of applying Outlining technique and Mind Mapping teacnique, not only in teaching writing descriptive paragraph, but also in other components of English and skills such as listening, speaking, reading and vocabulary. Teachers will be able to provide the application of Outlining technique and Mind Mapping technique based on students' need during the learning process.

Hopefully, teachers are also able to develop classroom activities by applying both teaching techniques to make teaching and learning process more fun and effective. Then, the findings of the research hopefully can give benefits in the English teaching and learning process, both practically and theoretically. The

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findings are also expected to give some contributions for teachers and students as the subject and objects of education. Then, the findings can be used as a guideline for EFL teachers to enhance students' vocabulary mastery and writing ability. Moreover, the findings of this research hopefully will motivate the students to learn more how to master the components of language in order to accomplish the four major skills in English.

1.7. Rationale of the Research

In conducting research, theories are required to clarify some idea applied in research concerned. The following terms are used to some basic theories in relation to the study. Related to the study, the media is needed to help to know the effect of applying Outlining Technique and Mind Mapping Technique on students' ability in writing descriptive paragraph at State Junior High School in Kampar. In this case, the writer will later present some theories related to this study in order to strengthen this research.

1.8. Definitions of Terms

In order to avoid mis-interpretation and mis-understanding, the key definitions related to the study are given as follows:S:

A. Outlining Technique

Outlining is formal or informal language listing of sentences or phrases that communicate points concerning the topic; works well when thesis statement and topic sentences are determined and supporting paragraphs need to be flash

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out. Outlining technique can be especially helpful in organizing one's thoughts for an extended piece of writing; when drafting begins, some writers prefer to start in the middle of a plan rather than with the introduction to the text. An outlining is a helpful guide for writing a paragraph. (Oshima, A and Hogue. 1999) : In an outline, they list their ideas in the order in which they will write about them. The writer has given much thought to their notes and the main ideas under which they arranged these notes. The writer will begin to see how the main ideas are related to another and which main ideas should precede or follows others.

B. Mind Mapping

There are some definitions about mind mapping. Hornby defines mind as the ideas or opinions, while map is a drawing to describe or give information about something especially the way it is arranged or organized (A.S Hornby: 2003).

A mind map is a graphical way to represent ideas and concepts. It is a visual thinking tool that helps structuring information, helping you to better analyze, comprehend, synthesize, recall and generate new ideas. Just as in every great idea, its power lies in its simplicity. In a mind map, as opposed to traditional note taking or a linear text, information is structured in a way that resembles much more closely how your brain actually works. Since it is an activity that is both analytical and artistic, it engages your brain in a much, much richer way, helping in all its cognitive functions. And, best of all, it is fun!

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C. Writing Ability

Ability is a general terms used to refer to any characteristics of person that makes it possible for him to carry out activity successfully. It is determined by some factors; namely, heredity, practice, and training. 'Ability' according to Littlewood is often restricted to cognitive aspect of a person's ability, notably intelligence and set up more specific language learning abilities language abtitude (1998:62). Hornby (1952:2) definies ability as the mental or physical capacity, power or skill required to do something. While according to Evison (1998:1) defines ability as the skill the power to do something. Ability also can be defined as one's general capability for performing tasks. The other definition of ability also stated in as possession of the qualities to do something, necessary skill, competence or power. Ability is the quality of being able to perform something. From the definition above, it must be clear that ability is the quality of being able to do or being able to perform something.

According to Harmer (2014), writing is a basic language ability, as important as speaking, listening and reading. It means that students need to know how to write. Hammer, the process of writing can be represented below. There are four elements: (1) Planning, the writer has to start from planning. He must have a good plan to begin the writing. Planning relates to three main points: purpose, audience, and content structure, (2) Drafting, a series of strategies designed to organize and develop a sustained piece of writing, (3) Editing, editing relates to reflecting and revising. Describe revising as a way to improve or correct the draft. Competing of the last draft will be followed by re-examining and re-evaluating

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the draft itself, and (4) Final Drafting, written text that is ready to send to its intended audience. The final draft is the final product of written text. It can be a short story, article, book, newspaper, magazine and the other text.

D. Descriptive Paragraph

Carol, J. Aand E. Wilson (2001) Descriptive is writing that appeals to one or more of five senses : sight, hearing, taste, smell and touch.

Cynthia A.Boardman and JiaFrydenberg (2008) A descriptive paragraph paints a picture with word so that readers can picture in their minds the object or place you were describing.

When you describe something or someone, you give your readers a picture in words. To make this "word picture" as vivid and real as possible, you must observe and record a specific details that appeal to your readers' sense (sight, hearing, taste, smell and touch). To make this "Word picture" as vivid and real possible, you must observe and record specific details that appeal to your readers' sense.

Sense impressions include sight (thick, reddish-brown shag rug, laid wall to wall, walk through them in your bare feet, squeeze your toes into the deep covering, push back), hearing (whisper), and touch (bare feet, soft fibers, spongy resilience).

Keith S. Foles, April Mushmore (135) : The descriptive paragraph describes how something or someone looks of feels. The characteristics of descriptive paragraph are:

1. Describing
2. Giving an impressions not a definition
3. “Showing the reader and creating imagination in the reader’s mind.

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CHAPTER II

LITERATURE REVIEW

This chapter deals with the grand theories that support the topic of the research concerning the application of two teaching strategies to improve students' ability in writing descriptive paragraph. Things about writing and writing skills are also presented in this chapter as well as the advantages and disadvantages of using Outlining teachnique and Mind Mapping teachnique in writing paragraphs. First of all, the chapter begins with the nature of writing along with its basic concept.

2.1. Nature of Writing

2.1.1. The Basic Concept of Writing

The acquisition of a language, whether our native tongue or a second language presumes a process in which both receptive skills (listening and reading) and productive skills (speaking and writing) intervene to affect and complement each other simultaneously. It is through the integration of these four separate skills that learners' language performances which is comprehensively strengthened to attain the desired communicative competence in the sense the ability to communicate effectively, both orally and in writing, to use language according to the parameters imposed by the speech community in which they are inserted. According to Hyme (in Widdowson, 1989:132), who coined the term communicative competence, these parameters not only involve the knowledge of composing sentences correctly according to grammatical rules but also the possibility, feasibility and appropriateness of the utterance.

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There are four basic skills of the English language learning, i.e. listening, speaking, reading and writing. Those skills are divided into receptive skills and productive skills. The receptive skills are reading and listening, because learners do not need to produce language; they receive and understand it. They can be contrasted with the productive skills of speaking and writing. In the process of learning new language, learners begin with receptive understanding of the new items, then later move on to productive use. Learners usually learn to listen first, then to speak, then to read, and finally to write.

Writing is an important skill to be mastered in learning English as a foreign language. Bello (1997) states that writing enhances language acquisition as learners' experiment with words, sentences, and other elements of writing to communicate their idea effectively, and to reinforce the grammar and vocabulary they are learning in class. It means that writing is not only a means of communication where students can share their views and thoughts; more than that it is actually a prerequisite to master other language skills.

There are some definitions of writing stated by experts. According to Nunan (2003: 88), writing can be defined by a series of contrast. First, writing is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium. On the other hand, writing is the mental work of investing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Second, its purpose is both to express and impress. Writers typically serve two masters: themselves, and their own desires to express an idea or feeling, and

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readers also called the audience, who need to have ideas expressed in certain ways. Writers must then choose the best form for their writing, depending on its purpose. Third, it is both a process and a product.

Effective writing is dependent on a number of features which are not shared by spoken language, not only in terms of linguistic and pragmatic features but also the context in which it will be interpreted (Nunan, 1999). Writing is a complex, cognitive process that requires sustained intellectual effort over a considerable period of time‘ (Nunan, 1999:273). According to Hedge (2005), there is a need to organize the development of ideas or information; ambiguity in meaning must be avoided through accuracy; the writer must choose from complex grammatical devices for emphasis or focus; and finally, they must pay attention to the choice of vocabulary, grammatical patterns and sentence structures to create a feasible meaning and an appropriate style to the subject matter and reader.

Writing skill is different from other skills. Brown (2001:334) stated that writing is culturally specific, learned behavior which is acquired only if someone is taught, much like the ability to swim. The reason of analogy which is stated by Brown is because writing skill is not an easy skill that spontaneously can be achieved. It needs hard drill to master writing skill. Writing is not a spontaneous skill or acquired easily; in fact, it is viewed as probably the most difficult thing to do in language (Nunan, 1999:271).

According to Barnett, both students and teachers are commonly frustrated over the number of errors and the lack of improvement in student writing. It becomes the reason she suggest that the teacher must look at the writing process,

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or a series of drafts, including prewriting, writing, and rewriting. Less attention to correction of grammatical errors, together with real attention to content, leads ultimately to better student compositions. Barnett claims that the advantages to both students and the teachers of process writing and writing for communication include greater quantity, higher student motivation, and more efficient use of grading time.

According to Harry (1981:430) — writing refers to the skills in using graphic symbols (letter, word, phrase, sentences), which has to be arranged to certain convention. It means in writing we have to be able to use and organize the lexical items, to express our ideas in the form of written production. There are some certain arrangement elements of paragraph, they are:

a. Unity: every sentence contributes to develop one central idea concerning in topic sentence
b. Completeness: the writing has enough information, facts, details, examples, quotations, and reasons.
c. Order: the organization of the information is presented in a desirable sequence
d. Coherence: the relation of each paragraph to make the reader can take the ideas logically and smoothly.

In teaching learning process, the teacher has to give some exercises to practice the student ability in writing. The teacher also gives the student one topic and asks them to write a short composition, and then checks their work, based on the elements above.

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Besides those elements, there are some components of writing:

a. Grammatical skills: the ability to write correct sentences
b. Mechanical skills: the ability to use correctly those conventions peculiar to write language e.g function and spelling
c. Stylistic skills: the ability manipulate sentences, paragraph, and the use of language effectively
d. Judgment skills: the ability to write in appropriate manner for a particular audience in mind together with an ability to select, organize, and other relevant information.

To make the students have these skills, the teacher has to give them many exercises to make their writing be better. Because even though they have found much information, if they do not understand the skill, they will confuse when they deal with their writing. So, the teacher has to explain and practice how to use the skills in writing.

2.1.2. Contradicting the Characterostics of Writing

According to Nunan (2003:88) writing is both a physical and mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to reader.

Its purpose is both to express and impress. Writers typically serve two masters (the writer and the reader): express means that the writer desires to

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express an idea or feeling. On the other hand, writing should also impress the reader, who needs to have ideas expressed in certain ways.

It is both a process and a product. The process is the writer imagines, organize, drafts, edits, reads, and rereads. This process of writing is often cyclical, and sometimes disorder. The product is ultimately what the audience sees, whether it is an instructor or wider audience, a product of an essay, a letter, a story, or a research report.

This contrast may seem merely like clever or convenient ways to break down the large concept. In fact, it is the point to the source of many conflicts and misunderstandings about writing and the teaching of writing.

2.1.3. The Purpose of Writing.

Writing is one of English the skills which the writer expresses the idea or essential information to the readers in written language. According to (Miller, 2003), there are ten points of writing purposes as follows:

a. Writing to understand experience.

Writing to understand experience thus achieves at least two goals: Writers come to a better understanding of themselves, and readers come to understand experience different from their own writing to understand experience that relies on thought and reflection more than on emotion and confession. Writing to understand experience means finding a truth that is conveniently stored somewhere in your head, some secret knowledge that once uncovered, will explain everything you want to understand. Writing often leads to new

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perceptions. If you write thoughtfully about experience, you will be constructing knowledge as you proceed.

b. Writing to report information.

Writing to report information is arranged in a pattern so that readers can make sense of it.

c. Writing to explain information.

Writing to explain information needs to analyze or classify information, examine causes and consequences and define concepts by distinguishing them from the other.

d. Writing to evaluate something.

Evaluation requires that the writer determines the nature or the quality of what he/she is judging. Evaluation also means determining importance, benefit, or worth. When writing an evaluation, the writer also needs to assure that he/she has credentials to make judgments about the subject he/she is addressing.

e. Writing to analyze images.

Like writing to evaluate, writing to analyze images requires the ability to discern the difference between the effective and the ineffective and to explain why the writer has made the judgment. Moreover, analysis is almost always instructive to some extent. As in writing to explain information, as well as in writing to evaluate something, writing analysis helps readers to increase their understanding of the subject.

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f. Writing to analyze texts.

Writing to analyze texts is not really different from writing to analyze images. Writing to analyze the texts is aimed to analyze a certain text.

g. Writing to persuade others.

Writing to persuade others means that the aim of the writing is to persuade the readers to act or to convince the reader to adopt the particular view or action.

h. Writing to inspire others.

Writing to inspire others means being able to elevate the human spirit by reminding people of what is most important in life and what it is possible to achieve.

i. Writing to amuse others.

Writing to amuse gives you an opportunity to bring pleasure to others, seize the opportunity and make the most of it.

j. Writing to experiment with form.

Writing to experiment with form is different from the previous purpose. It is about inventing something. Then, the invention is documented through writing.

2.1.4. The Importance of Writing

In discussing the significance of writing to learning, Suleiman (2000) stresses that writing is an essential factor of language. According to Harmer (2004: 31-33) there are a number of reasons why it is important to learn writing.

Writing is important because it's used extensively in higher education and workplace. If people do not know how to express themselves in writing, they have

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difficulties to communicate well with professors, employers, peers, or anyone else.

From the description above, writing has many functions in our life. In the modern world, written language serves a range function in daily life. By having good writing skill, we have many opportunities to get jobs easily. We can write novels, articles, newspapers, and books. Students have to learn writing skill well to facilitate when they want to show their opinions or ideas by using words.

2.1.5. Kind of Writing

Hedge (1998), divides the writing types into six kinds as follows:

a. **Personal writing** is writing for oneself, and includes various kinds of aide memories, as well as diaries and journals. These writing activities would normally be carried out in the first language but there may be good motivational reasons for using them in the foreign language classroom. As we have seen, keeping journals in English provides valuable practice opportunities. It seems that personal writing is individual writing which is used to write the important things in the person's activity.

b. **Study writing** is also for oneself and may never be shown to others. The student makes notes while reading, takes notes in lectures, and makes summaries for exam revision. All of these types require skills which can usefully be taught to students learning English for study purpose. It means that studying writing is writing used as note for the students in their study.

c. **Public writing** is writing as a member of the general public to organizations or instructions so that there are certain conventions to keep to in writing. It includes such activities as writing letters of enquiry, complaints, letters to the editor, form filling, and applications. Different from the two kinds of writing above, in public writing the author shares his/her writing to public area. The writing rule in public writing must be applied appropriately by the author.

d. **Creative writing** can include poems, stories, rhymes, drama, all types of writing which again are mainly for oneself but which may be shared with others. It is a kind of writing most commonly found at primary and lower secondary levels in mother tongue classroom. In these contexts, it has the values of helping personal and social development, building confidence and self-esteem, and developing writing skills through narrative. Some teachers report great success with creative writing in general-purpose English classes to adults, but careful decisions are necessary about its appropriateness and likely success with particular groups of adults. It can be summed up that creative writing is used as the development stage to write which contains mostly the content of writing related to the literacy.

e. **Social writing** is a category which includes all the writing that establishes and maintains social relationships with family and friends. Social writing is used for people who want to send a message in order to establish or maintain communication with other people.

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f. **Institutional writing** relates to professional roles and is needed by business executives, teachers, engineers, and students and other fields. It may well be possible to draw up a core of this type of writing which all professional people need to be able to write, e.g. reports, summaries, minutes, memos, etc. However, each area of activity has its own specialized texts, such as legal contracts or academic essays. Language students in this context are more specialized groups that can usually draw up specifications of their own needs in writing English, and provide authentic products.

Institutional writing is used for people in the institution or professional area. This kind of writing is regarded as formal writing which the author has to concrete to the writing conventions.

