

**THE EFFECT OF USING WORD-MAPPING TECHNIQUE TOWARDS
STUDENTS' ABILITY IN WRITING DESCRIPTIVE PARAGRAPH
AT THE FIRST YEAR STUDENTS OF ISLAMIC SENIOR HIGH
SCHOOL HIDAYATUL MUTA'ALLIM MENGGIRAU
KEPULAUAN MERANTI REGENCY**



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PEKANBARU
1434 H/2013 M**

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A Thesis

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for Bachelor Degree in English Education
(S.Pd.)



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ABSTRAK

Kasiyanti (2012) : "Pengaruh Penggunaan Teknik Word-mapping terhadap Kemampuan Menulis Paragraf Diskriptif pada Siswa Kelas Satu Madrasah Aliyah Hidayatul Muta'allim Mengkirau Kabupaten Kepulauan Meranti".

Penelitian ini dilakukan karena ditemukannya beberapa permasalahan yang dialami siswa dalam pelajaran bahasa Inggris khususnya dalam menulis paragraf diskriptif. Permasalahan tersebut diantaranya, masih banyaknya siswa yang tidak mampu mengungkapkan ide dalam menulis paragraf diskriptif secara benar, siswa masih tidak mampu dalam menggunakan struktur umum dan bahasa tubuh dalam paragraf diskriptif, siswa tidak mampu untuk mendiskripsikan sebuah kehususan seseorang, tempat atau sesuatu yang telah dipelajari tentang paragraf diskriptif, dan siswa banyak melakukan kesalahan dalam menggunakan present tense dan pemilihan kosa kata yang tepat.

Penelitian ini dilakukan dengan tujuan untuk mengetahui apakah ada pengaruh yang signifikan dari penggunaan teknik word-mapping terhadap kemampuan menulis paragraf diskriptif pada siswa kelas satu Madrasah Aliyah Hidayatul Muta'allim Mengkirau Kabupaten Kepulauan Meranti.

Desain penelitian yang dilakukan adalah penelitian Quasi-Experimental (*nonrandomized control group pretest-posttest design*). Dalam pengumpulan data, penulis menggunakan tes. Tes ini digunakan untuk mengumpulkan data tentang kemampuan siswa dalam menulis paragraf diskriptif. Ada dua macam tes: *Pretest* digunakan untuk menentukan kemampuan menulis siswa sebelum mendapatkan perlakuan dan *posttest* digunakan untuk menentukan kemampuan menulis siswa setelah mendapatkan perlakuan. Dalam menganalisis data penulis menggunakan *Pengukuran Nilai Writing* dari sekolah. Nilai yang diperoleh dianalisis menggunakan rumus ANOVA dalam SPSS kemudian dibandingkan dengan T-table dengan mempertimbangkan *degree of freedom (df)*.

Berdasarkan hasil temuan penelitian, nilai t_o lebih besar dari t_{tabel} , sehingga bisa disimpulkan bahwa H_o ditolak dan H_a diterima. Bisa diartikan ada pengaruh yang signifikan dari penggunaan teknik word-mapping terhadap kemampuan menulis paragraf diskriptif pada siswa kelas satu Madrasah Aliyah Hidayatul Muta'allim Mengkirau Kabupaten Kepulauan Meranti.

ABSTRACT

Kasiyanti (2012) : "The Effect of Using Word-Mapping Technique towards Students' Ability in Writing Descriptive Paragraph at the First Year Students of Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency".

This research was conducted because of some problems faced by the students in learning English especially in writing descriptive paragraph. The problems were: Many of the students could not develop their ideas to write descriptive paragraph correctly, the students were not able to use generic structure and language features of descriptive paragraph, the students were not able to describe a particular person, place or thing even they have studied about descriptive paragraph, and the students did many mistakes in using present tense and choosing appropriate vocabulary.

The research was conducted to know whether there is a significant effect of using word-mapping technique towards students' ability in writing descriptive paragraph at the first year students of Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency.

The design used in this research was non random assignment in Quasi-Experimental research. In collecting data, the writer used test, it was used in order to collect the data of ability in writing descriptive paragraph at the first year students of Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency. The test consisted of two tests: Pretest was used to determine student's writing ability before getting the treatment and Posttest was used to determine student's writing ability after getting the treatment. In analyzing the data, the writer used *Writing Assessment* (based on the school). The scores from the tests were analyzed by using ANOVA formula in SPSS. The students' score was compared with T-table considered with *degree of freedom (df)*.

From the research findings, the score of t_o was higher than t_{table} . It can be concluded that H_o is rejected and H_a is accepted. It means that there is a significant effect of using word-mapping technique towards students' ability in writing descriptive paragraph at the first year students of Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency.

الملخص

كسيانتي (٢٠١٢) : الأثار من إستعمال الطريقة المخططة عن قدرة الكتابة فقرة الوصفية بالطلاب فصل الأول مدرسة العالية هداية المتعلم منكيراو مديرية أرخبيل ميرانتى.

هذا البحث تعمل لأن يوجد المشكالات الذى يوقع الطلاب في مادة اللغة الإنجليزية خصوصا في الكتابة فقرة الوصفية. المشكالات منها, كثرة الطلاب لا يقدرون أن يعبر رأيهم في الكتابة فقرة الوصفية بالصحيحة, لا يقدرون الطلاب في إستعمال تركيب العام ولغة الجسم فقرة الوصفية, لا يقدرون الطلاب ليوصف الخصوصية الشخصية المكان او شئ يعلموا عن فقرة الوصفية, وكثرة الطلاب يعملوا الخطاء في إستعمال فعل المضارع وفي إختار المفردات الصحيحة.

هذا البحث تعمل بغرض لمعرفة فرق قدرة الطلاب في الكتابة فقرة الوصفية, لطلاب يعلم بإستعمال الطريقة كلمة المخططة والطلاب يعلم بإستعمال الطريقة المجادلة.

شكل البحث يعمل هو البحث كواس التجريبية. في جمع البيانات, تستعمل الكاتبة الإختبار. هذا الإختبار يستعمل لجمع البيانات عن قدرة الطلاب في الكتابة فقرة الوصفية. ينقسم الإختبار إلى قسمين: فرنس يستعمل ليقرر قدرة الكتابة الطلاب قبيل العمل و بستيس يستعمل ليقرر قدرة الكتابة الطلاب بعد العمل. في التحليل البيانات إستعملت الباحثة القاس النتيجة الكتابة من المدرسة. النتيجة التي توجد يحليل بإستعمل الرموز ANOVA في SPSS ثم قورن ب T-table بالنظر (د).