2.1.6. The Aspects of Writing

There are some aspects that have great influence for accurate writing (Hughes 1989 P: 91-93) they are :

a. Grammar

Grammar is the pattern of form arrangement of the knowledge. It plays a very important role in language. The grammar of language is a set of rules which govern the sentence. Nunan (1995:153) says that grammar exists to enable us to "mean", and without grammar it is impossible to communicate. McKay in Nunan (1995:154) suggest that grammar helps the students to use English correctly and

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appropriately. Therefore, in writing we need to pay attention to grammar in order to build appropriate sentences and paragraphs.

b. Vocabulary

Vocabulary is total number of words which make up a language (Homby 1974:959). By mastering vocabulary, the students can select the suitable words with the subject and they can express their ideas more deeply to what they want to express in writing.

c. Mechanic

Mechanic of writing includes spelling, punctuation, and capitalization. Spelling means to write English letters in order to make the words or sentences meaningful. Both capitalization and punctuation are signals that help the reader. Besides, punctuation can help the readers to understand what the writer means.

d. Fluency

Fluency in writing is a factor makes the sentences sound natural and is easy on the ear when reading aloud. Each sentence is clear and has an obvious emphasis. Fluency can be stated as the use of correct structure and appropriate vocabulary to make composition easy to understand.

e. Organization

It is important for a paragraph to have good organization, which means that all of the sentences in it discuss only one topic. The paragraph only has one topic sentence and the supporting sentences focusing on the main idea. In writing an essay, the organization includes introductory paragraph that consists of general

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information and general statement, supporting paragraph, and concluding paragraph.

2.2. Teaching Writing

David Nunan (2003:88) states writing instruction is based on a somewhat rigid set of assumption: good writing is done from a set of rules and principle, the teacher's duty is to relate these rules, and students then write in response to the selected written text, following the rules of good writing. A student essay is then graded for its grammatical accuracy and correct organization as well as its content. In teaching writing there are two main points that have to be mastered by the students. The first point is language which means that students have to write by using correct grammar, spelling, appropriate diction and the appropriate linking words to connect between a sentence with another sentence or a paragraph with another paragraph. The second point is idea, students have to express and impress their own ideas after that they have to a product in the form of writing.

2.2.1. The Principles Teaching Writing

The following are a few principles that every teacher should consider while planning a course, whether it is a writing course, or a course which writing will play a part. According to Nunan (2003:92) these principles can be adapted to many different learning situation.

a. Teacher understands students‟ reason for writing

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The greatest dissatisfaction with writing instruction comes when the teacher's goals do not match those of the school or institution in which student works in which student works. It is important to understand both and to convey goals to students in the ways that make sense to them.

b. Teacher provide many opportunities for students to write

Brown and Hood (2002:9) states writing almost always improves with practice. Evaluate teachers‟ lesson plan:

1. The teacher gives the students a time limit
2. The teacher writes as much as their possibly can on a topic
3. The teacher writes whatever comes into their minds. It does not matter if it does not all make sense.
4. The teacher keeps writing until the time is up.
5. The teacher does not worry about neatness and correctness.

Not every piece of writing needs to be corrected or graded. The teachers should not grade "practice writing". When practice writing sessions are integrated regularly into syllabus, students will become more comfortable with the act of writing as well. Short responses to reading, journal entries, letter writing, summaries, poetry, or any type of writing they find useful in their class should be practiced in class.

c. Make feedback helpful and meaningful

Students need feedback on their writing, yet it does not always intended effect. If the teacher writes comments on students‟ paper is not meaningful, make students do not understand what the teacher means so they do not revise their

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writing errors. So, the teacher has to give the comment on the strength of the paper and suggest possible improvements. The final assignment, however, is edited and revised without written teachers' feedback. While students are able to conference with their teacher and receive oral comments, they have to develop, edit and revise the research paper with only peer assistance. Some tutor, therefore, insists on two peer revisions of this work, the second is more detailed and focused than the first.

2.2.2. The Process of Writing

When the teaching of writing is divided into separate stages to reflect the various moments involved in the process of writing, then perhaps many of the obstacles experienced by both students and teachers could be addressed. Writing practice in the classroom, however, is often taken up for display purposes, to assess if students have learned language structures taught in class and for examination purposes. Here, the teacher is concerned with the final product of writing: an essay, a report, an article or story, based on standard models; that meet the standard English rhetorical style; and are grammatically correct and organized in a conventional manner (Brown, 2001:335).

Thus, writing is apparently used to promote language learning, through models, rather than to encourage creativity and communication and language acquisition. To some extent, students simply have to follow a structure that has been provided, copy the main structures and fill in the rest depending on the context or writing task. An example might be a commercial letter, I'm writing to

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inform you that…, or a report which made up of pre-set expressions and sentences. Good writers will manage without any real difficulty and will know how to include more detailed information, whereas weak writers will limit themselves to the pre-set structures and will not learn nor practice how to develop ideas and put these into words.

As stated by Brown (2001:334) that writing is acquired only if someone is taught, much like the ability to swim, students have to take much drill in writing. Writing is not an easy skill without practice it much time. Barnett stated that both students and teachers are commonly frustrated over the number of errors in writing skill; that‘s why teacher must consider to the process of writing.

White and Arndt (1991:3) describe writing as a form of problem solving which involves such processes as generating ideas, discovering a voice with which to write, planning, goal-setting, monitoring and evaluating what is going to be written as well as what has been written and searching for language with which to express exact meaning. In addition, Langan (2001) stated that the process of writing includes prewriting, writing the first draft, revising, editing, review activities as explained below:

a. Prewriting

One of the most problems in writing skill is many people feel confused to start their writing. In the step of prewriting, there are five techniques that can help students develop the material in their writing; namely: free writing, questioning, making a list, clustering, preparing a scratch outline.

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Many reading activities or lessons include pre-reading tasks with the aim of activating learner background knowledge (schema). This is a top-down approach which aids students to predict the type of information they will encounter and will help them interpret the text, as readers will only have to concentrate on what they do not know. The same concept should be used in writing. Lessons should try to take an organic and experiential approach; in other words, allow students to put into practice what was taught, or discussed in class, with authentic or semi-authentic tasks. One activity naturally flows into the next. The first part of the lesson may almost be considered the pre-writing stage to develop ideas. An example might be a descriptive essay which follows a lesson or section on adjectives. An opinion essay could follow a class discussion about a specific topic.

Another good pre-writing activity is the use of brainstorming, especially if we consider the complexity of writing and how generating ideas is an essential stage in the writing process (White and Arndt, 1991:17). The objective of brainstorming is to stimulate the imagination to produce ideas on a topic or problem.

b. Writing the First Draft

After the initial stage of brainstorming, student gather their ideas and subsequently select and outline them to write the first draft. As a follow-up of brainstorming White and Arndt (1991) and Hedge (2005) suggest the technique of fast-writing (free-writing) and loop writing. The purpose of free-writing is to write without any inhibition concentrating more on content rather than on form. With

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loop writing the student writes about one idea, then summarizes that stretch of text in one sentence. This sentence then leads to another loop. This technique could help students avoid vague statements, the repetition of ideas and help to produce the natural flowing text.

In the drafting process, students write all their ideas following the guidance which is described in the outline. The additional ideas probably rise in this step which is writing down the additional ideas which can compete the writing later in the separate part. In this step, students have to show the facts, ideas, arguments, and feelings clearly and effectively to the reader (Keraf, 2004 :34). In drafting process, students also need to consider to the grammatical rules, vocabulary, and keeping their writing according to the outline. In this case, Tompkins and Hoskisson (1995) stated that the steps of writing are not a linear activity. Basically, the process of writing is something that happens repeatedly. Author can be back to the first step after finishing their writing to make sure that their writing is good.

Concentration must be paid to the global organization of the text depending on the purpose, as information must unfold in a structured form in order to achieve coherence. Students must be made aware of this. A good idea to help those who have problems organizing their thoughts might be to make a visual plan for the text. The text is usually divided into introduction, body paragraph(s) and conclusion. In addition to being aware of the possible text structures, students should be aware that effective paragraphs contain good topic sentences which introduce what the topic is about as well as the purpose of the paragraph, and

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these should be written in such a way as to attract the readers' attention. These are then followed by supporting sentences which develop the topic.

c. Revising

Revising is one of the most crucial and beneficial stages in the writing process, when the most meaningful learning will take place that will aid students in future writing as they will have the opportunity to receive feedback while the experience is still fresh in the mind (Hedge, 2005: 121). In general, students receive feedback from teachers' days. After the writing task has been completed, mistakes are highlighted and corrected, and suggestions for improvement are provided. On certain occasions students may be spoon-fed‘ and this may account for why there is no real improvement in subsequent drafts or writing tasks. The teacher has done all the work; consequently, learners do not mentally correct their mistakes as meaningful learning may not have taken place.

Revising is as much a stage in the writing process as prewriting, outlining, and doing the first draft. Revising means rewriting a paper, building on what has already been done, in order to make it stronger. One writer has said about revision, it is like cleaning house getting rid of all the junk and putting things in the right order. But it is not just straightening up, instead, students must be ready to roll up their sleeves and do whatever is needed to create an effective paper. Too many students think that the first draft is the paper. They start to become writers when they realize that revising a rough draft three or four times is often at the heart of the writing process.

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The re-drafting stage would also have greatly benefited to work on such issues as connectors to show support and opposition and/or the use of reiteration. As an opinion essay the student should be aware that it is important to use quantity expressions such as most, some, a lot of, a little, in order not to make over generalizations and not influence the opinion of others. Institutionalized expressions such as hustle and bustle of city life and peace and quiet could have easily raised the range of vocabulary used in the text.

The use of connectors is also important in this stage. The use of connectors to show contrast, the rooms had view of the river, however, the view…..', and connectors to indicate result and for adding information would have attributed a more formal register to the letter. These would have also helped to list the complaints clearly with the complaint detail instead of having a very chatty long-winded text which is not at all appropriate for formal letters, especially one of complaint in which we want the receiver to take us seriously.

d. Editing

Tompkins and Hosskisson (1995:57) stated that editing is a checking process and improvement of mechanical elements such as spelling, punctuation, diction, rendering, language style, ad other writing conventions. The focus on this step is in improving spelling, punctuation, and other mistake in drafting process. The purpose of editing is to make the writing more effective and easier to read.

e. Final version

Once writers have edited their drafts, making the changes they consider to be necessary, they produce their final version. This may look considerably

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different from both the originally plan at the first draft because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience

2.2.3. Components Influencing Writing

When a paragraph or a text is written, it is important to give the appropriate and correct spelling and punctuation.

a. Spelling

When students come across new words, the teacher can ask them what other words they know with the same kinds of spelling or sounds. When they listen to recording, they can study transcripts or copy down section of the recording.

An issue that makes spelling difficult for someone students is the fact that not all varieties of English spell the same words in the same way. Which is correct: think or thing, know or now. One of the best ways to help students improve their spelling is through reading.

b. Punctuation

Punctuation will cause different meaning or assumption. Such differences are easily seen the different punctuation conventions for the quotations of direct speech which different languages use, or the way in which many writers use commas instead of or much as full stops. Besides we know the meaning directly, with punctuation, it will make a sentence clear, so the reader will know the meaning by the correct punctuation.

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To develop a unit of an outline, every sentence in paragraph should clearly relate to that unit and the number of the sentences should make the readers feel that unit has been efficiently developed. Therefore, here are some factors to create a good paragraph:

1. Cohesion

Harmer (2004:22) states that "when they write a text, they have a number of linguistic techniques at our disposal to make sure that their prose „stick together". The writer can use various grammatical devices to help the readers understand what is being referred to at all times, even when words are left out or pronouns are substituted for nouns.

According to Harmer (2004:22) there are two main devices of lexical cohesion:

a) Repetition of words: a number of content words are repeated throughout the text.
b) Lexical set „chains": the text is cohesive because there are lexical sets (words in the same topic area) which interrelate with each other as the article progress.

2. Coherence

Coherence means hold together. Basically, it means that a paragraph in writing has the right order with the clear process. Therefore, a paragraph must be coherent. It must contain sentence that are logically arranged. Logical arrangement refers to the other sentences and the idea. Harmer (2004: 24) states that "coherence, therefore is frequently achieved by the way in which a writer

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sequences information, and this brings us right back to the issue of genre and text construction".

2.2.4. Characteristics of Written Language

There are some characteristics of written language according to Brown (2001: 341). The characteristics are as follows:

a. **Permanence**. Written language is different from oral language that needs real and longer time to be understood while it can be read and reread many times because it is permanent.

b. **Production time.** A good writer is able to achieve a final product in long processes: time to plan, review and revise their writing; whereas in speaking, speakers may plan, formulate and produce their words in a few moments.

c. **Distance.** In writing, there is a distance between the writer and the readers. The readers need to analyze what the writer is going to deliver. In contrast, in speaking the listeners can easily understand the speakers say because they are closed (face to face).

d. **Orthography.** Orthography deals with letters and other written language. There are various mechanics in writing. In learning writing, especially in the beginning stages, a different phoneme grapheme system should be introduced to students to make them literate.

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e. **Complexity.** Written language is complex because the writers must learn how to avoid redundancy, combine sentences, make references, and create syntactic and lexical variety and so on.

f. **Vocabulary.** Written language has more rich vocabulary demand than speaking. A good writer uses his vocabulary to create written language.

g. **Formality.** Based on the use of writing in daily lives, writing is more formal than speaking. It can be concluded that each skill has its own characteristics that differentiate one skill to another. Writing also has it as a written language. That is why as a good teacher, pne should know the characteristics of the written language before s/he teaches students.

2.3. Writing Skill

According to Abbas (2006: 12), writing skill is the ability to express ideas, opinions, and feelings to other parties through written language. The accuracy of disclosure of ideas must be supported by the accuracy of the language used, vocabulary and grammar and the use of spelling. It means that writing skill is an ability that someone has to express the ideas through written language.

According to Tarigan (2008:3), writing skill is one of the productive and expressive language skills that are used to communicate indirectly and not face to face with other parties. It means that writing skill is a skill that is used as a communication tool to communicate with others through written language without having to face others directly.

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Furthermore, Sudaryanto (2010:64) said that writing skill is a person's ability to express his/her mind and feeling which is expressed in a written language, in graphic symbols so that the readers are able to understand the message inside. It means that writing is a skill of someone to express his feeling through written language or graphic symbols in order to be understood by others.

According to Harmer (2014), writing is a basic language skill, as important as speaking, listening and reading. It means that students need to know how to write. The process of writing can be represented below. There are four elements: (1) Planning, the writer has to start from planning. We must have a good plan to begin the writing. Planning relates to three main points: purpose, audience, and content structure, (2) Drafting, a series of strategies designed to organize and develop a sustained piece of writing, (3) Editing, editing relates to reflecting and revising. Describe revising as a way to improve or correct the draft. Competing of the last draft will be followed by re-examining and re-evaluating the draft itself, and (4) Final Drafting, written text that is ready to send to its intended audience. The final draft is the final product of written text. It can be a short story, an article, a book, a newspaper, a magazine and the other text.

In the holy Al Qur'an, writing is also one of the important skills that should be learned. There is a verse that states the existence of writing that be stated in Al-Qur'an that is:

Surah Al – Alaq: 4 – 5

ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ﴿٤﴾ عَلَّمَ ٱلْإِنسَٰنَ مَا لَمْ يَعْلَمْ ﴿٥﴾

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Meaning:

"Who has taught (the writing) by the pen the first person to write was prophet ideas (Enoch) has taught man that which he knows not".

Allah the almighty also tells us to write and says in the Qur'an which in Q.S. Al-Qalam: 1

نٓ وَالْقَلَمِ وَمَا يَسْطُرُوْنَ ۙ

The meaning: *"Nun. By the pen and what they inscribe."*

From some of the verses above, it can be concluded that people should study knowledge. The pen is not a creature but what can be written by the pen are many things that can be understood by human. Allah the almighty says that Allah the almighty has shown the oath with the phrase "qalam" and "something written" showing the importance of these two things, the magnitude of their influence and benefits in the fields of science, knowledge and cultural progress. This verse shows the advantages of the writing tool/media.

From the definition above, it is clear that writing skill is the way of expressing or sending a message in written language from the writer to the reader which becomes part of language or language skills and it also mean communication. In writing, there are 4 steps involved; planning, drafting, editing, and final drafting.

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2.4. Descriptive Paragraph

A descriptive text is a piece of writing that is intended to convey meaning to the reader through sensory details and provides image to the reader

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(http://www.ehow.com). Additionally, descriptive text is a paragraph that may be defined as a group of sentences that are closely related in thought and which serve one common purpose often used to describe what a person looks like and acts like, what a place looks like, and what an object looks like (http://www.exampleshelp.org.uk). Furthermore, Pardiyono (2007:34) state that a descriptive paragraph is a type of written text which has a specific function to describe an object (living or non-living things) and it has the aim that is giving a description of the object to the reader clearly.

Carol, J. And E. Wilson (2001) clains that descriptive means writing that appeals to one or more of five senses: sight, hearing, taste, smell and touch. (Cynthia A. Boardman and Jia Frydenberg: 2008) A descriptive paragraph paints a picture with words so that readers can picture in their minds the object or place being described.

When someone describes something, she gives his readers a picture in words. To make this "word picture" as vivid and real as possible, he must observe and record a specific details that appeal to his readers' senses (sight, hearing, taste, smell and touch). To make this "Word picture" as vivid and real possible, he must observe and record specific details that appeal to his readers' senses.

Sense impressions include sight (thick, reddish-brown shag rug, laid wall to wall, walk through them in your bare feet, squeeze your toes into the deep covering, push back), hearing (whisper), and touch (bare feet, soft fibers, spongy resilience).

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Keith S. Foles, April Mush mentioned that descriptive paragraph describes how something or someone looks or feels. The characteristics of a descriptive paragraph are as in the following:

a. Describes
b. Gives impressions not definition
c. "Shows" the reader and creates the imagination in the reader's mind.

From the definition above, it can be concluded that descriptive paragraph is a paragraph that describes a particular person, a place or an event in a great deal. Description vividly portrays a person, a place, or a thing in such a way that the reader can visualize the topic and enter into the writer's experience. It is a way to enrich other forms of writing or as a dominant strategy for developing a picture of what something looks like.

2.4.1. Types of Descriptive Paragraph

Jolly as quoted by (Sanjaya:2011) clarifies that there are five types of writing descriptive *paragraph* as follows:

a. Describing Process is not only to explain how something is accomplished, but also to explain on why it is done and what is needed to complete the process.
b. Describing an event. To describe an event, a writer should be able to memorize and remember what happens in that event. As an example, people are going to write about a big flood in Bukit Lawang. She/he has to

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describe all details related to the event so that the readers can imagine the real situation and condition perfectly.

c. Describing a personality. The first thing that we must do in describing a person is recognizing the individual characteristics. We need to describe his physical attribute (hair, eyes, skin) emotional (warm, nervous) attributes (greedy, honest, trust) and intellectual.

d. Describing a place. Presenting a concrete thing is the way to describe a place, for examples: a house, a library, a swimming pool, a bus station and a market.

e. Describing an object. To describe an object accurately is done through providing the physical objects' characteristics such as color, form of shape and so on.

2.4.2. Parts of Descriptive Text

There are three parts of descriptive text. They are:

a. Social function, which is to describe a particular person, place, or thing.

b. Generic Structure, which is divided in to two. They are: (1) identification: identifies the phenomenon to be described, and (2) description: describes parts, qualities, and characteristics.

c. Significant lexico-grammatical feature, that is focusing on a specific participant, and use simple present tense. (http://teacherside.blogspot.com).

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Pardiyono (2007:34) maintain three parts of being descriptive, they are (1) communicative purpose, that is to describe an object (human and non-human). (2) rhetorical structure, there are two parts of rhetorical structure a) identification, that is a statement that consists of one topic to describe; b) description, that consists of the detailed description of an object being identified in identification, and (3) grammatical patterns, it is needed to understand that in a descriptive paragraph, declarative sentences are used by using present form.

From the two explanations above, it is obvious that a descriptive paragraph is divided into three parts:

a. Social function, describes the characteristics and conditions of the object either a person, a thing, a place, or an animal) by using adjective and attributes.
b. Generic structure, which is divided into two parts a) identification is to identify the phenomenon that is being described, and b) description is to describe the qualities, characteristics, condition, and parts of an object in detail.
c. Grammatical feature. A descriptive paragraph uses present tense.

2.4.3. Example of Descriptive Paragraph:

My Lovely Room

My room is very enjoyable for studying. My lovely room has $4m^2$in width, and it is painted white. The light is suitable for studying particularly reading and writing; furthermore, the chair makes me feel comfortable. My room also has a

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small bookshelf in which all of my books are put. The bookshelf is placed on the right side of the door, so it is reachable when I am sitting on my chair. In spite of these, it also has good ventilation that makes air in my room always fresh. In summary, I love my room because it makes me feel comfortable, and motivates me to study.

2.4.4. The Assessment of Writing Skill in Descriptive Paragraph

To know students' ability in writing, there are some criteria that must be considered. According to Naegle to help our evaluation and to decide what to teach next, assessment is essentially needed. (Jacobs:2002) as quoted by Weigle states that the skill of writing includes five or main general components or main areas such as the following:

1. Content : The ability to think creatively and develop thought including all of the relevant to assigned topics.
2. Organization : The ability to write correct and appropriate manner for a particular purpose with a particular audience in mind, together with ability to select, to organize and other relevant information.
3. Vocabulary : The ability to write words effectively with appropriate register.
4. Language use : The ability to write correct and appropriate sentences.
5. Mechanical skill : The ability to use correctly those conventions peculiar to written language, e.g.; punctuation, spelling.

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2.5. Teaching Technique

Teaching depends on the teacher on the class characteristics in order to make teaching language conforms to the main objectives. By using techniques of teaching, particular problems can be solved easily and can improve students' ability in learning.

Brown, H. Douglas (2001) says that technique is a specific activities manifested in the class room. Richard & Rogers (1986): as quoted by Marpaung claims that technique is an implementation which actually takes place in a classroom. Additionally, Richard (2002) delivers that technique is a method of doing something expertly that needs skills and it is an action that happens in a classroom. In other words, a language learning technique is an explicit procedure or strategy to accomplish a particular learning objective or set of objectives. Briefly, technique is a strategy to make the teaching learning process can run well.

2.5.1. Approaches to Teaching Writing in ESL Classes

There is no one answer to the question of how to teach writing in ESL classes. There are as many answers as there are teachers and teaching styles, or learners and learning styles. According to Raimes (1983), there are varieties of approaches to develop writing in teaching.

1. The Controlled to Free Approach

In the 1950s and early 1960s, the audio-lingual approach domi-nated second-language learning. Speech was primary and writing served to reinforce speech in that it stressed mastery of grammatical and syntactic forms. ESL

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teachers developed techniques to move students towards this mastery. The controlled to free approach in writing is sequential: students are first given sentence exercises, then paragraphs to copy or manipulate grammatically by, for instance, changing questions to statements, present to past, or plural to singular. They might also change words or clauses or combine sentences. They work on a given material and perform strictly prescribed operations on it. With these controlled compositions, it is relatively easy for students to write a great deal yet avoid errors. Because the students have a limited opportunity to make mistakes, the teacher's job of marking papers is quick and easy. Only after reaching a high intermediate or advanced level of proficiency are students allowed to try some free compositions, in which they express their own ideas. This approach stresses three features of the diagram above: grammar, syntax, and mechanics. It emphasizes accuracy rather than fluency or originality.

2. The Free Writing Approach

Some teachers and researchers have stressed quantity of writing rather than quality. They have approached the teaching of writing by assigning vast amounts of free writing on given topics, with only minimal correction of errors. The emphasis in this approach is that intermediate level students should put content and fluency first and not worry about form. Once ideas are drawn on the page, grammatical accuracy, organization, and the rest will gradually follow.

3. The Paragraph Pattern Approach

Instead of accuracy of grammar or fluency of content, the paragraph pattern approach is organization. Students copy paragraphs, analyze the form of

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model paragraphs, and imitate model passages. They put scrambled sentences into paragraph order, they identify general and specific statements, they choose or invent an appropriate topic sentence and they insert or delete sentences. This approach is based on the principle that in different cultures people construct and organize their communication with each other in different ways. So even if students organize their ideas well in their first language, they still need to see, analyze, and practice the particularly "English" features of a piece of writing.

4. The Grammar Syntax Organization Approach

Writing, they say, cannot be seen as composed of separate skills which are learned one by one. So, they devise writing tasks that lead students to pay attention to organization while they also work on the necessary grammar and syntax. For instance, to write a clear set of instructions on how to operate a calculator, the writer needs more than the appropriate vocabulary. He needs the simple forms of verbs; an organizational plan based on chronology; sequence words like first, then, finally; and perhaps even sentence structures like "When . . . , then ... " During the discussion and preparation of the task, all these are reviewed or taught for the first time. Students see the connection between what they are trying to write and what they need to write. This approach, then, links the purpose of a piece of writing to the forms that are needed to convey the message.

5. The Communicative Approach

The purpose of communicative approach is giving massages to the audience. Student writers are encouraged to behave like writers in real life and to ask themselves the crucial questions about purpose and audience:

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Why I am writing?

Who reads this writing?

6. The Process Approach

All writers make decisions on how to begin and how to organize the task. Student writers in particular need to realize that what they first put down on paper is not necessarily their finished products but just a beginning, a setting out of the first ideas, a draft. They should not expect that the words they put on paper will be perfect right away. A student who is given the time for the process to work, along with the appropriate feedback from readers such as the teacher or other students, will discover new ideas, new sentences, and new words as he plans, writes a first draft, and revises what he has written for a second draft. Many teachers in ESL classes now give their students the opportunity to explore a topic fully in such prewriting activities as discussion, reading, debate, brainstorming, and list making. (Throughout the book, I use the word brainstorming to mean producing words, phrases, ideas as rapidly as possible, just as they occur to us, without concern for appropriateness, order, or accu-racy. As we produce free associations, we make connections and generate ideas. Brainstorming can be done out loud in a class or group, or individually on paper.) The first piece of writing pro-duced is not corrected or graded. The reader responds only to the ideas expressed.

So, in the process approach, the students do not write on a given topic in a restricted time and hand in the composition for the teacher to "correct" which usually means to find the errors. Rather, they explore a topic through writing,

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showing the teacher and each other their drafts, and using what they write to read over, think about, and move them on to new ideas.

2.5.2. Use Organization Techniques

While controlled writing tasks give students the opportunity to produce a great deal of almost error-free writing and also to focus their attention on troublesome grammatical and syntactic features, they provide only reinforcement and not a total writing program. As soon as your students develop their writing skills enough to write their own sentences instead of just following a pattern or transforming given sentences, then they are ready to write a sequence of sentences. This sequence comprises free writing. When students write even only a few sentences of their own, they are suddenly responsible for all the things that are usually provided for them in a controlled task. Now they have to think about what to write about, which words and sentences to choose, and how to organize the ideas.

The organization of written discourse in English is culturally determined in the same way as are eating habits and social interaction. How we write in English has as many conventions as how we use a knife and a fork. (Both eating and writing show differences between British and American conventions!) So, students who write well in their first language cannot simply rely on an accurate translation of their sentences into English. There is a decidedly "English" way of handling a topic, of putting the sentences together, and of connecting the sentences. What works as a piece of writing in one language does not always

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work in another, however skillful the translation. Students in our classes have to learn not only how English sentences are formed but how paragraphs and longer pieces are constructed. If the writer addresses all the writer's concerns in a diagram but pays no attention to the way ideas are organized, the result can be a very un-English text.

In written English, we state our topic (our main idea, focus, point of view), and we usually elaborate on our statement by adding supporting details, such as facts, examples, descriptions; illustrations, reasons, causes, effects, comparisons, and contrasts. In short, we show our reader that there is a basis for the statement we made. Our reader's expectations, our own purpose, and our content lead us to choose the way we will present our ideas. Organization does not occur to us first but ideas do.

Organizing your thoughts in writing is, like writing itself, a process. It's a process of moving back and forth from general statements to specific details, of finding appropriate and relevant details and arranging them in the most effective order. It's also a process of moving back and forth between reading and writing: writing something down, reading it over, searching for more material by discussion or reading, reading to discover how other writers organize their meanings, and then write again.

The techniques that follow therefore involve both reading and writing. They allow students to perceive the choices a writer has before meeting the reader's needs and to make choices with the writer's purpose and meaning firmly in mind.

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2.6. Outlining Technique

Oshima, A., and Hogue. (1999) expressed that an outlining is a helpful guide for the writers to use in writing a paragraph. In an outline, they list their ideas in the order in which they will write about them. After the writers have given much thought to their notes and the main ideas under which they arranged these notes, they begin to see how the main ideas are related to another and which main ideas should precede or follows others.

Coffin, C.et al. (2003) define Outlining as a formal or informal language listing of sentences or phrases that communicate points concerning the topic; works well when thesis statement and topic sentences are determined and supporting paragraphs need to be flash out. Outlining technique can be especially helpful in organizing one's thoughts for an extended piece of writing; when drafting begins, some writers prefer to start in the middle of a plan rather than with the introduction to the text.

The more specific the outline is at this stage, the easier it will be for students to move into the drafting stage. As students create outlines of their content, they should paraphrase any text than they have kept from the original source. At this stage, they do not need to write full sentences; they can simply use phrases or fragments that capture the main contents without retaining the structure and wording of the original text. Therefore, outlining is a helpful technique to develop important ideas in writing.

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Figure 2.1 Example of an outline in a paragraph

Tittle: My room

A. Topic Sentence : My room is enjoyable for studying.
B. Supporting Sentences : My lovely rom has $4m^2$in width, and it is painted white
   1. Detail : The light is suitable for studying particularly reading and writing; furthermore, the chair makes me comfortable.
   2. Detail : My room also has a small bookshelf in which all of my books are put.
C. Concluding Sentence : Don't be deceived by appearances. You may think that the camel is ugly, but its qualities go for beyond its looks.

This technique is helpful for students in making a connection to the topic given so that they can think more creative. Descriptive paragraph gives us the description or details of something.

In applying this technique into teaching descriptive paragraph, *the first step* is that the teacher asks the students to choose the object that they want to describe, then write the main idea or topic sentence on the first line. *The second*, write the supporting sentence in order under the main idea. Then, students try to write the smaller details and examples that should go under each supporting ideas.

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Finally, the students write the concluding sentence for the paragraph.After that, the students write a paragraph based on the ideas written in the outline. It eases the students to write because they have the guidance of their ideas in the outline. Through outlining technique, the students are helped to write completely step by step. The students will not need hard thinking to develop their ideas into writing. In short, using outlining technique makes the students easier to write a paragraph.

2.6.1. The Advantages and Disadvantages of Outlining Technique

Before deciding the subject, firstly, the students have to find much information because in an outline, all of the information found must be arranged based on the hierarchical relationship. The students have to find many details to support the outline and make the writing understandable. After that, it will be easy for the students to arrange the composition, which part will be explained at the first, middle, or the last paragraph. This means that outline is only a tool to help the students to arrange the main idea and the supporting details in the writing.

(Tardy: 2010) clarifies that there are some advantages of outlining technique:

1. Students are ready to begin planning the organization and content.
2. It will be easier for students to move into drafting stage.
3. Students do not need to write full sentences.
4. It reduces the time needed for editing and allows for easy reviewing.

On the other hand,, outlining technique also has disadvantages as follows:

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1. It requires more thoughts for accurate, understandable organization and therefore, cannot be used during lectures that move too quickly
2. It will be wasting time because students will take long time to make the outline than writing itself.
3. It will not be easy to ensure if any students doesn't understand the topic that has beengiven, so it will be difficult to make the outline of the paragraph.

2.6.2. The Procedures of Outlining Technique

Purwanti (2013) states that in teaching and learning process, there are procedures that should be followed accordingly in order to maintain conducive and responsive conditions. The application of outlining technique in classroom is as follows:

1. Making a list
2. Writing the topic sentence
3. Writing the supporting sentences and concluding sentence.

In addition, the following are steps needed in teaching descriptive paragraph writing by using outlining technique:

1. Writing the main idea or topic sentence on the first line.
2. Writing the supporting ideas in order under the main idea.
3. Writing smaller details and examples under each supporting idea.
4. Writing a concluding sentence for the paragraph.

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2.7. Mind Mapping

There are some definitions about mind mapping. Hornby defines mind as the ideas or opinions, while map is a drawing to describe or give information about something especially the way it is arranged or organized (A.S Hornby: 2003).

According to Budd (2004) “a mind map is an outline in which the major categories radiate from a central image and lesser categories are portrayed as branches of larger branches.” (Budd, 2004, p. 36). According to Kotcherlakota, Zimmerman, & Berger (2013), “mind maps help students clarify their thinking and lay the foundation for in-depth expertise related to their research focus, review of the literature, and conceptual framework” (Kotcherlakota, e al, 2013, p. 252).