الحاصل من هذا البحث, النتيجة to أكبر من T-table, حتى يستطيع نلاخص أن Ho مردودو Ha مقبول. المعنى هناك الفرق الكبير عند قدرة الطلاب في الكتابة فقرة الوصفية بين الطلاب يعلم بإستعمال طريقة كلمة المخططة والطلاب يعلم بإستعمال الطريقة المجادلة عند الطلاب فصل الأول مدرسة العالية هداية المتعلم منكيراو مديرية أرخبيل ميرانتى.

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The title of this thesis is the effect of using Word-Mapping technique toward students' ability in writing descriptive paragraph at the first year of Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency.

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Pekanbaru, Juni 17st, 2012

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is the tool of human communication in the world, there is no communication without language connecting among them. English is one of the languages that used as an international language communication. As we know that English has four skills, there are Listening, Speaking, Reading and Writing.

Writing English is one of the activities used by learners of English. Writing English is not an easy job for all of the students. English is not our native language. It is a foreign language. Writing English cannot be produced without ability or skill of writing. As writers, the students must have the basic skills such as mastery of grammar, mastery of vocabularies, part of speech, mechanics, and organization of paragraph. Grammar is very important as in writing descriptive paragraph. The same view, Hughey says that reading, vocabulary, and grammar skills are employed in the act of writing.¹

In addition, writing is crucial in learning English. Without writing, students cannot apply their English ability in the class or in their daily activity. So, learning English cannot be separated from writing. Writing has an important position, especially in literate society. Actually, there are many ways to improve writing. One of them is learning about paragraph especially descriptive paragraph. Descriptive paragraph is one of the kinds of writing. According to Syafi'i, et al, there are several ways of developing a paragraph: by narration, by description and

¹ Jane B. Hughey, *Teaching ESL Composition*, London: Newbury House Publishers, 1983, P. 6.

by exposition, by comparison and contrast, and by cause and effect. Further more, they also said that “descriptive paragraph is the paragraph containing the description of place, a thing, or a person; obviously time order would not be logical”.² It means that in producing a descriptive paragraph, one should build sentences as to where the objects being described are located.

In English teaching learning process at Indonesian schools, especially in level of education, writing skill is as the last skill of language that must be mastered by all students. As the last skill of language, writing is not only a skill that is difficult for students, but also as an activity that challenges to be more serious. The same view, Hughey says that writing is also difficult, often the most difficult of all language skills in both first and second language development.³

Islamic Senior High School Hidayatul Muta'allim is one of the educational institutions in Riau. It is located in Mengkirau, Kepulauan Meranti Regency. Islamic Senior High School Hidayatul Muta'allim is a formal education that provides English subject to all students, especially writing skill. Based on the curriculum, Islamic Senior High School Hidayatul Muta'allim has targets, especially in writing skill, are:

1. The students are able to write kinds of texts to communicate everyday.
2. The students are able to demonstrate the basic skills, such as: using rules of language, writing topic, using register correctly, and using draft.

² Muhammad Syafi'i, et. al, *The Effective Paragraph Development*, Pekanbaru: LBSI, 2007, P. 16.

³ Jane B. Hughey, *Op. Cit.*, P. 38.

3. The students are able to produce texts: narrative text, descriptive texts, exposition text, and factual recount.⁴

Based on the quotation above, writing needs many aspects that must be mastered by the students. Based on the writer's preliminary study at X class of Islamic Senior High School Hidayatul Muta'allim, most of the students still had problems in English subject, especially in writing skill. Their ability in writing was still very far from the expectation of curriculum. This problem can be seen in the following symptoms:

1. Some of the students can not develop their ideas to write descriptive paragraph correctly.
2. Some of the students are not able to use generic structure and language features of descriptive paragraph.
3. Some of the students are not able to describe a particular person, place or thing, even they have studied about descriptive paragraph.
4. Some of the students do many mistakes in using present tense and choosing appropriate vocabulary.

Based on the problems above, surely, most of the students at the school still have problems that must be given solutions, while the problems come from them selves or the problems from the other factors. Dealing with these problems, the writer is interested in carrying out a research entitled: **“The Effect of Using Word-Mapping Technique Towards Students’ Ability in Writing Descriptive**

⁴ Departement Pendidikan Nasional, Jakarta: *Standar Kompetensi*, 2003, P. 37.

Paragraph at The First Year Students of Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency”.

B. Definition of the Terms

In order to avoid misunderstanding and misinterpretation about some terms used in this research, the writer defines them as follows:

1. Effect

Effect is a change that somebody or something causes somebody or something else or result.⁵ The writer concludes that effect can be said as influence that appears by something toward something else. However, in this research, the term of effect refers to the effect of using Word Mapping technique toward students' ability in writing descriptive paragraph at the first year students of Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency.

2. Techniques

Strategy refers to way of doing something, especially one that needs special skills.⁶ It means that, using a way in this research to know the students' ability in writing descriptive paragraph.

3. Word-Mapping

Word-Mapping strategy is useful for helping students develop a general concept of definition.⁷

⁵ Oxford, *Oxford Learner's Pocket Dictionary*, New York: Oxford University Press, 2005, P. 138.

⁶ *Ibid.*, P. 443.

⁷ Canas, J.D et al, *Text Concept Mapping: The Contribution of Mapping Characteristic to Learning from Texts*, Spain: Pamplona, 2004.

4. Ability

Ability is skill or powers. According to Hornby, ability means special nature power to do something well, it is called talent.⁸

In this research, ability refers to special nature or power of students in writing narrative text.

5. Writing

Hughey says that writing is a transcription of the process of composing ideas: it is not the product of thought but it is actualization and dramatization.⁹

6. Descriptive Paragraph

Descriptive paragraph is telling what the subject looks, sounds, feels, tastes, and /or smells like.¹⁰ A descriptive paragraph “describes” ideas and examples focused on a particular subject.

C. Problem

1. Identification of the Problems

Based on the background and phenomena above, it is clear that some of the first year students of Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency still get some problems in their writing ability. To make it clear, the writer identifies the problems of this research as follows:

- a. Why are some of the students unable to develop their ideas in writing descriptive paragraph correctly?

⁸Hornby. Parnwell Siswojo, *Kamus Inggris- Indonesia*, Jakarta: Pustaka Ilmu, 1984, P.1.

⁹Jane B. Hughey, *Op. Cit.*, P. 38.

¹⁰M. Syafi'i, et al, *Op. Cit.*, P.43.

- b. What factors make some of the students unable to use generic structure and language features of descriptive paragraph?
- c. What factors make some of the students unable to describe a particular person, place or thing even they have studied about descriptive paragraph?
- d. Why are some of the students unable to use present tense and choose appropriate vocabulary?
- e. Why do some of students not have good technique in writing?