In the writer’s mind, mind mapping is developed as an effective method for generating ideas by association. In order to create a mind map, you usually start in the middle of the page with the central theme/main idea and from that point you work outward in all directions to create a growing diagram composed of keywords, phrases, concepts, facts and figures. It can be used for assignments and essay writing especially in the initial stages, where it is an ideal strategy to use for your ‘thinking’. Mind mapping can be used for generating, visualizing, organizing, note-taking, problem-solving, decision-making, revising and clarifying your university topic so that you can get started with assessment tasks. Essentially, a mind map is used to ‘brainstorm’ a topic and is a great strategy for students.

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2.7.1. The Procedure of Using Mind Mapping

Mind mapping can be used for the following:

1. Taking notes in a lecture and listening for the most important points or keywords.
2. Showing links and relationships between the main ideas in ar subject.
3. Brainstorming all the things already known about an essay question
4. Planning the early stages of an essay by visualizing all the aspects of the question
5. Organizing ideas and information by making them accessible on a single page.
6. Stimulating creative thinking and creative solutions to problems.
7. Reviewing learning in preparation for a test or examination.

2.7.2. Get Started with Mind Mapping

1. Place the central theme/main idea or mind mapping point in the center of the page. You may find it easier to place your page on the side, in landscape orientation, which is easier for drawing purposes.
2. Use lines, arrows, speech bubbles, branches and different colors as ways of showing the connection between the central theme/main idea and your ideas which stem from that focus. The relationships are important, as they may form your essay paragraphs.
3. Avoid creating an artistic masterpiece. You should draw quickly without major pauses or editing. Chances are, your first idea are fine and you place

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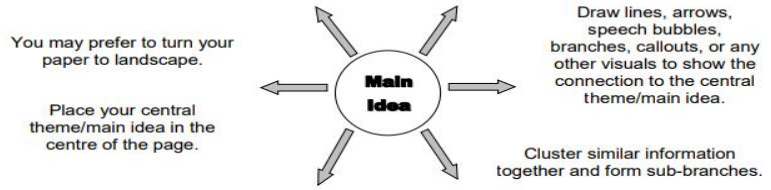
that idea in the direction or on the branch you thought makes the most sense. It is important in the initial stages of mind mapping to consider every possibility, even those you may not use it.

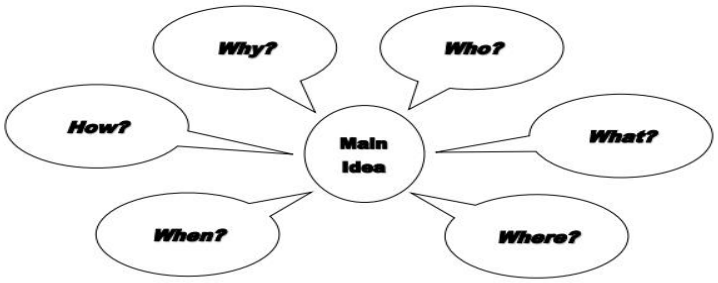
4. Choose different colors to symbolize different things e.g. you may choose blue for something you must incorporate in your paper, black for other good ideas, and red for the things you need to research or check with your tutor/lecturer. Your method is entirely up to you, but try to remain consistent so that you can better reflect on your mind map at a later stage.
5. Leave some spaces on your page. The reason for this is that you can continue to add to your diagram over a period of time. If A4 sized paper seems too small, you may like to use A3.

A standard mind map begins with the following shape:

A MIND MAP LOOK LIKE



The following mind map is a basic model with which you can get started on a research topic:



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2.7.3. Mind Mapping in An Academic Essay

Before you can begin to write your essay paper, you must first understand and determine what the 'main' idea of your writing will be. What is the central theme/main idea or controlling point that you are trying to convey to your reader? Whatever the topic, it is always a good idea to think about the issues that surround that topic and mind mapping is an excellent form of brainstorming. The information that comprises your paragraphs must have a relationship to that controlling point. The decision about what to include in your paragraphs ultimately begins with your ideas. Ideally, each paragraph in an essay should contain one idea or cover one aspect relevant to the central theme on your mind map.

2.7.4. The Benefits of Using Mind Mapping

To achieve higher levels of concentration and creativity, together with greater organization and more concise communication, mind mapping might be an effective strategy for you to consider. The benefits of mind mapping are big in number and varied:

1. Giving you an overview of a large subject/broad topic and allowing you to represent it in a more concise fashion.
2. Encouraging you to see the bigger picture and creative pathways.
3. Enabling you to plan/make choices about the selection of resource material you have for an assignment and where you are going to place it.

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4. Providing you with a more attractive and enjoyable format for your eye/brain to look at muse over and remember.

2.8. Related Studies

A number of studies have been conducted by other researchers about the use of Mind Mapping technique especially in teaching. The findings of the studies may be different accordingly which can be related to the findings of the study done by the writer where the similarities and differences couldbe seen.

1. Siti Asri Cicilia (2011) conducted a research entitled "Improving Students' ability in Writing Descriptive Paragraph By Using Guided Writing Technique". The number of the sample was 30 students. The result of the research showed that the mean of the students' score in test 1 was 6,06, the mean of the students' scores in test 2 was 71,60 and the mean of the students' scores in test 3 was 83,13. It means that there was improvement made from test 1 to test 2 and test 3. Based on the observation sheet, interview sheet, diary notes, the students were more active and interested during teaching learning process in the second cycle. It could be concluded that guided writing technique improve the students' ability in writing descriptive paragraph.
2. The second study was conducted by Mutian Sabrina and Yunita Agnes Sianipar (2012). They conducted a study of improving students' ability in writing descriptive paragraph using Outline technique. The findings of the study showed the improvement of students'writing after using outline and

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the result was an improvement after the students learned outline where the score of second cycle was higher than first cycle. Their scores improved better from treatment to treatment. By using outline technique, the students' writing improved and they could express their ideas easily.

3. Maya Lestari (2013) did a research entitled "Improving Students' Descriptive Writing Ability Through Main Mapping Strategy". The population of this research was the ninth grade students of Al-Washliyah Ismailiyah in 2013/2014 Academic Year. The number of the students was 36 students. The data were taken from the test result which was carried out in to cycles. The result of the data analysis showed that there was an improvement on the students' ability of writing descriptive paragraph from each cycle. It could be seen from the mean score of the pre-test of 52,6 and the post test of the second cycle was improving with the mean score of 79,92. In other words, the students' ability in writing descriptive paragraph was improving.
4. The fourth study was conducted by Haryanto Syahputra Sinaga (2015). He conducted a study on the implementation of outline technique to teach writing recount text to eighth graders of SMP Negeri 43 Surabaya. The study showed the implementation of using outline technique for junior high school students and the result of this study was that the outline technique was useful and effective to teach writing recount text since it could improve the students' ability in writing recount text.

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5. Kori Raudatul Janah (2016) undertook a study using a writing test as the instrument. After giving the pre-test and post-test, the researcher analyzed the data using SPSS Statistic 17.0 to analyzed the data. After analyzing the data using independent sample test, it was found that the result of Sig.(2-tailed) of the equal variance assumed was 0.002. The result then was consulted to the level of significance. In this case, the level of significance was 0.05. From the analysis, the score of Sig.(2-tailed) or Sig.(pvalue) was lower than α=0.05 so Howas rejected. In other words, it could be concluded that there was an influence of using mind mapping technique on the ability in writing descriptive text of the first semester of the eighth grade students of MTsN 2 Bandar Lampung in the academic year of 2016/2017.
6. Kamilah Tazky (2018) did other research entitled "The Effect of Using Outline Technique on Improving Students' Ability in Writing Descriptive": English has four skills and they are divided into two, receptive and productive skills. Writing is one of the productive skills in English. There were many techniques to improve writing ability. One of them was outline technique to recall the progress that had been done through the class. Outline was a plan before writing a paper or an essay that can be used for students in the writing class. Therefore, this study was conducted to investigate the effectiveness of using outline to improve students' writing such as content and organization in a descriptive text. Action research was chosen as the research design. The focus was limited

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to students writing component especially content and organization and the use of outline. One class was the only participant since that class had a problem. A pre-test and a post-test were used to collect the data of students' writing. After the pre-test had been scored, outline was given directly. And then, the students started to do the post-test. The results found that there was a significant changes between the pre-test and post-test where post-test had higher score than the pre-test. It was also found that outline helped their writing especially in the content and organization of the students' essay writing. Therefore, according to the problems in Chapter 1 the students' writing scores were low. There were many reasons among others they did not know how to organize their ideas, how to transfer their thoughta into a piece of writing. Those problems had been solved by using outline. It could be seen from result of their writing descriptive paragraph and it could be seen from the improvement of their writing in terms of content and organization.

7. Zulaikha, Eka Agustina, M. Mukhlas (2018) did a researched with the title "An Analysis Student's Ability In Writing Descriptive Text of Second Semester of English Educational Program At STKIP Nurul Huda Oku Timur" This study was descriptive research. The objective this study was "to find out whether descriptive method could analyze writing ability in second semester of English Educational Program at STKIP Nurul Huda OKU Timur". The students' writing ability in descriptive text was analyzed based on the score classification. In this case, the highest score of

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32 students in this class was 75 which was classified into good level, while the lowest score was 52 which was classified into average level. Then, the other students got the mean scores from 54 to 74 in terms of sub indicator in writing text which was not very bad. Thus, generally, the students' mean score of writing ability particularly in writing descriptive text was 60 and it was considered as the average level of ability. Thus, from the data presentation, it was concluded that the writing descriptive text skill of the second semester of English educational program of STKIP Nurul Huda was in average level.

8. A study was conducted by Agung Wijaksono, Rika Riwayatiningsih (2019) entitled "The Effect of Using Outline Technique on Students' Writing Ability". In the four skills of English language, The aim of this research was to investigate whether the use of outline is effective to improve students' writing ability. Action research was chosen as the research design. The focus was limited into students' writing components especially content and organization and the use of outline in writing descriptive paragraph. One class of second grade was the participant of the research since this class was the one which had a problem in developing ideas in writing process. A pre-test and apost-test were used to get the data. The outline technique was given directly after getting the results of pre-test scores. The findings indicated that there was a significant change between the pre-test and post-test scores where the post-test had higher scores than the pre-test. It was also found that outline helped students'

writing especially in the content and organization of their essays. However, there was no improvement in other language components such as grammar and vocabulary.

9. Meycin Sri Rahmadani, Conny Ahmad Azrai' Aziz (2021) did a study with the title : The Effect of Using Mind Mapping Technique on Writing Descriptive Text of the Tenth Grade Students' of SMA Taman Siswa Binjai 1. The objective of this research was to find out the effect of using Mind Mapping technique on students' writing descriptive text. This study employed quasi-experimental research. The sample was taken by using cluster random sampling, with 70 students taken as the sample. For the experimental class the writer used Class XIPS 1 which consisted of 35 students and for the controlled class the writer used Class X-IPA 2 that consisted of 35 students. The data collected from this study were analyzed by using t-test formula. The result from calculating the data was found where the value of t-observed ( ) was higher than the value of t-table ( ). The result was 4,05 since the degree of significant of 5% was 1,66. It showed that the comparison was 4,05 1,66. Therefore, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. In other words, there was an effect of using Mind Mapping technique on writing descriptive text of the tenth grades students of SMA Swasta Taman Siswa Binjai.

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2.9. Operational Concept

2.9.1. Independent Variable (X)

a. Outlining Technique (X1)

Outlining is a technique that emphasizes writing in sequence. Outlining is formal or informal listing of sentences or phrases that communicate points concerning the topic; works well when thesis statement and topic sentences are determined and supporting paragraphs need to be fleshed out.

As stated by Purwanti (2013) previously that in teaching learning process, there are procedures that should be followed accordingly in order to maintain conducive and responsive conditions. The followings are steps needed in teaching descriptive paragraph by using outlining technique:

1. Writing the main idea or topic sentence on the first line.
2. Writing the supporting ideas in order under the main idea.
3. Writing smaller details and examples under each supporting idea.
4. Writing a concluding idea for the paragraph.

b. Mind Mapping Technique (X2)

According to Budd (2004) “a mind map is an outline in which the major categories radiate from a central image and lesser categories are portrayed as branches of larger branches.” (Budd, 2004, p. 36). Mind mapping was developed as an effective method for generating ideas by association. In order to create a mind map, you usually start in the middle of the page with the central theme/main idea and from that point you work outward in all directions to create a growing diagram composed of keywords, phrases, concepts, facts and figures. It can be

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used for assignments and essay writing especially in the initial stages where it is an ideal strategy to use for your 'thinking'. Mind mapping can be used for generating, visualizing, organizing, note-taking, problem-solving, decision-making, revising and clarifying your university topic so that you can get started with assessment tasks. Essentially, a mind map is used to 'brainstorm' a topic and it is a great strategy for students.

You can use mind mapping for the following:

1. Taking notes in a lecture and listening for the most important points or keywords,
2. Showing links and relationships between the main ideas in your subject,
3. Brainstorming all the things you already know about an essay question,
4. Planning the early stages of an essay by visualizing all the aspects of the question,
5. Organizing your ideas and information by making it accessible on a single page,
6. Stimulating creative thinking and creative solutions to problems and
7. Reviewing learning in preparation for a test or examination.

2.9.2. Dependent Variable (Y)

Students' Ability in Writing Descriptive Paragraph (Y)

Writing is one of four skills, besides listening, reading, and speaking. Writing is the most popular and prevalent method of creating connections among people. As a means of building links between individuals and within

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communities, writing serves as the flexible foundation for almost every type of communications media. Pint, video, audio, speech, and interactive web media all begin in writing.

Writing descriptive paragraph is not an easy task to complete, especially for junior high school students. It is known that there are many students who still find difficulties in writing even though they have learnt how to write in English for years. This is because they have difficulties in generating ideas and organizing ideas into a good piece of descriptive paragraph. There are some steps that can be used by students to write descriptive paragraph completely through outlining technique.

The students can choose the object that want to describe. Firstly, the students write the main idea or topic sentence on the first line. Second, write the supporting ideas in order under the main idea, and then smaller details and examples should go under each supporting idea. Finally, the students may also include a concluding sentence. They will write and develop a descriptive paragraph based on the outline that was made in advance. Through outlining technique, students write the paragraph completely step by step. In this technique, the students find it easier to write a paragraph especially writing descriptive paragraph.

According to Harmer (2014), writing is a basic language skill, as important as speaking, listening and reading. It means that students need to know how to write. Hammer claims that the process of writing can be represented through four elements: (1) Planning, the writer has to start from planning. The writer must have

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a good plan to begin writing. Planning relates to three main points: purpose, audience, and content structure, (2) Drafting, a series of strategies designed to organize and develop a sustained piece of writing, (3) Editing, editing relates to reflecting and revising. Describe revising is a way to improve or correct the draft. Completing the last draft will be followed by re-examining and re-evaluating the draft itself, and (4) Final Drafting, a written text that is ready to send to its intended audience. The final draft is the final product of a written text. It can be in the form of a short story, an article, a book, a newspaper, a magazine and other texts.

To know students' ability in writing, there are some criteria that must be considered. Jacobs (2002) as quoted by Weigle states that the skill of writing includes five components or main areas:

1. Content: The ability to think creatively and develop thought including all of the relevant to assigned topics.
2. Organization: The ability to write correct and appropriate manner for a particular purpose with a particular audience in mind, together with ability to select, to organize and other relevant information.
3. Vocabulary: The ability to write words effectively and appropriate register.
4. Language use : The ability to write correct and appropriate sentences.
5. Mechanical skill: The ability to use correctly those conventions written language, e.g.; punctuation, spelling.

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2.10. Assumptions and Hyphotheses

2.10.1. Assumptions

In this study it was assumed that students' ability in writing descriptive paragraph was different one another and also had different result in teaching and learning process, especially in writing descriptive text. The students got difficulties in getting information in the text because of the influence of many factors, such as motivation, intelligence and learning strategies. So, in this study it was assumed that applying Outlining technique and Mind Mapping technique can give good effects to students' writing ability.

2.10.2. Hyphotheses:

H_a1 : There is a significant effect of applying Outlining technique on students' ability in writing descriptive paragraph at SMPN 3 Tapung.

$H_0 1$: There is no significant effect of applying Outlining technique on students' ability in writing descriptive paragraph at SMPN 3 Tapung

H_a2 **:** There is a significant effect of applying Mind Mapping technique on students' ability in writing descriptive paragraph at SMPN 3 Tapung

$H_0 2$ **:** There is no significant effect of applying Mind Mapping on students' ability in writing descriptive paragraph at SMPN 3 Tapung

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Ha3 : There is a significant difference in ability in writing descriptive paragraph between students taught by using Outlining technique and those taught by using Mind Mapping technique.

$H_0$3 : There is no significant difference in ability in writing descriptive paragraph between students taught by using Outlining technique and those taught by using Mind Mapping technique.

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CHAPTER III

RESEARCH METHODOLOGY

This chapter is the main body of the research that is concerned with reserach methodology consisting of research design, population and sample taken from the number of population. The instruments used to collect the data along with how the data were analyzed are also included in this chapter. The research design begins this chapter.

3.1 Research Design

In any research, it is important to include research design containing the above points. According to Creswell (2012: 20), research design is the specific procedure involved in the research process: data collection, data analysis, and report writing". In other words, research design is the researchers' way to deal with the collection of data, analyzing the data for the findings. In this research, the researcher decided to use a comparative experimental design to find whether or not Outlining techniques and Mind Mapping technique affected students' ability in writing descriptive paragraph. According to Creswell (2012: 294), "an experimental design is the traditional approach to conducting quantitative research".

This research was a quantitative study in the form of a comparative experimental design with a pre-test and a post-test. According to Penn comparative experiment starts with a question or hypothesis that asks how two or more treatments affect some variable(s). When a scientist wants to know the

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difference between the effects of treatment A and treatment B on dependent variable C, he would hold an experiment in which all of the conditions are the same except for one: the treatment -- A or B -- given to the subject. After receiving the results of the experiment, the scientist could then compare the difference of dependent variable C for each treatment, concluding either that one treatment is more effective than the other or that both treatments have the same effectiveness (https://sciencing.com/distinguishing-between-descriptive-causal-studies-12752444.html)

Comparative method or quasi-experimental method is used to describe similarities and differences of variables of two or more groups of natural setting. There are three variables in this research. The first was the effect of applying Outlining technique as the independent variable (X1). The second was Mind Mapping technique (X2) and the last one was the students' ability in writing descriptive paragraph (Y). Two groups were used as a sample of the research, one class was the Outlining technique group which was treated by using Outlining technique and another one was Mind Mappin group that was taught by using mind mapping technique. For both outlining and mind mapping groups, a pre-test was given before the treatment to know the students' ability in writing descriptive paragraph before the treatment and a post-test was given after the last treatment was finished to know the ability of the students in writing descriptive paragraph at the end of the teaching learning processes in order to find out the effect of applying Outlining and Mind Mapping techniques on the students' writing descriptive paragraph.

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The design used in this research was a comparative experimental design to determine the differences between different forms of treatment. The comparative experiment in this study included two different treatment types dealing with both teaching techniques. In this research, there were two types treatments employed by using two teaching techniques, Outlining technique and Mind Mapping technique to find out the significant difference in students' ability of writing descriptive paragraphs between those who were thought by Outlining technique and those who were thought by the Mind Mapping technique. From the findings of the study the effect of applying Outlining technique and Mind Mapping technique on students' ability in writing descriptive paragraph of 7th grade of SMPN 3 Tapung could be seen. The table below is the model of the research design according to Creswell. (2008).

TABLE III.1

THE RESEARCH DESIGN

Class	**Pre- Test**	**Treatment**	**Post- Test**
X1	1	Y1	1
X2	2	Y2	2

Where:

X 1 = Outlining technique Class 1 (Outlining Technique)

X 2 = Mind Mapping technique Class 2 (Mind Mapping Technique)

Y 1 = The pre-test of both two groups

Y 2 = The post-test of both two groups.

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A pretest or an initial test was given to students with the aim to know the initial ability of students of both groups in writing descriptive paragraphs before each treatment was given in a number of class meetings.

At the end of the meeting after all treatments were completed, the students were given a post-test to determine the progress of learning outcomes in writing descriptive paragraphs. Through the post-test data, it could be seen whether the application of the Outlining technique and Mind Mapping technique had a significant effect or not on students' learning outcomes in writing descriptive paragraph done through testing the hypotheses.

3.2 Place and Time of the Research

This study was undertaken at SMP N 3 Tapung Hilir which is located on Baru Street, Tanah Tinggi, Tapung Hilir Sub-District, Districf of Kampar, Riau province. The subject of the study was the seventh grade students of SMPN 3 in the academic year 20021-2022 which consisted of 32 students.

3.3 Population and Sample

3.3.1. Population

The population of this research was the seventh grade students of SMP N 3 Tapung consisting of 8 classes each of which had the number of students between 29 to 32 students. So, the total population is 246 students altogether as shown in the table below:

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Table 3.1. The Distribution of Population.

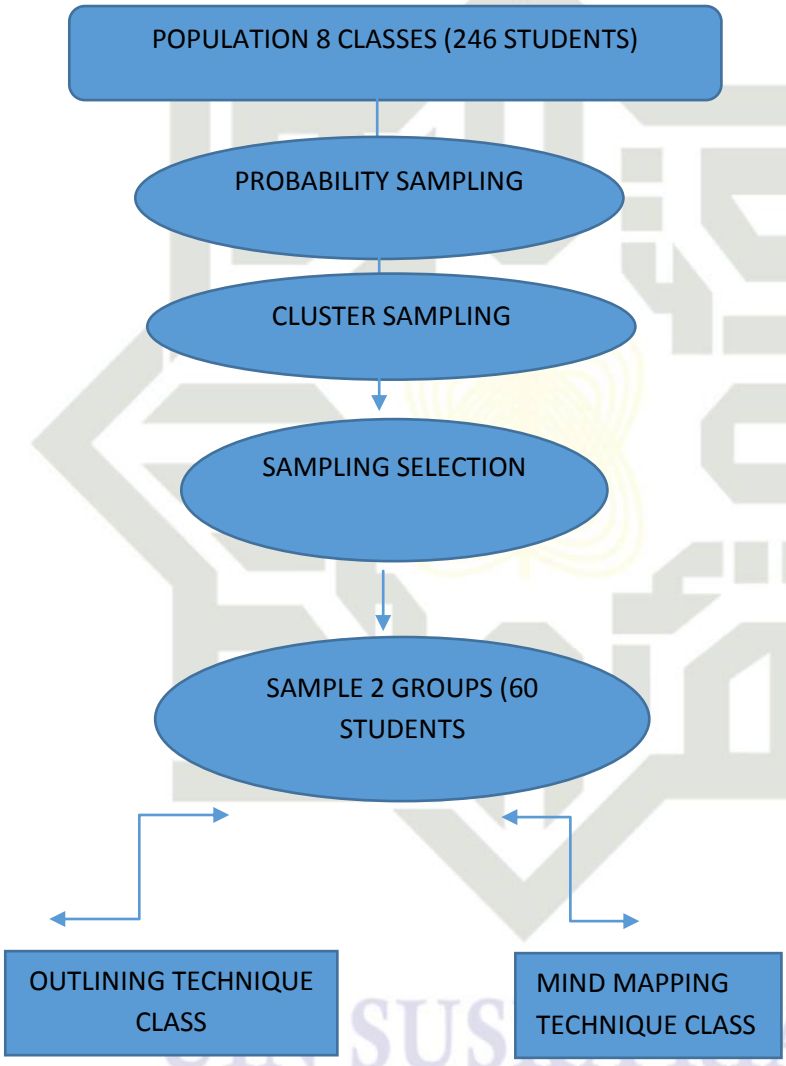
NO	CLASS	POPULATION
1	VII-A	29
2	VII-B	31
3	VII-C	32
4	VII-D	31
5	VII-E	30
6	VII-F	31
7	VII-G	31
8	VII- H	30
Total Population	246	

3.3.2. Sample

According to L.R Gay (2000, p.121), sampling is a process of selecting a number of individuals for a study in such a way that represents a larger group from which they are selected". Cluster sampling was used in this study. It is a sampling technique that involves random sampling of groups, not individuals made up a target population (Gay, 2000).

According to Frankel and Wallen (1993), cluster sampling is more effective with large number of clusters. It is the selection of groups, or clusters of subjects rather than individuals. The way to determine the sample is by way of randomly selecting the groups of population or classes. All the members of selected groups have similar characteristics. The homogenous characteristics are

are put into consideration. In this study, because all classes were homogenous, the sample was chosen randomly. The writer used a lottery in order to get the classess to become the sample of the study.The result of the lottery showed that Class VII-A became the Outlining Technique Group and Class VII- B became the Mind Mapping Technique Group.



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The Distribution of Sample Based on the Population.

Table 3.2. The Distribution of Sample Based on the Population.

No.	Class	The Number of Students	Treatment
1	VII-A	29 students	Outlining Technique
2	VII-B	31 students	Mind Mapping Technique
Total		60 students	

3.4. Instrument of the Data Collection

The instruments used for collecting research data consisted of observation essay test instrument.

1. Writing Test

The procedure of the test was asking the students of both groups to write descriptive paragraphs. Students' writing results were evaluated and graded.

(Weigle : 2002) The scoring of writing includes five general components:

Table 3.3

Scoring Profile on Writing Test

ESL COMPOSITION PROFILE		
STUDENT	**DATE**	**TOPIC**
Score	**Level**	**Criteria**
CONTENT	30-27	EXCELLEN TO VERY GOOD; knowledgeable, substantive, thorough the

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		development of thesis, and relevant to the assigned topic
	26-22	GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of thesis, and mostly relevant to topic, but lacks detail.
	21-17	FAIR TOO POOR: limited knowledge of subject, little substance, inadequate development of topic.
	16-13	VERY POOR: does not show knowledge of subject, non substantive, not pertinent, or enough to evaluate.
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: Fluent expression, ideas clearly stated, succinct, well-organized, logical sequencing, cohesive.
	17-14	GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical sequencing, cohesive.
	13-10	FAIR TO POOR: non-fluent, ideas confusing or disconnected, lacks logical sequencing and development.

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	9-7	VERY POOR: does not communicate, no organization, or not enough to evaluate.
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word form mastery, and appropriate register.
	17-14	GOOD TO AVERAGE: adequate range, occasional errors of word/idiom form, choice, usage, but meaning not obscured.
	13-10	FAIR TO POOR: limited range, frequent errors of word/idiom form, choice, usage, and meaning obscured or confusing.
	9-7	VERY POOR: essential translation, little of English vocabulary, idioms or word form or not enough to evaluate.
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: effective complex constructions, few errors, of agreement, tense, number, word order/function, articles, pronoun, and prepositions.
	77-11	FAIR TO POOR: major problems in simple/complex construction, minor problems in complex constriction, several

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		errors of agreement, tense, number, word order/function, articles, pronoun, and prepositions or fragments, run-ons, deletions and meaning confused of obscured.
	10-5	VERY POOR: virtually no mastery of sentence constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronoun, and prepositions or fragments, run-ons, deletions and meaning confused of obscured.
MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrates mastery of convections, few errors of spelling, punctuation, capitalization, and paragraphing.
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured.
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, and

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		paragraphing, poor handwriting and meaning confused of obscured.
	2	VERY POOR: dominated by errors of spelling, punctuation, capitalization, paragraphing, illegible hand writing or not enough to evaluate.
Total Score : **Reader Comments :**		

3.5. Technique of the Data Collection

Research must have the instrument because a good instrument can guarantee for taking the valid data. In this research, the researcher was used three kinds namely test (Pre-Test, Treatment, Post-Test).

1. Test

According to Wesley (2001), a test is a set of questions and exercises used to measure the achievement or capacity of the individual or group. The test is used to measure the person's competence and to achieve the objective. In this research, students were given two kinds of test. They were a Pre-Test and a Post-Test. They were asked to write a descriptive paragraph with the topic available.

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a. Pre-test

A pre-test was administrated to the sample before doing the treatment. The pre-test was given to the students before conducting the teaching and learning process using Outlining technique and in Mind Mapping technique. The pre-test was given to both groups for them to write a descriptive paragraph with the alternative topics "My School, Susilo Bambang Yudhoyono, and My Pet"

The purpose of the pre-test was to know the effect of applying Outlining technique and Mind Mapping technique on the students' ability in writing descriptive paragraph.

b. Treatment

In the treatment, the students were taught by using Outlining technique and Mind Mapping technique. The researcher taught and explained the writing descriptive paragraph by using the Outlining Technique with the following procedures: (a) Making a list. (b) Writing the topic sentence. (c) Writing the supporting sentence and concluding sentence. The following are the procedures of using Mind Mapping Technique**: (a)** Taking notes in a lecture and listening for the most important points or keywords. (b) Showing links and relationships between the main ideas in your subject. (c) Brainstorming all the things you already know about an essay question. (d) Planning the early stages of an essay by visualizing all the aspects of the question. (e) Organizing your ideas and information by making it accessible on a single page. (f) Stimulating creative thinking and creative solutions to problems (g). Reviewing learning in a preparation for a test or examination.

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The treatment was given to Outlining technique class and Mind Mapping technique class by teaching THEM using both techniques. The researcher gave the students the treatment as many as five meetings with the different topics in different meetings (My House, Rose, My Class, My Best Friend, A Cat)

c. Post-test

After the treatment by using the teaching techniues was completed, a post-test was given in the sixth meetings. The students were asked to write a paragraph with either one of the topics "My Home, Jokowi, My Plan."

This test was meant to find out the difference in mean scores of both Outlining technique group and Mind Mapping group in order to know the effect of both teaching techniques on students' ability in writing descriptive paragraph.

3.6. Technique of the Data Analysis

1. Normality test

The data normality test was conducted to check whether the sample data obtained from the population had a normal distribution or not. The normality test of the data was analyzed using the Lilliefors test or the Kolmogorov-Smirnov approach using the SPSS 25.0 program. Lilliefors test steps manually can be taken with the following stages:

a. Analyzing X1, X2, … Xn, standard number Z1, Z2, … Zn by formulation Zi (each of X mean and standard deviation).
b. Each standard number by using distribution list of standard normal is conducted with chance F (Zi) = P (Z)

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c. Next it is is counted of proportion Z1, Z2……Zn that is smaller or equal to Zi.

d. Count the difference of F (Zi) – S (Zi), afterwards determine the absolute values.

e. Take the biggest value among difference absolute values. Describe this value by using Lo. If Lo < L that is obtained from scoring the critic values of Liliefors test with standard evident of 0.05, so it a normal distribution data.

2. Homogeneity Test

Homogeneity test aimed to test whether the groups that were used as research samples came from the same population, meaning that their distribution in the population was homogeneous. The homogeneity test was carried out using Fisher's exact test or using the Levene's Test approach with the help of the SPSS 25.0 program. Manually Fisher's exact test could be calculated using the formula:

$$F = \frac{biggest \text{ var } iants}{smallest \text{ var } iants}$$

(Sudjana: 1996) Furthermore, comparing with F table. Identically, if F sum < F table, both of sample are homogeneous.

3. Validity and Reliability of the Test

Test validation consists of the establishment of the reliability and validity. Ary states that there are two essential criteria of the quality of any measuring instrument; namely, validity and reliability (Ary Donald 2022: 242)

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According to Ary, validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity is defined as the extent to which an instrument measures what it is claimed to measure. There are several different types of validity; content, construct, concurrent and predictive validity. To establish the validity, the construct validity was applied in this study. Construct validity was defined as the extent to which a test measured a specific trait or construct. The most valid instrument to measure the samples' ability to write descriptive writing was administrating a writing test so that the requirement of the construct validity was fulfilled

Reliability refers to consistency of the result. Reliability of measuring instrument is the degree of consistency with which it measures whatever it is measured. In this study, syllabus and rubric of the results or the scores of the students' writing test was considered suitable to know the reliability of the test.

4. Hypothesis Testing

After the prerequisites were met (normality and homogeneity), then hypothesis testing was carried out. Hypothesis testing was done by using different test techniques.