2. Limitation of the Problems

Based on the identification of the problems stated above, there are some problems involving in this research. As mentioned before, some of the students are unable to develop their ideas in writing descriptive paragraph correctly, some of the students are unable to use generic structure and language features of descriptive paragraph, some of the students are unable to describe a particular person, place or thing even they have studied about descriptive paragraph, and some of the students are unable to use present tense and choose appropriate vocabulary. These problems could be caused from the technique that was used before. It demonstrates that application of the technique that teacher use discussion technique is less effective in students' writing ability.

The writer limit the problem on the teaching technique used by the teacher. The writer would try to use a new teaching technique called word-mapping technique and to find how far word-mapping technique can give significant effect toward students' ability in writing descriptive paragraph at the first year students

of Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency.

3. Formulation of the Problems

Based on the limitation of the problems, thus the problems of these researches are formulated in the following research questions:

- a. How is the students' ability in writing descriptive paragraph taught by using Word-Mapping technique at the first year students of Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency?
- b. How is the students' ability in writing descriptive paragraph taught without using Word-Mapping technique at the first year students of Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency?
- c. Is there any significant effect of using Word-Mapping technique toward students' ability in writing descriptive paragraph at the first year students of Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency?

D. Objective and Significance of the Research

1. The Objective of the Research

- a. To find out the information about the students' ability in writing descriptive paragraph taught by using Word-Mapping technique at the first year students of Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency.

- b. To find out the information about the students' ability in writing descriptive paragraph taught without using Word-Mapping technique at the first year students of Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency.
- c. To find out the information about the effect of using Word-Mapping technique toward students' ability in writing descriptive paragraph at the first year students of Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency.

2. The Significance of the Research

- a. This research is hopefully contributing the writer as a novice researcher in term of learning research.
- b. This research finding is also expected to give the positive contribution (information) related to the process of teaching and learning English especially in term of the effect of using Word-Mapping technique toward students' ability in writing descriptive paragraph at the first year students of Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency.
- c. This research finding is also expected to develop the theories on teaching and learning English as a foreign language and for those who are concerned very much in the world of language teaching and learning in general.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Writing Descriptive Paragraph

a. Definition of Writing

Writing is one of the important skills in learning a language, besides listening, speaking, and reading skills that needs more attention from the students. This skill requires the learners to know, express or to organize the ideas and thoughts on how the grammatical form and syntactic patterns are in order that they recognize the choice of structures and lexical items to give special tone or favorable in writing. Besides that, writing is a process or an application of putting symbols, words, sentence or paragraph and produces the text, so that people can read and understand its content.

According to Nunan, Each candidate will be required to write a short English composition, correct in spelling, punctuation, grammar, and expression in which the subject to be taken from such work of standard authors will be announced from time to time.¹ It means, writing is not a simple work, in writing the writer should consider about use of spelling, punctuation, grammar, and expression.

In writing, the students should master certain skills that will enable them to write in academic level. According to Hughey et, al., in order to develop a good strong piece of writing of a reader's interest, the writer must have something to

¹ David Nunan, *Practical English Language Teaching*, New York: McGraw Hill, 2003, P. 89.

say. The writer not only has something to say, but also has a commitment, a point of view, to the chosen subject.² It means that, the students should be able to build their ideas as meaningfully as possible in order that their writing can be accepted well by academic readers.

Furthermore, Oshima and Ann Hogue say that writing is never a one step action; it is an ongoing creative act. When you first write something, you have already been thinking about what to say and how to say it. Then after you have finished writing, you read over what you have written and make changes and corrections.³ It means a piece of writing always is possible to review and revise more than one time.

b. Purpose of Writing

Writing is the land of expressions. Through writing, students can express their ideas, their feelings, their hopes, and etc. Writing for some writers has different purposes. Students have some reasons to write. The students need to know for what they write in order to make them easier in developing their ideas. If students do not have clear purpose of writing, they will feel bored and can not focus on their writing. By knowing the purpose, students will be easy to decide the technique to achieve good writing. Therefore, students need to identify a purpose of their writing. There are several general purposes for writing: to explain

² Jane B. Hughey, *Op. Cit.*, P. 59.

³ Alice, Oshima, and Ann Hogue, *Introduction To Academic Writing: Third Edition*, USA: Pearson Longman, 2007, P. 15.

or educate, to entertain or amuse, to persuade or convince. Furthermore, Grenville points out the purpose of writing:⁴

1) Writing to Entertain

It does not necessarily make the readers laugh, but at least engage their feelings in some ways. Writing to entertain is also known as creative writing or imaginative writing. The examples of creative writing are novels, stories, poems, song lyrics, etc.

2) Writing to Inform

It tells the reader about something. The examples of writing to inform are newspapers, reports, articles, procedures, etc.

3) Writing to Persuade

It tries to convince the readers about something. This type of writing may include writer's opinion, but as a part of logical case backed up with evidence, rather than just as an expression of feelings.

So, in writing, the writers have their own purposes, they may write to entertain, to inform, or to persuade.

c. Process of Writing

Actually, writing is not an easy job. It needs much time and excercises to study hard and practice to master it totally. Because trying to put the idea on piece of a paper is never easy. When you write, you have to think of several things at the same time. Some of them are; ideas, vocabulary, mechanics, grammar, and so on. Therefore, writing is a process of thinking. Good writing means good

⁴ Kate Grenville, *Writing from Start to Finish: A Six Step Guide [Electronic Book]*, Australia: Giffin Press, 2001, P.1.

thinking. Borrowing the term used by Simon and Schuster in perceiving the writing as a process, they explain that writing process has five steps, these are:

1) Prewriting

The useful strategies of this step are namely; free writing, brainstorming, clustering and mapping. In this step, the writer should be discovering ideas, not limit the ideas and concern the grammar and spelling.

2) Writing a First Draft

It means that the writer begins to shape the concrete thoughts or ideas.

3) Sharing

It is very important for the writer, so that the writer's ideas can be strong and good feedback. This step, the writer may share with his or her friends, classmate, or others.

4) Revising into a Second Draft

In this step, the writer rewrites the essay by focusing on grammar and meaning.

5) Editing into a Final Draft

In this step, the writer may read his/her essay loudly to himself/herself or someone and suggest them to give their opinion about the writer's essay.⁵

⁵ Simon and Schuster, *Essay Writing: Step by Step*, New York: Newsweek, 2003, P. 9.

The stages above are necessary to make good writing. If the writer make a writing in a good order, the reader will not be confused to catch the idea of the writer.

Moreover, according to Nation writing is very important in education. By writing, other skill such as listening, speaking, and reading are involved to be useful in meaning-focused use, language-focused learning, and fluency development. It is also important to make sure that the uses of writing cover the range of uses that learners will perform in their daily lives.⁶

d. Writing Ability

The term of ability is defined as skill or power. Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.⁷ Besides, writing ability means specific ability which helps writers to put their ideas into words in meaningful form and interact with the message.⁸

Being able to write means that our ability is able to produce good writing, so that it can be readable and understandable for the readers or audiences. Being readable and understandable can make the readers not bored to read our writing. They can be more interested in reading it and can catch the points of our writing. In writing, the students should have some skills in order to be able to do the process of writing and get the better product. Talking about to have the skills of

⁶ I. S. P. Nation, *Teaching ESL/EFL: Reading and Writing*, New York: Routledge, 2009, P. 113.

⁷ Admin, *Definition of Writing Ability*, Retrieved: 16th February 2011. <http://teachingenglishonline.net/definition-of-writing-ability/>

⁸ SIL International, *What are Writing Skills?*. Retrieved: 16th February 2011. www.sil.org/lingualinks/literacy/.../whatarewritingskills.htm.

writing is not easy, but if the students do more practices and study hard, they must be able to have the skills.

e. Teaching Writing

Teaching writing is one of the important things in process of teaching and learning English. Because, writing is a part of skills that must be mastered by students in learning English besides, speaking, reading, and listening.

Teaching is a complex and controversial profession. Brown states that teaching consists of those activities (techniques and exercises) related to delivery of information.⁹ It means that teaching is a process to transfer information or knowledge from teacher to the students by using various techniques and exercises.

Teaching writing as teaching the other skills such as speaking, listening, and reading is needed very much. According to Patel and Praveen M. Jain, writing is a skill which must be taught and practiced. Writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern.¹⁰

Furthermore, writing is an efficient tool to facilitate and to reinforce other language skills. Reading, vocabulary, and grammar skills are employed in the act of writing.¹¹

Based on the explanation above, it is clear enough that teaching writing is necessary. Through teaching writing, the other skills such as reading, vocabulary, and grammar will be activated. In writing, the mastery of vocabulary and

⁹ Brown James Dean, *The Elements of Language Curriculum*, Boston: Heinle and Heinle Publisher, 1995. P. 179.

¹⁰ Patel, and Jain, Praveen, *English Language Teaching (Methods, Tools, and Techniques)*. Jaipur: Sunrise Publisher and Distributor, 2008. P. 126.

¹¹Jane B. Hughey, *Op. Cit.*, P. 6.

grammar has main role. Having good grammar and vocabulary will lead the writer to have good writing. So, by teaching writing, the other skills will be learned indirectly.

The standard competence of English language for first grade of senior high school has stated that students are able to communicate oral and written language in text of *recount, narrative, procedure, descriptive* and *news item*. It means that the teacher should teach the students to write some kinds of texts: *recount, narrative, procedure, descriptive* and *news item*. But in this research, the researcher only will focus on writing descriptive paragraph.

Teaching writing in the classroom means that the teacher gives the explanation to the students how to write in good order and get them to write. Teacher should ask the students to write a paragraph. Then, the teacher should assess students' writing to measure how well students' achievement in writing is.

f. Writing Descriptive Paragraph

There are many ways to improve writing one of them is learning about paragraph especially descriptive paragraph. Descriptive paragraph is one of the kinds of writing. Syafi'i et al stated there are several ways of developing a paragraph: by narration, by description and by exposition, by comparison and contrast, and by cause and effect.¹² It means that, many ways in writing and in this research focus on descriptive paragraph.

One of the ways to develop a paragraph is by description. Syafi'i et al said that "descriptive paragraph is the paragraph containing the description of place, a

¹² M. Syafi'i, et.al, *Op. Cit.*, P. 16.

thing, or a person obviously time order that would not be logical".¹³ It means that in producing a descriptive paragraph, one should build sentences as to where the objects being described are located.

Objective of the curriculum is the students' are able to write the kinds of paragraph, included descriptive paragraph. Writing and understanding grammar is one of the steps in writing process, the curriculum wants the students master writing in the kinds of paragraph, included descriptive paragraph. Descriptive is one of the types of paragraph that should be understood by all of the students.

In English teaching learning process at Indonesian schools, especially in level of education, writing skill is the last skill of language that must be mastered by all students. As the last skill of language, writing is not only a skill that is difficult for students, but also as an activity that challenges to be more serious. The same view, Hughey says that writing is also difficult, often the most difficult of all language skills in second language development.¹⁴

The purpose of descriptive writing is to make our readers see, feel, and hear what we have seen, felt, and heard. Whether were describing a person, a place, or a thing, our aim is to reveal a subject through vivid and carefully selected details.

Description paragraph is one of the four types of paragraphs. It serves providing a comprehensive background to any essential elements of one's subject of writing. It helps to define, exemplify, and situate thoughts, objects, or ideas in

¹³ *Ibid*, P.17.

¹⁴ Jane B. Hughey, *Op. Cit.*, P. 38.

proper contexts and, even more importantly, attribute their crucial functions to the context in which they appear.

Description paragraphs should concentrate on action (verbs), rather than sensations (adverbs and adjectives). Writers should assume the role of readers whose idea of the described events is, in entirety, constructed by the paragraph content. Description paragraphs should be detailed, clear, and render the represented reality chronologically rather than providing advice, descriptive paragraphs that ought to focus on essential information that is presented in a step-by-step manner.

Simon and Schuster state descriptive essays fall into two broad categories: objective and subjective. Objective essays describe the topic in a literal, impartial way. As much as is possible, the writer's feelings are not revealed. These types of essays tend to include words that don't convey a high degree of emotion. Subjective essays, on the other hand, communicate the writer's opinion; their intention is to evoke from the reader an emotional response, among other things. These type of essays use words charged with some emotional tone and clear cut attitude.¹⁵

The elements of a description paragraph are:

- 1) Information – descriptive paragraphs describe ideas and things, as well as informing about their functions.
- 2) Context – in descriptive paragraphs, information is always contextualized. Moreover, the context given piece of information is presented, also subject to description and evaluation.
- 3) Descriptive language – descriptive paragraphs use considerable amounts of vocabulary that describes action (verbs), as well.¹⁶

¹⁵ Simon and Schuster. *Op. Cit.*, P. 121.

¹⁶ <http://www.k12.nf.ca/fatima/semmap.htm>. 19-01-10.

Example of descriptive paragraph:

I am forty years old, rather tall and I have blue eyes and short black hair. I wear casual clothes as I teach students in a relaxed atmosphere. I enjoy my job because I get to meet and help so many different people from all over the world. During my spare time, I like playing tennis which I play at least three times a week. I also love listening to classical music and I must admit that I spend a lot of money on buying new CD! I live in a pretty seaside town on the Italian coast. I enjoy eating great Italian food and laughing with the likable people who live here.