According to Sugiyono (2010), in actual research, the effect of treatment is analyzed by using a statistical difference test using t-test, for example, if there is a significant difference between the Outlining technique group and the Mind Mapping group, the treatment given has a significant effect.

Thus, to determine the significant difference between the Outlining technique on learning outcomes and students' learning motivation in writing descriptive

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paragraphs can be done with the Independent Sample T-Test using the SPSS program or manually using an independent t-test (both samples are not related), with the formula:

$$t_o = \frac{M_X - M_Y}{SE_{MX-MY}}$$

Description:

t_o = value of t count

MX = mean of outlining technique group

MY = mean mind mapping group

SE_{MX-MY} = standard error of mean difference between Outlining technique and Mind Mapping classes.

If the calculation result or score of t_0 is greater than t_t, it can be concluded that H_a, which states that there was a significant difference in the aspect of learning outcomes between students taught using the Outlining technique and students taught using the Mind Mapping technique was accepted and H_o was rejected.

And otherwise, if t_0 was smaller than t_t, it coud be concluded that H_0 which stated there was no significant difference in the aspect of learning outcomes between students taught with the outlining technique mind mapping technique was accepted and Ha was also rejected.

If H_a was accepted, it could be concluded that the application of the Outlining Technique and Mind Mapping Technique have proven to have an effect

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on Students' ability in writing descriptive paragraph of 7th Grade students of SMP N 3 Tapung.

5. Anova

Junri Lasmon Marpaung in the journal Application of the Anova Method for the Analysis of Mechanical Properties of Coconut Fiber Composites (2017) states that the Anova test is a special form of statistical analysis used in experimental research. Reported from Investopedia, the Anova test developed by R.A Fisher is to compare the population averages of two or more groups so as to determine the relationship between them. Analysis of variance or ANOVA is used to see the average comparison of two or more groups. This facilitates the analysis of several different sample groups with minimal risk of error.

According to Donald H Saunders in the book Comparison of Three or More Sample Means: Analysis of Variance (1990) there are assumptions that must be met to carry out the Anova test, that is, Random sampling: the sample is independent and free, meaning that individual samples are taken at random (random) from each population or data group. Multivariate normality: the distribution of symptoms for each population or data group is normal. To get data with a normal distribution, the number of samples can be increased or a normality test can be done first. Homogeneity of variance: each population has the same variance, if it's different, it shouldn't be too significant. Variance similarities can be known through variance testing. Anova test function: The Anova test serves to compare population averages to determine the significant differences of two or more data groups. There are two types of Anova tests; namely, one-way Anova

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tests and also two-way Anova tests. Based on the Statistics Solutions website, one-way ANOVA functions to analyze the data that have only one independent variable or is due to one factor. The two-way Anova analyzes data that have two independent variables or have a second factor that influences the condition of the population. The aim of Anova is to draw conclusions by finding different groups of data. This is done by giving the null hypothesis to the data population. Junri Lasmon Marpaung and friends in the journal Application of the Anova Method for Analysis of the Mechanical Properties of Coconut Fiber Composites (2017) stated that the null hypothesis is the data from random samples with the same population that has the same expected mean and variance.

One-way Anova test steps. The following are the Anova test steps according to Beth Dawson Saunders and Robert G Trapp in the book Compared Three or More Means. Basic & Clinical Biostatistics (1998), namely: Fulfilling the assumptions. The first step in testing ANOVA is to fulfill the three assumptions that are the testing requirements.

Calculating the mean: The next step is to calculate the mean for each group. After completion, the overall mean or total mean can also be calculated. Calculating the deviation. The next step is to calculate the deviation from the group mean as well as the total mean. From here you would see the variability of the entire sample data. Then calculate the mean squared value of each group and the total. After the results of the mean squared are obtained, the degrees of freedom can be calculated for both the variables between groups and variables within groups. The mean squared value can be squared, but it would be

inconvenient if the sample is large. So, the squared mean can also be calculated by comparing the value of the squared deviation divided by the value of the degrees of freedom.

Calculating the F-ratio The next step is to find the F-ratio by comparing the mean squared between groups and the mean squared within groups. Comparing with the null hypothesis The calculated F-ratio value is then compared with the F value in the table. If the F-ratio value is greater than the F table value, the null hypothesis is rejected. It means that there is a significant difference between the mean of the data group. However, if the F-ratio value is smaller or equal to the F table value, then the null hypothesis is accepted. This means that each data group has the same mean value, or there is no significant difference between the data groups.

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CHAPTER V
CONCLUSIONS, IMPLICATIONS OF THE RESEARCH AND RECOMMENDATIONS

5.1. Conclusions

This final chapter provides the conclusions that stem from the data analysis and the presentaion of the findings. The findings of the reseach were obtained fom the answer to each research question through the data collection using instruments which were later analyzed and presented. Here are the conclusions:

1. Based on the result of the calculation hypothesis 1 above, it was found that there was a significant effect of applying Outlining technique on students' ability in writing descriptive paragraph at SMPN 3 Tapung. The score of sig. (2-tailed) was 0.00 < 0,05 and the mean score of the pretest was 58,28, then The mean score of the post-test was 75,10.
2. In terms of the calculation of hypothesis 2 above, it was found that there was a significant effect of applying Mind Mapping technique on students' ability in writing descriptive paragraph at SMPN 3 Tapung. The score of sig. (2-tailed) was 0.00 < 0,05. The mean score of the pre-test was 60,48 while the mean score of the post-test was 64,97.
3. Based on the result of the calculation hypothesis 3, it was found that there was a significant difference in ability of writing descriptive paragraph between students who were taught by using Outlining technique and those who were taught by using Mind Mapping technique. The score of sig. (2-tailed) was 0.00 < 0,05 and the mean score of Outlining technique was 75,10. The total sample

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(N) group 2 (Mind Mapping Technique) was 31 students. The mean score of Mind Mapping technique was 64,97. It means that teaching by using Outlining technique gave more significant result compared to teaching by using Mind Mapping technique.

5.2. Implication of the Research

Good teachers should provide themselves with creative ways in teaching, so that the objectives of learning English are archive-able by the students. Also, teachers need to select with the technique that matches a particular skill in English (Listening, Speaking, Reading, and Writing). Teachers can refer to some studies that had been undertaken by some expert or researches in the area of English teaching technique.

The findings of the research indicated that there was a significant difference in ability in writing descriptive paragraph between students taught by using Outlining technique and those taught by using Mind Mapping technique at SMPN 3 Tapung, Kampar District.

5.3. Recommendations

On the basis of the points in conclusions, some recommendations are provided as in the following:

1. Since writing is the most difficult language skills to master for variuos reasons, it recommended that students should have motivation to learn writing any form of writing texts or genres with all language component so that they will find it easier to use writtem language.

2. On the part of English teachers teaching at high schools, they need to be knowlegable in the four language skills especially in teaching writing different types of texts by using good, acceptable and understandable teaching strategies
3. For the teachers who want to teach writing descriptive paragraph effectively can use both techniques discussed in this study because these techniques help the students improve their ability in writing descriptive paragraph in particular.
4. Those who are interested in conducting any research on writing especially at high schools can have other topics or other forms of English texts depending on the need of both teachers and students.

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SILABUS SMP/MTs

Mata Pelajaran : Bahasa Inggris
Kelas : 7
Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan,	**Teks lisan dan tulis untuk sapaan, pamitan, ucapan terimakasih, dan permintaan maaf** *Fungsi sosial* Menjaga hubungan interpersonal dengan guru dan teman *Struktur teks* (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya) a. *Good morning. How are you?, Fine, thank you.*	**Mengamati** • Siswa mendengarkan/ menonton interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf • Siswa mengikuti interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf. • Siswa menirukan model interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf	**KRITERIA PENILAIAN:** • Tingkat ketercapaian fungsi sosial sapaan, pamitan, ucapan terimakasih, dan permintaan maaf • Tingkat kelengkapan dan keruntutan struktur teks sapaan, pamitan, ucapan terimakasih, dan permintaan maaf • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa	3 x 4 JP	• model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan sikap yang sesuai. • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi

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Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya, sesuai dengan konteks penggunaannya. 4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	*And you?* dan semacamnya b. *Goodbye. Bye. See you later. See you. Take care.*, dan semacamnya c. *Thank you. You are welcome*., dan semacamnya d. *I'm sorry. That's fine, okay. Allright.*, dan semacamnya *Unsur kebahasaan* Kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi. *Topik* Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.	(fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa menyapa, berpamitan, mengucapkan terimakasih, dan merminta maaf dengan bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antar ungkapan sapaan, pamitan, ucapan	kata, ucapan, tekanan kata, intonasi **CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (role play) dalam bentuk interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf. • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam ungkapan sapaan, pamitan, ucapan terima kasih, dan permintaan maaf serta responnya **Pengamatan (observations):** • Upaya menggunakan bahasa Inggris untuk menyapa, berpamitan, mengucapkan terimakasih, dan		tertulis • Contoh teks tertulis • Teks atau latihan dari buku teks Bahasa Inggris • Teks dari buku non-teks • Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

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Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		terimakasih, dan permintaan maaf dalam bahasa Inggris dan dalam bahasa siswa. **Mengkomunikasikan** • Siswa menyapa, berpamitan, mengucapkan terimakasih, dan merminta maaf dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyapa, berpamitan, mengucapkan terimakasih, dan merminta maaf dalam jurnal belajar (*learning journal*).	merminta maaf ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.. 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2 Menunjukkan perilaku	**Teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalan diri** *Fungsi sosial* Memperkenalkan diri untuk menjalin hubungan interpersonal dengan guru dan teman *Struktur teks*	**Mengamati** • Siswa mendengarkan/ menonton interaksi perkenalan diri • Siswa mengikuti interaksi perkenalan diri • Siswa menirukan model interaksi perkenalan diri. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi perkenalan diri (fungsi sosial, struktur	**KRITERIA PENILAIAN:** • Tingkat ketercapaian fungsi sosial perkenalan diri • Tingkat kelengkapan dan keruntutan struktur teks perkenalan diri • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa	1 x 4 JP	Sesuaikan dengan kemampuan siswa, guru, sekolah, serta tujuan pembelajaran. • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan sikap yang

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Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya. 4.2 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	*My name is ..., I'm ..., I live in ...* dan semacamnya. *Unsur kebahasaan* • Kosa kata, • Tata bahasa *(be, have*, kata ganti I, he, she, they; kata ganti kepunyaan, my, your, his, their) • ucapan, • tekanan kata, • dan intonasi. *Topik* Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.	teks, dan unsur kebahasaan). **Mempertanyakan** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara ungkapan perkenalan diri dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa memperkenalkan diri dengan bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan perkenalan diri yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan perkenalan diri dalam bahasa Inggris dan dalam bahasa siswa. **Mengkomunikasikan** • Siswa memperkenalkan diri dengan bahasa Inggris, di dalam dan di luar	kata, ucapan, tekanan kata, intonasi **CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (role play) dalam bentuk interaksi perkenalan diri. • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam interaksi perkenalan diri serta responnya **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Upaya menggunakan bahasa Inggris untuk memperkenalkan diri ketika muncul kesempatan. • Kesungguhan siswa		sesuai. • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Teks atau latihan dari buku teks Bahasa Inggris • Teks dari buku non-teks • Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

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Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memperkenalkan diri dalam jurnal belajar (*learning journal*	dalam proses pembelajaran di setiap tahapan. • Perilaku santun dan peduli dalam melaksanakan komunikasi • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung	**Teks lisan dan tulis menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun** *Fungsi sosial* Menyadari pentingnya nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun untuk mengelola kehidupan manusia	**Mengamati** • Siswa mendengarkan dan membaca banyak kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun. • Siswa mengikuti interaksi menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun. • Siswa menirukan contoh-contoh kalimat menyebutkan dan	**KRITERIA PENILAIAN:** • Tingkat ketercapaian fungsi sosial penyebutan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun Tingkat kelengkapan dan keruntutan struktur teks perkenalan diri • Tingkat ketepatan	3 x 4 JP	

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Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun. 4.3 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan unsur kebahasaan yang benar dan sesuai konteks.	*Struktur teks* a. *What day is it today? It's Monday today.* *It is Tuesday tomorrow.* *When do we have English?*, dan semacamnya. b. *What month is it?* *What month is before July?* *After March is April.* *I was born in January*, dan semacamnya c. *in the morning, at noon, in the afternoon, in the evening, at night, at midnight* d. *What time is it?* *What time do we have English on Tuesday? one, two thirty, half past eight, a quarter to five,* dan seterusnya e. *What date is it?* *What date is the Kartini Day?* *When were you born? the first, the second, the third,*	menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan** Dengan bimbingan dan arahan guru, siswa mempertanyakan kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam bahasa Inggris, dan perbedaan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** a. Siswa menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam konteks *simulasi*, *role-play*, dan kegiatanlain yang terstruktur. b. Siswa berusaha menyebutkan dan	unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi **CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (role play) dalam bentuk interaksi menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun **Pengamatan**		

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Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	the fourth, the fifth, the twenty first dan seterusnya f. *What year is it? When were you born? Nineteen ninety eight. Two thousand and three.* dan semacamnya. *Unsur kebahasaan:* (1) Kata terkait hari, bulan, waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun (2) Kata kerja dalam simple present tense: *be*, *have*. (3) Kata tanya *What, When* (4) Kata ganti *it dan* artikel *the*. (5) *Cardinal number* dan *ordinal number* (6) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi *Topik* Hari, tanggal, jam, bulan, tahun, dsb., yang penting dan relevan dengan kehidupan siswa, dengan	menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam bahasa Inggris dalam proses pembelajaran. **Mengasosiasi** • Siswa membandingkan antara menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam bahasa ibu atau bahasa Indonesia. **Mengkomunikasikan** • Siswa menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam jurnal belajarnya.	**(observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Upaya menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Perilaku santun dan peduli dalam melaksanakan komunikasi • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	memberikan keteladanan tentang perilaku disiplin, percaya diri, tanggung jawab, dan jujur.		komunikasi		

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ENGLISH LESSON PLAN

(Outlining Technique Class)

School : SMP Negeri 3 Tapung

Subject : English/ Writing

Class/Semester : VII/2

Time Allocated : 2 x 40 minutes

Meeting : 1st – 5st meeting

A. Standard Competence

Expressing the meaning of written text especially simple essay in form of descriptive paragraph to interact with around environment.

B. Basic Competence

Expressing the meaning and language features in simple short essay by using written language varieties accurately, appropriately, and coherently to interact with around environment in descriptive paragraph.

C. Indicators

1. Identifying the social function, generic structure and language features of descriptive paragraph.
2. Writing the topic, supporting or concluding sentences
3. Writing the descriptive paragraph.

D. Objectives

1. Students are able to identify the social function, generic structure and language features of descriptive paragraph
2. Students are able to write the topic , supporting or concluding sentences
3. Students are able to write the descriptive paragraph

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E. Teaching Material

Paragraph

A paragraph is made up of three kinds of sentences that develop the writer's main idea, opinion, or feeling about a subject. These sentences are:

(1). The topic sentence may be located anywhere in paragraph, but the most common position is at the first or at the last paragraph.

(2). The supporting sentence which develops the topic sentences is by giving specific details about the topic.

(3). The concluding sentence is a sentence that gives the conclusion of the important point of the paragraph.

Descriptive Paragraph

Descriptive paragraph is a type of written text paragraph in which has the specific function to describe about an object (living or non-living things) and has aim to give readers a clear information.

The generic structure

It is divided into two i.e (a) identification; identifies the phenomenon which is going to be described, and (b) description; describes parts, characteristics, and qualities.

Language Features

a. Dominantly use present tense
b. Focus on specific participant
c. Use attribute in identifying processes
d. Use adjective, mental verbs, and relational verbs.

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Example of Descriptive Paragraph

My Room

My room is very enjoyable for studying. My lovely room has $4m^2$ in width, and it is painted white. The light is suitable for studying particularly reading and writing; furthermore, the chair makes me comfortable. My room also has a small bookshelf in which all of my books are put. The bookshelf is placed on the right side of the door, so it is reachable when I am sitting on my chair. In spite of these, it is also good ventilation that makes air in my room always fresh. In summary, I love my room because it makes me comfortable, and motivates me to study.