2. The Students' Ability in Writing Descriptive Paragraph

Writing is the one of the four language skills that is very important to learn. Writing as a process to get product is influenced by some elements such as vocabularies, grammar, organization, spelling, and punctuation. In the second year of senior high school, the basic competency that should be achieved in the writing English subject is the students have ability to develop and procedure functional simple narrative paragraph, news items, procedure, and descriptive paragraph. They can use right diction, grammar, punctuation, spelling and organization. Descriptive paragraph is difficult enough to be learned by the students. Descriptive paragraph is a paragraph of text that functions to describe particular person, place, or thing.

In writing descriptive paragraph, the writer should know about the concepts of writing descriptive paragraph. The concept of writing descriptive paragraph includes generic structure and language features of the paragraph. Generic structures of descriptive paragraph are as follows:

- a. Identification : identifies an object to be described.
- b. Description : describes parts, qualities, and characteristics of the object.

There are four language features of descriptive paragraph as follows:

- a. The use of adjectives and compound adjectives.
- b. The use of linking verbs.
- c. The uses of attribute has and have.
- d. The use of simple present tense.¹⁷

By knowing the both of the concepts in writing descriptive paragraph, students as writer can adapt the concept in to their writing. It helps them in arranging their descriptive paragraph well. The more students know about descriptive paragraph, the concepts, the more they will have good ability in writing descriptive paragraph.

3. The Factors of Students' Ability in Writing Descriptive Paragraph

Many students have difficulties in learning English. They feel that English is a difficult subject. Moreover, this leads them to have low motivation to learn English because they underestimate them selves before trying to learn English, especially in writing descriptive paragraph. Actually, according to Abdussalim there are three factors that influence the English learning success that are IQ, learning environment, and motivation.¹⁸

¹⁷ Th. M. Sudarwati and Eudia Grace, *Look Ahead for Senior High School Students Year X*, Jakarta: Erlangga, 2009, P. 135.

¹⁸ <http://classge.wordpress.com/factors-that-influence-the-success-of-english-learning-> Retrieved: 27th Agustust 2008.

a. IQ

The first thing that influences English learning is IQ. Obviously, IQ is an important factor that influences the success of English learning. The people who have low IQ have higher difficulties than people who have high IQ in English learning.

b. Learning Environment

Second, learning environment also has an important role in success of English learning. Actually, learning English should have many practices. You can practice with your friends to improve your English skills. Therefore, environment is an influenced factor in achieving success in English learning. Without having environment which supports to learn English, the goal of English learning is very difficult to be achieved.

c. Motivation

The last thing that is not less important to get success in English learning is motivation. In my opinion, it is the most influence factor of three factors. Without having motivation, you can achieve English learning goal although you have high IQ and supported environment. Brown states, "motivation is an influential factor in English learning."

In conclusion, I believed that the success of learning is influenced by IQ, learning environment, and motivation. In fact, the factor that is most dominant is motivation. Motivation is the most important factor of tree factors above because

without having motivation, a learner does not have a will to learn something. As brown stated, “Motivation is a key to learn.”¹⁹

4. The Nature of Word-Mapping Technique

Talking about mapping, Richard says that, the students prepares a graphic representation of key words to be used in composition, that serves to gather ideas, viewpoints, or ideas related to a writing topic and is said to help the writer produces ideas.²⁰

Word-mapping is more visual form of brainstorming. When students create word maps, they begin with an idea at the top or center of blank piece of paper. They then think of related ideas or words and draw relationship with a series of boxes, circles, and arrows.²¹

It is also important to note that writers are not permanently linked to their original outlines. During the research and/or writing processes, authors usually find that their initial “Plan of Action” needs to be revised and, in some cases, completely rethought. You can see your writing as a work in progress, in some cases, must be modified to match the evolution of your work. All writers go through this very normal process. This is good writing in action!

Common Prewriting Techniques

- a. Word-Mapping – use circles, etc. to show relation between ideas
- b. List – list any and all ideas/items about your topic
- c. Scratch Outline – briefly highlight the main points of your paper

¹⁹ H. Douglas, Brown, *Principles of Language Learning and Teaching*, California: A Pearson Education Company, 2000, P. 160.

²⁰ Jack C. Richards, *Language Teaching and Applied Linguistics*, England: Pearson Education, 1992, P. 42.

²¹ David Nunan, *Op.Cit.*, P. 97.

- d. Question and Answer – ask as many questions as you can think of
- e. Free-write – be the creator, not the editor of your work.²²

Word-Mapping uses circles, etc, to show relation between ideas. Allow the spatial relationships on the page to provide you with a visual representation of the ways in which your topics and subtopics can be connected with one another.

So, word-mapping is a diagram or circles used in guided writing to help writers organize their ideas. Related words are written to show their relationship to a central topic or concept. Word-mapping provides a visual image of a person's ideas, and serves as the basis of a text that a writer creates and can be used for any level of writing.

Actually Word-Mapping is an effective technique, by which students enhance their understanding of key words by graphically mapping them. Word-mapping is part of semantic mapping. In semantic-mapping, there are word-mapping, concept-mapping, and story-mapping.

Semantic-Mapping: It is a visual strategy which shows the major ideas of a certain topic and how they are related in teaching reading to display the interrelationships among ideas, words and the components of the story.

Concept-Mapping: It is a way to organize information about a problem or subject. It consists of nodes and labeled lines. Nodes are usually depicted with circles drawn around the term or concept and the lines between nodes show which concepts are related.

²² Nancy Armstrong, *Brainstorming Strategies*, Spring: CLASS and ECLP, 2006, P. 1.

Story-Mapping: is a visual representation of the logical sequence of events in a narrative text. The elements of characters, setting, major events, problem, theme, etc.

5. Using Word-Mapping Technique in Teaching Writing Descriptive Paragraph

In applying a technique, of course there is a procedure that must be followed. Procedure is very useful in order to make the process of doing the technique run well. Longman Dictionary of language teaching and applied linguistic says that procedure is a model of skill learning involving a progression from a controlled stage.²³ Related to that meaning, in this paper, the writer would like to force that procedure in this case is the steps that must be done by the students in following word-mapping technique process.

Brian Cullen says about procedure of word-mapping, Write a word or phrase in the center of a page. All the other words or phrases should link this in a logical manner. Word-mapping can be useful for establishing groups of similar things, for example animals or food. Word mapping can be useful for developing topics or functions.²⁴

According to Luis Alberto Lazaro, there are some steps that must be done in word-mapping process, they are:

- a. The teacher writes a topic on the board
- b. The teacher asks students to help him organize related words

²³ Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistic*, London: Longman, 2002, P. 421.

²⁴ Brian Cullen, Brainstorming Before Speaking Tasks, *The Internet TESL Journal*, Vol. IV, No. 7, July 1998, P. 7.

- c. The teacher asks students to concepts in clusters around the central topic.²⁵

Three steps in word-mapping technique will help students as writer to arrange their idea in writing paragraph. By using the steps, they will be guided to write what should be written based on the word-mapping steps. In order to finish their writing, the students have to use the steps orderly. So, they will be easy to explore their ideas well. Finally, they can make a good writing which is suitable with their needs.

6. Using Word-Mapping Technique Towards Students' Ability in Writing Descriptive Paragraph

Word-mapping is more visual form of brainstorming. When students create word maps, they begin with an idea at the top or center of blank piece of paper. They then think of related ideas or words and draw relationship with a series of boxes, circles, and arrows.²⁶

There are some procedures in conducting word-mapping technique in the classroom, especially in teaching and learning writing. The procedures of using word-mapping technique are explained as follows:²⁷

- a. The teacher writes a topic on the board

Writing down the general topic is a first steps that is important in writing descriptive paragraph by using word-mapping technique, If the students can decide their general topic in their writing, they will be easy

²⁵ Luis Alberto Lazaro, *Teaching and Assessing Writing Skills*, Universidad de Alcalá, 1984, P. 101.

²⁶ David Nunan, *Op. Cit.*, P. 97.

in developing their ideas through writing. The students will focus on what they will write their appropriately general topic in their writing.

- b. The teacher asks students to help him organize related words

The students can decide their general topic in their writing; they will be easy in developing their ideas through writing. The students will be focus on what they will write their appropriately general topic in their writing.

- c. The teacher asks students about the concepts in clusters around the central topic. Then students make a list of every idea that comes into their mind about the topic. Try to stay on the general topic; however, if they write down information that is completely off the topic, don't worry about it because they can cross it out later.

B. Relevant Research

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself.²⁸ There are many relevant researches which have relevancy to the research especially in writing area. The research are various, it happens because writing is a part of subject in studying English. In this project paper, the writer only choose several relevant researches related to writer's research.

1. Nancy Sears Steinen researched about A Study of the Use of Word-mapping in Ninth-Grade Remedial English Classes. The result there was a statistically significant difference on the posttest scores of the two

²⁸ Syafi'i, *From Paragraphs to a Research Report: A Writing of English for Academic Purposes*, Pekanbaru: LBSI, 2001, P. 122.

groups on two measures of spelling. No significant differences were found in the posttest measures of reading comprehension or reading decoding. The study provides support for using wordmapping to help older students improve their spelling skills.²⁹

2. The research was conducted by Erlik widiyani setyati about The Effectiveness of Clustering Technique to Teach Writing Skill Viewed from Students' Linguistic intelligence (An Experimental Research on Descriptive Writing for The Second Semester of English Department of IKIP PGRI Madiun, she found that the use of clustering technique could affect the students' writing competence optimally. Furthermore, the use of clustering technique in teaching writing gave the students good way how to explore their writing ability well.³⁰
3. The other research talked about The Comparison of Writing Descriptive Paragraph Ability between the Students Taught by Using Flash Cards and The Students Taught without Using Flash Cards at the Second Year of SMAN. 01. Bantan- Bengkalis, which was written by Irawati Ningsih. In her research, she found the significant difference of writing descriptive paragraph ability between the students taught by using flash

²⁹ Nancy Sears Steinen, "A Study of the Use of Wordmapping in Ninth-Grade Remedial English Classes", Auburn: Unpublish Thesis, 2007, P. 6.

³⁰ Erlik Widiyani Setyati, "The Effectiveness of Clustering Technique to Teach Writing Skill Viewed from Students' Linguistic Intelligence Writing for the Second Semester of English Department of IKIP PGRI Madiun", Surakarta: Unpublish Thesis, 2010.

cards and the students taught without using flash cards at the second year of SMAN 01 Bantan- Bengkalis.³¹

Based on the previous researches that the researchers had written, it is clear that the problem that will be researched by researcher later is not discussed yet. This research focuses on the effect of using Word-Mapping technique towards students' ability in writing descriptive paragraph at the first year students of Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency.

C. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. In this operational concept, the researcher would like to explain briefly about variable of the research itself. There are two variables in this research. X variable is Word-mapping technique and Y variable is students' ability in writing descriptive paragraph. Word-Mapping technique is an independent variable and students' ability in writing descriptive paragraph is a dependent variable. To measure each variable, the writer identifies them in some indicators as follows:

1. Word-Mapping Technique (X Variable)
 - a. Experimental Class
 - 1) The teacher prepares the interesting topics taken from their text book.
 - 2) The teacher introduces about word-mapping technique.

³¹ Irawati Ningsih, "The Comparison of Writing Descriptive Paragraph Ability between the Students Taught by Using Flash Cards and the Students Taught without Using Flash Cards", Pekanbaru: Unpublish Thesis, 2009, P. 32.

- 3) The teacher explains about word-mapping technique and the ways to apply it.
 - 4) The teacher gives example steps to apply word-mapping technique towards composition.
 - 5) The teacher asks the students to make writing descriptive paragraph by using word-mapping technique.
 - 6) The teacher asks the students to do an exercise of writing descriptive paragraph by applying word-mapping technique.
- b. Control Class

Control class is one of the classes in experimental research. It is used to look at the different results from the experimental class in applying a technique. This class will be served by discussion technique, it is of course different from experimental class. The materials that will be given to the students are similar to the experimental class. The result obtained in both experimental class and control class will be a consideration for writer to look at the successful or unsuccessful technique applied to the students.

2. Students' Ability in Writing Descriptive Paragraph (Y Variable)

- a. The students are able to use generic structure of descriptive paragraph.
- b. The students are able to identify an object to be described.
- c. The students are able to describes parts, qualities, and characteristics of the object.

- d. The students are able to use language feature of descriptive paragraph correctly.
- e. The students are able to use adjectives and compound adjectives in descriptive paragraph.
- f. The students are able to use linking verbs in descriptive paragraph.
- g. The students are able to use attribute in descriptive paragraph.
- h. The students are able to apply the simple present tense in descriptive paragraph.

D. Assumption and Hypothesis

1. Assumption

In this research, the writer assumes that students' ability in writing is various and by using word-mapping technique can influence students' ability in writing descriptive paragraph.