F. Source/Media

1. Source : English Text book for Junior High School, the internet, English Dictionary
2. Media : Whiteboard, Marker

G. Teaching Method/Technique

Outlining Technique

H. Teaching Learning Process

Meeting	Activities Pre-Activities		Time Allocations (minutes)
I	**Teacher**	**Students**	
	Orientation Greet the students and check the attendance list **Apperception** Teacher gives motivation and brainstorming	Students give respond to teacher Listening and paying attention to teachers' explanation	**10 Minutes**
	Main Activities		
	1.Teacher explains about the topic, supporting and concluding sentences in a paragraph. 2.Teacher explains about social function, generic structure and language features of descriptive paragraph. 3.Teacher gives the students an example of descriptive	1.Students pay attention to the teachers explanation. 2.Students pay attention to the teachers explanation. 3.Students identify the descriptive paragraph and discuss it together	**60 minutes**

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	paragraph to be identified and discuss it together		
	1.Teacher gives the students an assignment of descriptive paragraph to be identified 2.Teacher asks the students to write the topic, supporting or including sentences 2.Teacher asks whether any question or not 3.Teacher asks whether any question or not	1.Students identify the paragraph given by the teacher 2.Students write the topic, supporting or concluding sentences 3.Students respond to the teacher	
	Post Activities		
	Teacher resumes the topic discussed together with the students	Students also resume the topic with the teacher together	**10 minutes**

I. Evaluation

1. Identify the language features of this descriptive paragraph !

Borobudur Temple

Borobudur is Hindu – Budhiest temple. It was build in the nineth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consist of eight step like stone terrace. The first five terrace are square and surrounded by walls adorned with Budhist sculpture in bas-relief. The upper three are circular.

Each of them is with a circle of bell shape-stupa. The entire adifice is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and star ways.

The design of Borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

Try analyze based on these followings !

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a. The adjective

b. The topic

c. The tenses used

2. Write the topic, supporting and concluding sentence from these paragraphs!

a. Write the topic sentence !

…… . Rabbits live in burrows in the ground. Each burrow is the home of a single family. The first fossils which can be attributed to this family came from North America but now they are found in every part of the world. Compared to is small body, rabbit has large sized ears.

b. Write the supporting sentences !

Panda is mammals that usually live in mountains. They are an animal genuine from China. ……..

……

…… . Panda including endangered species because they lost their habitats and the birth rate is very low.

c. Write the concluding sentences!

Komodo dragon is the world's heaviest lizard, weighing 150 pounds or more. The largest Komodo ever measured was more than 10 feet (3meters) long and weighed 366 pounds (166kg) but the average size of Komodo in the wild is about 8 feet (2,5 meters) long and 200 pounds (91kg). Komodo has gray scaly skin, a pointed snout, powerful limbs and a muscular tail. They use their keen sense of smell to locate decaying animal remains from several miles away. They also hunt other lizards as well as large mammals and are sometimes cannibalistic. …….....

……

…… .

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3. **Choose one of the topic and then write a descriptive paragraph :**

a. The school

b. The hospital

c. The mosque

Answers :

1. a. High, Circle, Large, Center

b. Borobudur Temple

c. Present Tense

2. The writing based may vary based on the students' creativity

3. The writing based may vary based on the students' creativity.

J. Scoring

Criteria	**Maximum Score**
Content	30
Organization	20
Vocabulary	20
Language Use	35
Mechanics	5
Total Score	100

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ENGLISH LESSON PLAN

(Outlining Technique Class)

School : SMP Negeri 3 Tapung

Subject : English/ Writing

Class/Semester : VII/2

Time Allocated : 2 x 40 minutes

Meeting : 6st

A. Standard Competence

Expressing the meaning of written text especially simple essay in form of descriptive paragraph to interact with around environment.

B. Basic Competence

Expressing the meaning and language features in simple short essay by using written language varieties accurately, appropriately, and coherently to interact with around environment in descriptive paragraph.

C. Indicators

1. Identifying the outlining technique
2. Writing the figure of outlining technique in writing descriptive paragraph
3. Writing a descriptive paragraph by using outlining technique

D. Objectives

1. Students are able to identify the outlining technique
2. Students are able to write the figure of outlining technique in writing descriptive paragraph
3. Students are able to write the descriptive paragraph by using outlining technique

E. Teaching Material

- **Outlining Technique**

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A outlining is a helpful guide for you to use as you write a paragraph. Outlining is formal or informal listing of sentences or phrases that communicate points concerning the topic; works well when thesis statement and topic sentences are determined and supporting paragraphs need to be flashed out. Outlining technique can be especially helpful in organizing one's thoughts for an extended piece of writing; when drafting begins, some writers prefer to start in the middle of a plan rather than with the introduction to the text.

The Procedure of Outlining Technique

The followings are the steps needed in concluding teaching descriptive paragraph writing by outlining technique:

a. Writing the main idea or topic sentence on the first line
b. Writing the supporting ideas in order under the main idea
c. Writing the smaller details and examples under each supporting idea
d. Writing a concluding idea for the paragraph.

Tittle : The Butterfly

A. Topic Sentence : Butterfly are beautiful insect
B. Supporting Sentences : The butterfly has some characteristics
   1. Detail : It has two pairs, of large wings covered with colorful scales
   2. Detail : It has six legs, three body parts, a pair of attennae, and compound eyes
   3. Detail : The three body parts are the head, thorax (the chest)
C. Concluding Sentence : Butterfly are very good flier

Example of Descriptive Paragraph based on the text of outlining

Butterfly is beautiful insects. It has two pairs, of large wings covered with colorful scales. Butterfly is flying insect with large scaly wings. Like all insects, it has six legs, three body parts, a pair of antennae, and compound eyes. The three body parts are the head, thorax (the chest), and abdomen) the tail end). Butterfly are very good flier.

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F. Source/Media

3. Source : English Text book for Junior High School, the internet, English Dictionary

4. Media : Whiteboard, Marker

G. Teaching Method/Technique

Outlining Technique

H. Teaching Learning Process

Meeting	Activities Pre-Activities		Time Allocations (minutes)
II	**Teacher**	**Students**	
	Orientation Greet the students and check the attendance list **Apperception** Teacher gives motivation and brainstorming	Students give respond to teacher Listening and paying attention to teachers' explanation	**10 Minutes**
	Main Activities		
	1.Teacher introduces and explains about outlining technique. 2.Teacher gives the students an example of the figure of outlining. 3.Teacher gives the students an example of the figure of outlining on some topics and try to relate to what they are going to write 4.The teacher asks the students to make a figure of outlining based on the topic given and try to make a descriptive paragraph based on it. 5.Teacher asks whether any question or not	1.Students pay attention to the teachers explanation. 2.Students pay attention to the teachers explanation. 3.Students identify the paragraph given by the teacher and try to write based on what they have outlined Students do the instructions Students respond to the teacher	**60 Minutes**
	Post Activities		
	Teacher resumes the topic discussed together with the students	Students also resume the topic with the teacher together	**10 minutes**

I. Evaluation

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Make the figure of outlining then develop it into a paragraph based on what you have outlined. And the topic is "The Ant"

Answers:

The diagram and the paragraph may vary based on the students; creativity

J. Scoring

The paragraph will be assessed by Jacob's et.al scoring profile

Criteria	**Maximum Score**
Content	30
Organization	20
Vocabulary	20
Language Use	35
Mechanics	5
Total Score	100

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ENGLISH LESSON PLAN

(Mind Mapping Class)

School : **SMP Negeri 3 Tapung**

Subject : **English/ Writing**

Class/Semester : **VII/2**

Time Allocated : **2 x 40 minutes**

Meeting : **1st – 5st meeting**

A. Standard Competence

Expressing the meaning of written text especially simple essay in form of descriptive paragraph to interact with around environment.

B. Basic Competence

Expressing the meaning and language features in simple short essay by using written language varieties accurately, appropriately, and coherently to interact with around environment in descriptive paragraph.

C. Indicators

a. Taking notes in a lecture and listening for the most important points or keywords

b. Showing links and relationships between the main ideas in your subject

c. Brainstorming all the things you already know about an essay question

d. Planning the early stages of an essay by visualizing all the aspects of the question

e. Organizing your ideas and information by making it accessible on a single page

f. Stimulating creative thinking and creative solutions to problems

g. Reviewing learning in preparation for a test or examination.

D. Objectives

1. Students taking notes in a lecture and listening for the most important points or keywords.
2. Students look links and relationships between the main ideas in their subject

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3. Brainstorming all the things that they already know about an essay
4. Students planning the early stages of an essay by visualizing all the aspects of the question
5. Organizing their ideas and information by making it accessible on a single page
6. Students stimulating creative thinking and creative solutions to problems
7. Students reviewing learning in preparation for a test or examination

F. Teaching Material

- **Paragraph**

A paragraph is made up of three kinds of sentences that develop the writer's main idea, opinion, or feeling about a subject. These sentences are:

(1). The topic sentence may be located anywhere in paragraph, but the most common position is at the first or at the last paragraph.

(2). The supporting sentence which develops the topic sentences is by giving specific details about the topic.

(3). The concluding sentence is a sentence that gives the conclusion of the important point of the paragraph.

- **Descriptive Paragraph**

Descriptive paragraph is a type of written text paragraph in which has the specific function to describe about an object (living or non-living things) and has aim to give readers a clear information.

- **The generic structure**

It is divided into two i.e (a) identification; identifies the phenomenon which is going to be described, and (b) description; describes parts, characteristics, and qualities.

- **Language Features**

e. Dominantly use present tense

f. Focus on specific participant

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g. Use attribute in identifying processes

h. Use adjective, mental verbs, and relational verbs.

Example of Descriptive Paragraph

My Room

My room is very enjoyable for studying. My lovely room has $4m^2$in width, and it is painted white. The light is suitable for studying particularly reading and writing; furthermore, the chair makes me comfortable. My room also has a small bookshelf in which all of my books are put. The bookshelf is placed on the right side of the door, so it is reachable when I am sitting on my chair. In spite of these, it is also good ventilation that makes air in my room always fresh. In summary, I love my room because it makes me comfortable, and motivates me to study.

F. Source/Media

1. Source : English Text book for Junior High School, the internet, English Dictionary
2. Media : Whiteboard, Marker

G. Teaching Method/Technique

Mind Mapping

Explanation

H. Teaching Learning Process

Meeting	**Activities** **Pre-Activities**		**Time Allocations (minutes)**
I	**Teacher**	**Students**	
	Orientation Greet the students and check the attendance list **Apperception** Teacher gives motivation and brainstorming	Students give respond to teacher Listening and paying attention to teachers' explanation	**10 Minutes**
	Main Activities		
	1.Teacher explains about the topic, supporting and	1.Students pay attention to the teachers explanation.	**61 minutes**

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	concluding sentences in a paragraph. 2.Teacher explains about social function, generic structure and language features of descriptive paragraph. 3.Teacher gives the students an example of descriptive paragraph to be identified and discuss it together	2.Students pay attention to the teachers explanation. 3.Students identify the descriptive paragraph and discuss it together	
	1.Teacher gives the students an assignment of descriptive paragraph to be identified 2.Teacher asks the students to write the topic, supporting or including sentences 2.Teacher asks whether any question or not 3.Teacher asks whether any question or not	1.Students identify the paragraph given by the teacher 2.Students write the topic, supporting or concluding sentences 3.Students respond to the teacher	
	Post Activities		
	Teacher resumes the topic discussed together with the students	Students also resume the topic with the teacher together	**10 minutes**

I. Evaluation

1. Identify the language features of this descriptive paragraph !

Borobudur Temple

Borobudur is Hindu – Budhiest temple. It was build in the nineth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consist of eight step like stone terrace. The first five terrace are square and surrounded by walls adorned with Budhist sculpture in bas-relief. The upper three are circular.

Each of them is with a circle of bell shape-stupa. The entire adifice is

crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and star ways.

The design of Borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

Try analyze based on these followings !

a. The adjective
b. The topic
c. The tenses used

2. Write the topic, supporting and concluding sentence from these paragraphs!

a. Write the topic sentence !

…… . Rabbits live in burrows in the ground. Each burrow is the home of a single family. The first fossils which can be attributed to this family came from North America but now they are found in every part of the world. Compared to is small body, rabbit has large sized ears.

b. Write the supporting sentences !

Panda is mammals that usually live in mountains. They are an animal genuine from China. ……..

……

…… . Panda including endangered species because they lost their habitats and the birth rate is very low.

c. Write the concluding sentences!

Komodo dragon is the world's heaviest lizard, weighing 150 pounds or more. The largest Komodo ever measured was more than 10 feet (3meters) long and weighed 366 pounds (166kg) but the average size of Komodo in the wild is about 8 feet (2,5 meters) long and

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200 pounds (91kg). Komodo has gray scaly skin, a pointed snout, powerful limbs and a muscular tail. They use their keen sense of smell to locate decaying animal remains from several miles away. They also hunt other lizards as well as large mammals and are sometimes cannibalistic. …….....

……

…… .

3. **Choose one of the topic and then write a descriptive paragraph :**

   a. The school

   b. The hospital

   c. The mosque

Answers :

1. a. High, Circle, Large, Center

   b. Borobudur Temple

   c. Present Tense

2. The writing based may vary based on the students' creativity

3. The writing based may vary based on the students' creativity

J. Scoring

Criteria	**Maximum Score**
Content	30
Organization	20
Vocabulary	20
Language Use	35
Mechanics	5
Total Score	100

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ENGLISH LESSON PLAN

(Mind Mapping Class)

School : **SMP Negeri 3 Tapung**

Subject : **English/ Writing**

Class/Semester : **VII/2**

Time Allocated : **2 x 40 minutes**

Meeting : **6nd**

A. Standard Competence

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Expressing the meaning and language features in simple short essay by using written language varieties accurately, appropriately, and coherently to interact with around environment in descriptive paragraph.

C. Indicators

a. Taking notes in a lecture and listening for the most important points or keywords

b. Showing links and relationships between the main ideas in your subject

c. Brainstorming all the things you already know about an essay question

d. Planning the early stages of an essay by visualizing all the aspects of the question

e. Organizing your ideas and information by making it accessible on a single page

f. Stimulating creative thinking and creative solutions to problems

g. Reviewing learning in preparation for a test or examination.

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D. Objectives

1. Students taking notes in a lecture and listening for the most important points or keywords.
2. Students look links and relationships between the main ideas in their subject
3. Brainstorming all the things that they already know about an essay
4. Students planning the early stages of an essay by visualizing all the aspects of the question
5. Organizing their ideas and information by making it accessible on a single page
6. Students stimulating creative thinking and creative solutions to problems
7. Students reviewing learning in preparation for a test or examination

B. Teaching Material

- **Descriptive Paragraph**

Descriptive paragraph is a type of written text paragraph in which has the specific function to describe about an object (living or non-living things) and has aim to give readers a clear information.