2. Hypothesis

It is necessary for the writer to formulate the hypothesis of the study as follows:

a. Alternative Hypothesis (Ha)

There is significant effect of using Word-Mapping technique towards students' ability in writing descriptive paragraph at the first year students of Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency.

b. Null Hypothesis (Ho)

There is no significant effect of using Word-Mapping technique towards students' ability in writing descriptive paragraph at the first year students of Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The kind of this research is experimental research, precisely quasi experimental research. Experimental research is a research in which the investigator determines whether an activity or material makes a different in result for participant.¹ Quasi experiment is a research that consists of control and experimental group and uses intact group not random.² Quasi experiment is frequently used because educators often use intact group. There are two kinds of quasi experiment: pre- and posttest design and posttest only design.³ In this research, the writer used pre- and posttest design. The writer assigned intact group of the experiment and control groups only, and then the writer administered a posttest to assess the difference between the two groups.⁴

In this research, the writer obtained the effect of using Word-Mapping technique towards students' ability in writing descriptive paragraph at the first year students of Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency. The variables of this research were the effect of using Word-Mapping technique as X variable and students' ability in writing descriptive paragraph as Y variable. The following diagram pictures is the design of this research:

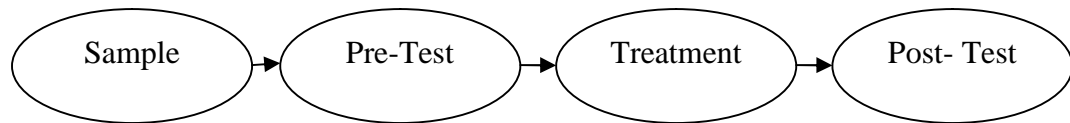
¹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, USA: University of Nebraska, 2008. P. 60.

² Tim Puslitjaknov, *Metode Penelitian Pengembangan*, Jakarta: Departement Pendidikan Nasional, 2008, P.3.

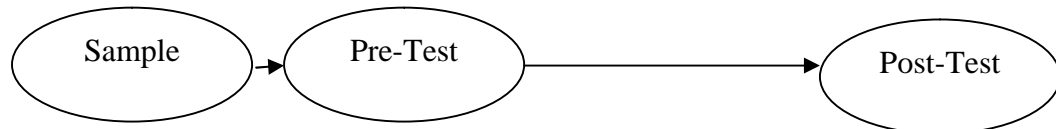
³ John W. Creswell, *Op. Cit.*, P. 314.

⁴ *Ibid*, P. 313-314.

1. Experimental Class



2. Control Class



According to Creswell, the type of this research can be designed as follows:⁵

Table III. 1
The Research Design

Group	Pre-Test	Treatment	Post-Test
E	Test 1	X	Test 2
C	Test 1		Test 2

E : Experimental Group

C : Control Group

T1: Pre-Test to experimental and control group

X : Receive the treatment using word-mapping technique

T2: Post-Test to experimental and control group

⁵ *Ibid*, P. 314.

B. The Time and Location of the Research

This research was done from 20 April to 21 May 2012. The location of this research was on Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency.

C. The Object and Subject of the Research

The object of this research was the effect of using word-mapping technique toward students' ability in writing descriptive paragraph. The subject of this research was the first year students of Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency.

D. The Population and Sample of the Research

The population of this research was the first year students of Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency. There were two classes of all the first year students. The researcher took all of the students. Because the number of population was relatively small, the writer took the total number class; it means, all of them were as sample. As Suharsimi points out that "if the population is less than 100 respondents, we can take all sample".⁶

E. The Techniques of Data Collection

In collecting data for this research, the writer used test to collect the data. This test was used to find out the students' ability in writing descriptive paragraph. The data of this research were the score of the students' writing ability obtained by using composition test. The test was done twice, before and after

⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, 2006, P. 134.

treatment intended to obtain students' ability in writing descriptive paragraph at first year students of Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency. The students' ability in writing descriptive paragraph was measured by using writing assessment used by the English teacher of Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency.

1. Procedures of Data Collection for Experimental Class

- a. Pre-test: Pre test was given to the students before the students were taught by using word-mapping technique. It was used to measure the students' ability in writing descriptive paragraph before they were taught by using word-mapping technique.
- b. Treatment: In treatment, the students were taught by using word-mapping technique. Teachers explained to the students about descriptive paragraph, and taught them how to write descriptive paragraph by using word-mapping technique. Then, the students were asked by the teacher to do an exercise of descriptive paragraph by applying word-mapping technique. There is eight meeting in this treatment.

Table III. 3**Topics in Teaching**

METTING	TOPICS IN TEACHING	SOURCES
1	Prambanan Temple	1. Mulyono and M.J. Ari Widayanti. 2010. <i>English Alive for Senior High School Students Year X</i> . Jakarta: Yudhistira. 2. www.wikipedia.org
2	The Borobudur Temple	
3	Karmila	
4	My Dormitory	
5	Moon	
6	Cleopatra	
7	Cat	
8	Easter Island	

c. Post-test: Post test was given to the students after they were taught by using word-mapping technique. It was used to know whether the students could easily write descriptive paragraph by using word-mapping technique or not. The result was compared with pre test to get the effect of the technique and to know students' ability in writing descriptive paragraph after being taught by using word-mapping technique.

2. Procedures of Data Collection for Control Class

- a. Pre-test: Pre test was given by the teacher before the students were taught by using discussion technique. It was used to know students' ability before being taught by using discussion technique.
- b. Teaching by discussion technique: In discussion technique, the teacher taught them by using explanation first. The students were given explanation about descriptive paragraph by the teacher, and then the

students had questions, they asked about descriptive paragraph. The last, the teacher asked them to write descriptive paragraph. There is eight meeting in this teaching.

- c. Post-Test: Post test was given to the students after they were taught using discussion technique. It was used to know whether the students were able to write descriptive paragraph well by using discussion technique or not.

So, based on the explanation above, the technique that was used to find out students' ability in writing is concluded as follows:

- a. Pre-test was given to the students before giving the treatment of the strategy to both of classes, experimental class and control class. This test was used to measure the basic students in writing descriptive paragraph.
- b. Post-test was given to the students after giving the treatment of the strategy to the experimental class and to the control class was not given treatment. This test was used to know the effect of strategy given to the students whether it made difference or not in students' ability in writing descriptive paragraph.

Table III. 3
Writing Assessment

NO	ASPECT ASSESSED	SCORE			
		1	2	3	4
1	Content				
2	Organization a. Identification b. Description				
3	Vocabulary				
4	Language features a. Adjective and compound adjectives b. Linking verbs c. Attributes has and have d. Simple present tense				
5	Spelling and Punctuation				
TOTAL					
MAXIMUM SCORE		20			

Explanation of score

1 : Incompetent

2 : Competent enough

3 : Competent

4 : Very competent

Final Score : Total score

_____ x 80
Maximum score

Five aspects above were used to assess the students' ability in writing descriptive paragraph. The result was then analyzed to get the gain, from the gain, researcher could conclude whether word-mapping technique was an effective technique to improve students' ability in writing descriptive paragraph or not.