- **Kinds of descriptive paragraph**

a. Describing animal
b. Describing person
c. Describing an event
d. Describing an object
e. Describing place

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Example of descriptive paragraph

Lake Toba is the most popular lake in Indonesia. It is one of the most popular places to be visited. It is located in North Sumatera, 161 kms from Medan. And it has very beautiful view in the morning and the evening . its water is blue. And it is one of the biggest lakes in the

9. Source/Media

1. Source : English Text book for Junior High School, the internet, English Dictionary
2. Media : Whiteboard, Marker

10. Teaching Method/Technique

Mind Mapping Technique

11. Teaching Learning Process

Meeting	Activities Pre-Activities		Time Allocations (minutes)
II	**Teacher**	**Students**	
	Orientation Greet the students and check the attendance list **Apperception** Teacher gives motivation and brainstorming	Students give respond to teacher Listening and paying attention to teachers' explanation	**10 Minutes**
	Main Activities		
	1.Teacher explains about descriptive paragraph and its kinds 2.Teacher gives the students an example of the descriptive paragraph and discuss it together 3.The teacher gives the students topics and they write based on the topic given. 4.Teacher asks whether any question or not	1.Students pay attention to the teachers explanation. 2.Students pay attention to the teachers explanation. 3.Students write paragraph based on the topic given by the teacher 4.Students respond to the teacher	**60 minutes**
	Post Activities		
	Teacher resumes the topic discussed together with the students	Students also resume the topic with the teacher together	**10 minutes**

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12. Evaluation

Choose one of the topics below! Then, write the descriptive paragraph about it. 20 minutes is allocated for you.

a. Syahrini

b. Maimoon Palaca

c. My cat

Answers :

The answer may vary based on the students write

13. Scoring

The paragraph will be assessed by Jacob's et.al scoring profile

Criteria	Maximum Score
Content	30
Organization	20
Vocabulary	20
Language Use	35
Mechanics	5
Total Score	100

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INSTRUMENT TEST

WRITING TEST

Instructions:

a. Write down your name on your worksheet

b. Write a descriptive paragraph with the topic “My Home, Jokowi, My Plant.”

c. 40 minutes are allocated for you in writing this paragraph

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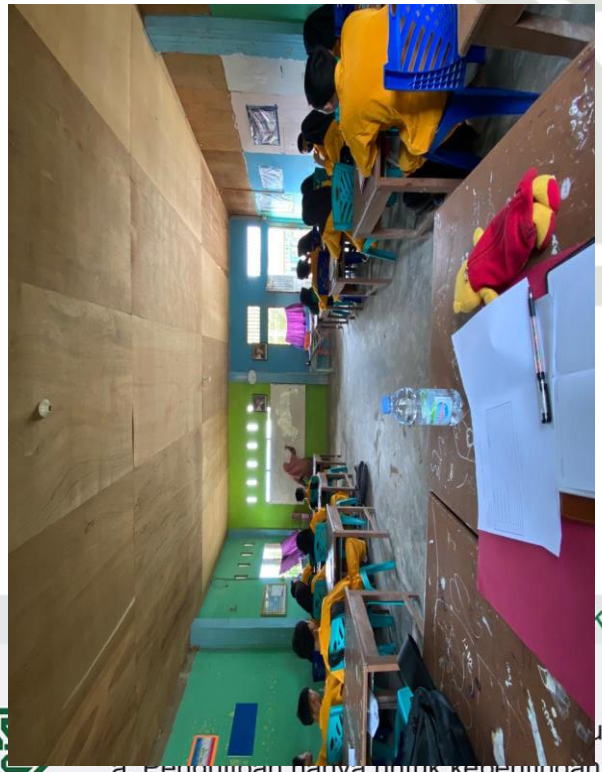

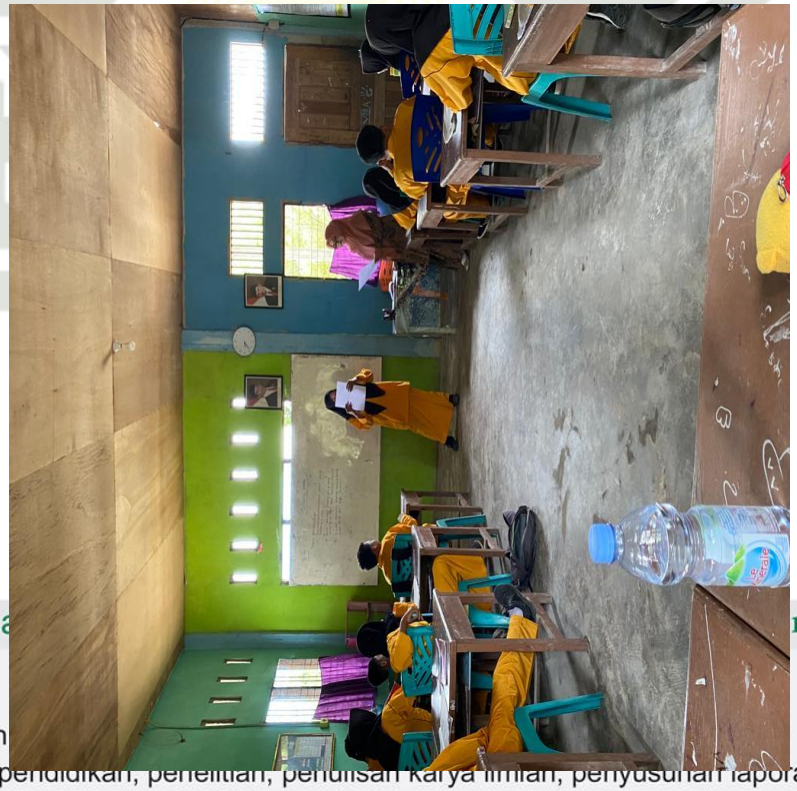

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Nomor : B-112/Un.04/Ps/HM.01/01/2022 Pekanbaru, 14 Januari 2022
Lamp. : 1 berkas
Hal : Izin Melakukan Kegiatan Riset Tesis/Disertasi

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

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

Nama	: DIAN RAHMI ZUL
NIM	: 22090122284
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: III (Tiga) / 2022
Judul Tesis/Disertasi	: THE EFFECT OF APPLYING OUTLINING TECHNIQUE ON STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE PARAGRAPH AND THEIR MOTIVATION AT 7th GRADE SMP N 3 TAPUNG

untuk melakukan penelitian sekaligus pengumpulkan data dan informasi yang diperlukannya dari SMPN 3 TAPUNG

Waktu Penelitian: 3 Bulan (14 Januari 2022 s.d 14 April 2022)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam
a.n Direktur
Wakil Direktur,

Dr. Zaitun, M.Ag
NIP. 19611230 198903 100 2

Tembusan:
Yth. Direktur Pascasarjana UIN Suska Riau

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DINAS PENDIDIKAN KEPEMUDAAN DAN OLAHRAGA
UPT SMP NEGERI 03 TAPUNG
JALAN GARUDA PETAPAHAN JAYA KECAMATAN TAPUNG
NSS : 201140640003 NPSN : 10400252 Kode Pos 28464

Nomor : 421.3/UPT-SMPN.3/063
Lampiran :
Perihal : Surat Keterangan Penelitian

Kepada
Universitas Islam Negeri Sultan Syarif Kasim Riau
Fakultas Pascasarjana
UIN - Riau
di –
Pekanbaru

Bismillahirrohmanirrohim.
Assalamu'alaikum wr.wb

Dengan Hormat,

Yang bertanda tangan di bawah ini, Kepala UPT Sekolah Menengah Pertama (SMP) Negeri 3 Tapung, Kabupaten Kampar, Propinsi Riau :

Nama	: YASRI, S.Pd
NIP	: 19750128 200501 1 010
Jabatan	: Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama	: DIAN RAHMI ZUL
NIM	: 22090122284
Universitas	: UIN Sultan Syarif Kasim Riau
Fakultas/Jurusan	: Pascasarjana / Pendidikan Agama Islam
Jenjang	: S2 (Strata dua)
Judul Penelitian	: THE EFFECT OF APPLYIMG OUTLINING TECHNIQUE AND MIND MAPPING TECHNIQUE ON STUDENTS' ABILITY IN WRITING DESCRIPTIVE PARAGRAPH AT STATE JUNIOR HIGH SCHOOL IN KAMPAR

Sehubungan dengan hal tersebut diatas, kami menerangkan bahwa mahasiswa tersebut telah selesai melakukan Penelitian di UPT SMP Negeri 3 Tapung Desa Petapahan Jaya Kec. Tapung Kabupaten Kampar Propinsi Riau.

Demikian Surat Keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya.

Wassalamu'alaikum wr.wb.

Petapahan Jaya, 31 Maret 2023
Kepala Sekolah,

UPT SMP NEGERI 3 TAPUNG

YASRI, S.Pd
NIP. 19750128 200501 1 010

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No.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Promotor *	Keterangan
1.	28/1/2022	Chapter I–III	MAR	
2.	3/8/2022	Chapter I–II–III (Methodology, sample)	MAR	
3.	15/2/2023.	Chapter I, II, III towards doing research	MAR	
4.	3/7/2023.	→ The number of pages is still better the requirement 80 of 120 paper. → Discussion part, is need to discuss among others.	MAR	
5.	11/7/2023.	Chapter IV/V	MAR	
6.	15/7/2023	Finishing with some interlinkages to be correct later	MAR	Approved to join the final exam

Catatan:
*Coret yang tidak perlu

Pekanbaru, 15 – 7 – 2023

Pembimbing I / Promotor*

Dr. Marzuki, M.Ed. MA

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI*

No.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Co Promotor *	Keterangan
1.	28 Maret 2022	Chapter I – III	[signature]	
2.	13 Agustus 2022	Chapter I – III	[signature]	
3.	15 February 2023.	→ How to write references → Grammar → Doing Research	[signature]	
4.	26 June 2023.	→ Result the research → Bab IV-V	[signature]	
5.	11/7/2023	Chapter IV, V	[signature]	
6.	15/7/2023	Finishing	[signature]	

Catatan:
*Coret yang tidak perlu

Pekanbaru, 15 – 7 – 2023

Pembimbing II / Co Promotor*

Abdul Hadi, MA. PhD

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Nomor : S-0225/Un.04/Ps/PP.00.9/01/2022 Pekanbaru,25 Januari 2022
Lamp. : 1 berkas
Perihal : Penunjukan Pembimbing I dan
Pembimbing II Tesis Kandidat Magister

Kepada Yth.
1. Dr. Marzuki, M. Ed (Pembimbing Utama)
2. Dr. Abdul Hadi. MA. Ph. D (Pembimbing Pendamping)
di
Pekanbaru

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

Nama	:	Dian Rahmizul
NIM	:	22090122284
Program Pendidikan	:	Magister/Strata Dua (S2)
Program Studi	:	Pendidikan Agama Islam
Semester	:	III (Tiga)
Judul Tesis	:	The Effect Of Applying Outlining Technique On Students' Achievement In Writing Descriptive Paragraph And Their Motivation At 7th Grade SMP N3 Tapung

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

1. Penelitian dan penulisan tesis;
2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian etelah Seminar Hasil Penelitian;
4. Perbaikan tesis setelah Ujian Tesis; dan
5. Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

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

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam,
Direktur,

Prof. Dr. H. Ilyas Husti. MA
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PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Dian Rahmi Zul
NIM : 22090122284
PROD : Pendidikan Agama Islam
KONSENTRASI : Bahasa Inggris

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2		Kegiatan Mubadharah Dengan sikap Asertif		
3		Pada siswa SMA Negeri di Kabupaten Kampar		
4				
5		Implementasi program Ekstrakulikuler Keagamaan		
6		dalam Pembinaan akhlak siswa di sekolah	Sofia Kurnia	
7		Menengah Pertama Islam terpadu Muhara		
8		Global Kampar		
9				
10				
11		Nilai-nilai Pendidikan Emosional Quotient	Desrianti	
12		Pada Kisah Nabi Ibrahim dalam Al-Qur'an		
13				
14				
15				

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Kaprodi,

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NIP. 19700422 200312 1 002

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2. Setiap mahasiswa wajib menghadiri minimal 5 kali seminar proposal Tesis
3. Sebagai syarat ujian Proposal dan tesis

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NAMA : Dian Rahmi Zul
NIM : 22090122284
PRODI : Pendidikan Agama Islam
KONSENTRASI : Pendidikan Bahasa Inggris

NO	HARI/TGL	JUDUL PROPOSAL / TESIS / DISERTASI	PESERTA UJIAN	PARAF SEKRETARIS
1	Sabtu/ 14 Juni 2023	Pengaruh Kepemimpinan dan Kecerdasan Emosional Kepala Sekolah Terhadap Kinerja guru di MAS Al Jauhar Duri Kabupaten Bengkalis	Fadus Salam	
2				
3				
4				
5	Sabtu/ 14 Juni 2023	Efektivitas Pembelajaran Akhlak dalam Penanaman Nilai-nilai Karakter bangsa dan moderen	M. Anshari	
6				
7		Beragama Pada Peserta didik di madrasah dalam		
8		Lingkungan Pondok Pesantren Hubbul Wathan		
9		Duri		
10				
11		Pengaruh kompetensi Guru Terhadap Pembentukan	Helmi	
12		akhlak dan Peserta Belajar Siswa di Madrasah	Mahbub	
13		Aliyah Swasta Kecamatan Bathin Solapan	Bitawi	
14		Kabupaten Bengkalis		
15				

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Kaprodi,

Dr. Alwizar, M.Ag
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اختبار كفاءات اللغة العربية لغير الناطقين بها

يشهد العلق بأن:

سيد/ ة : Dian Rahmizul

رقم الهوية : 1274025405940003

تاريخ الاختبار : 23-01-2022

الصلاحية : 23-01-2024

قد حصل/ت على النتيجة فى اختبار الكفاءات فى اللغة العربية لغير الناطقين بها

الاستماع : 48

القواعد : 46

القراءة : 56

المجموع : 500

الترقيم التعريفي

No. 611/GLC/I/2022

Izin No: 420/BID.PAUD.PNF.2/VIII/2017/6309

Under the auspices of:
Global Languages Course
Address:
Date: 24-01-2022

الأمين العام

أدي خير الدين الماجستير

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Name	:	Dian Rahmizul
ID Number	:	1274025405940003
Test Date	:	22-01-2022
Expired Date	:	22-01-2024

achieved the following scores:

Listening Comprehension	:	46
Structure and Written Expression	:	44
Reading Comprehension	:	46
Total	:	453

Kobi Kurniawan, M. A.
Homie English Director

Izin No: 37/06.06/DPMPTSP/IX/2021

Under the auspices of:
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At: Pekanbaru
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Sertifikat

Nomor: B-2739/Un.04/Ps/PP.00.9/04/2023

Komite Penjaminan Mutu Pascasarjana Universitas Islam Negeri Sultan Syarif Kasim Riau Menerangkan Bahwa :

Nama	:	Dian Rahmizul
NIM	:	22090122284
Judul	:	The Effect Of Applying Technique And Mind Mapping Technique On Students' Ability In Writing Descriptive Paragraph At State Juniour High School 3 In Kampar

Telah dilakukan uji Turnitin dan dinyatakan **lulus** cek plagiasi **Tesis** Sebesar **(23%)** di bawah standar maksimal batas toleransi kemiripan dengan karya tulis ilmiah lainnya. Berdasarkan peraturan Pemerintah melalui Dikti Nomor UU 19 Tahun 2002: Permendiknas 17 tahun 2010 bahwa tingkat persentase kesamaan tulisan yang diunggah di dunia maya hanya boleh 20-25% kesamaan dengan karya lainnya.

Pekanbaru, 17 Juli 2023
Pemeriksa Turnitin Pascasarjana

Mengetahui
Direktur Pascasarjana

Prof. Dr. Ilyas Husti, MA
NIP. 196112301989031002

Dr. Perisi Nopel, M.Pd.I
NUPN. 9920113670

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BIBLIOGRAPHY

DATA PRIBADI

Nama Lengkap	Dian Rahmi Zul
Jenis Kelamin	Perempuan
Tempat ,Tanggal Lahir	Tanjungbalai, 14 Mei 1994
Agama	Islam
Status	Menikah
Alamat	Dusun III Suka Jaya RT 017/ RW 006. Desa Petapahan Jaya. Kecamatan Tapung
No.WA / Handphone	082168902588/ 082215318221
E-mail	dianrahmizul@gmail.com

PENDIDIKAN FORMAL

2000 – 2006	SD Negeri 134408 Tanjungbalai		
2006 – 2009	SMP Negeri 1 Tanjungbalai		
2009 – 2012	SMA Negeri 1 Tanjungbalai		
2012 – 2016	Universitas Islam Negeri Sumatera Utara	Prodi : Pendidikan Bahasa Inggris	
		Jurusan : Pendidikan Bahasa Inggris	
		Fakultas : Ilmu Ilmu Tarbiyah dan Keguruan	
2020-2023	Universitas Islam Negeri Sultan Syarif Kasim - Riau	Prodi : Pendidikan Agama Islam	
		Konsentrasi : Pendidikan Bahasa Inggris	
		Fakultas : Pasca Sarjana	

PENDIDIKAN NON FORMAL

• Pusat Pendidikan Komputer Swadaya Kursus	• Administrasi Perkantoran (December 2011)
• The Islamic Skills Training Centre English Department	• Primary One (2003) • Primary Two (2004)
• Alex Essential English Course	• Primary Class (February 2006) • Elementary (August 2006) • Intermediate (August 2007)
• Vijay Learning Center	• Intermediate English Conversation (November 2009)

KEMAMPUAN

Bahasa	• Indonesia Tertulis dan Lisan • English Written and Oral
Komputer	• Ms Office (Word, Ppt, Excel), Internet.

Hormat saya

Dian Rahmi Zul

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