F. The Technique of Data Analysis

In analyzing the data, the writer used score posttest of experimental and control classes. In order to find out whether there was a significant effect of using word-mapping technique toward students' ability in writing descriptive paragraph, the data were statistically analyzed by using ANOVA formula by using SPSS 16.0. ANOVA (Analysis of variances) used to did analyzed multivariable comparison.⁷

The Hypothesis are:

H_a is accepted if $F_{\text{calculated}} > f_{\text{table}}$ or there is a significant effect of using word-mapping technique towards students' ability in writing descriptive paragraph at the first year students of Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency.

H_0 is accepted if $F_{\text{calculated}} < f_{\text{table}}$ or there is no significant effect of using word-mapping technique towards students' ability in writing descriptive paragraph at the first year students of Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency.⁸

⁷ Hartono, *Statistik untuk Penelitian*, Yogyakarta: Pustaka Pelajar, 2008, P.235.

⁸ _____, *SPSS 16.0, Analisis Data dan Penelitian*, Yogyakarta: Pustaka Pelajar, 2008, P.172.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Description of Research Procedure

The purposes of the research were to find the students' ability in writing descriptive paragraph taught by using word-mapping technique and students' ability in writing descriptive paragraph taught by using discussion technique, and to know the significant effect of using word-mapping technique towards students' ability in writing descriptive paragraph. The data were obtained from students' posttest scores of experimental and control class. Before treatment (only experimental class), the writer gave pre test to X A and X B. The writing test was about writing descriptive paragraph evaluated by concerning five components: content, organization, vocabulary, language features and spelling and punctuation of writing. Each component had its score. Then, the writer gave treatments to experimental class for eight meetings.

After giving treatments to experimental class, the writer used the same format of writing test for the posttest of experimental class. While for control class, which was taught without using treatments, the writer used the same format of writing test for their posttest too.

The total of pre-test and post-test in both classes was significantly different. The total score of pre test of experimental class was 1040, while the highest score was 60 and the lowest was 44. The total score of post test of experimental class was 1352, while the highest was 72 and the lowest was 56. The total score of pre test of control class was 1018, while the highest score was 60

and the lowest was 40. Then, the total score of post test of control class was 1228, while the highest score was 68 and the lowest was 52.

B. Data Presentation

The data of the research were the score of the students' pretest and posttest in both experiment and control classes. There were two data of students' writing ability served by the writer. They were: the data of students' ability in writing descriptive paragraph taught by using word-mapping technique and the data of the students' ability in writing descriptive paragraph taught by using discussion technique, and they are as follows:

1. The Data Presentation of Students' Ability in Writing Descriptive Paragraph

a. Students' Ability in Writing Descriptive Paragraph Taught by Using Word-Mapping Technique

The table below shows the result of pretest and posttest score of experimental class obtained after administering pretest and posttest. Pretest was administered before giving treatment. Posttest was conducted after giving treatment or using word-mapping technique in writing descriptive paragraph. Here, the writer used measurement two times by using posttest instrument for experimental class. Then, the writer used students' individual average score from two posttest scores to be analyzed statistically.

Table IV. 1
The Score of the Students' Ability in Writing Descriptive Paragraph
Taught by Using Word-Mapping Technique

Students	Experimental Class			
	Pretest	Posttest Score		
		Posttest 1	Posttest 2	Average
1	52	64	64	64
2	48	72	72	72
3	60	72	72	72
4	56	68	68	68
5	60	68	68	68
6	56	68	64	66
7	52	68	68	68
8	48	64	64	64
9	44	64	68	66
10	52	68	64	66
11	52	72	72	72
12	48	64	68	66
13	44	68	68	68
14	52	56	56	56
15	56	68	64	66
16	48	72	72	72
17	60	72	68	70
18	56	64	60	62
19	52	68	64	66
20	44	72	72	72
21	52	64	68	66
22	48	60	64	62
23	44	72	72	72
24	44	64	60	62
25	52	68	64	66
Total	1280	1680	1664	1672

From the table IV. 1, the writer found that the total score of pretest in experimental class was 1280 while the highest was 60 and the lowest was 44, the total score of posttest 1 in experimental class was 1680, and the total score of posttest 2 in experimental class was 1664, while the highest was 72 and the lowest was 56. It means that the students have significant increasing of their ability in

writing descriptive paragraph, it was proved by the total score and the score of frequency from pretest and posttest which was significantly different, and it can be seen below:

Table IV. 2
The Distribution of Frequency of Students' Pretest and Posttest Score
in Experimental Class

Score of Pretest	Frequency	Percentage (%)	Score of Posttest	Frequency	Percentage (%)
40	0	0 %	40	0	0 %
44	5	20 %	44	0	0 %
48	5	20 %	48	0	0 %
52	8	32 %	52	0	0 %
56	4	16 %	56	1	4 %
60	3	12 %	60	1	4 %
64	0	0 %	64	7	28 %
68	0	0 %	68	9	36 %
72	0	0 %	72	7	28 %
76	0	0 %	76	0	0 %
80	0	0 %	80	0	0 %
Total	N=25	100 %		N=25	100 %

Based on the table above, it can be seen that in pretest, there were 5 students who got score 44 (20%), 5 students got score 48 (20%), 8 students got score 52 (32%), 4 students got score 56 (16%), and 3 students got score 60 (12%). The highest frequency was 8 at the score of 52. The total frequency was 25. While in posttest there 1 student got score 56 (4%), 1 student got score 60 (4%), 7 students got score 64 (28%), 9 students got score 68 (36%), 7 students got score 72 (28%). The highest frequency was 9 at the score of 68. The total frequency was 25.

b. Students' Ability in Writing Descriptive Paragraph Taught by Using Discussion Technique

The data of students' ability in writing descriptive paragraph taught by using discussion technique were also taken from pretest and posttest of X B as control class taken from the sample of this class (25 students). The data can be seen from the table below:

Table IV. 3
The Score of the Students' Ability in Writing Descriptive Paragraph Taught by Using Discussion Technique

Students	Control Class			
	Pretest	Posttest Score		
		Posttest 1	Posttest 2	Average
1	52	60	56	58
2	52	64	68	66
3	48	64	60	62
4	52	56	60	58
5	60	60	64	62
6	60	64	60	62
7	44	60	60	60
8	44	60	56	58
9	60	60	64	62
10	48	68	52	60
11	40	64	60	62
12	48	60	64	62
13	52	64	60	62
14	48	52	52	52
15	56	56	60	58
16	52	60	56	58
17	44	68	64	66
18	48	64	68	66
19	52	64	60	62
20	58	60	64	62
21	44	60	56	58
22	44	60	60	60
23	48	68	64	66
24	52	56	56	56
25	48	60	64	62
Total	1254	1532	1508	1520

From the table IV. 3, the writer found that the total score of pretest in control class was 1254 while the highest was 60 and the lowest was 40, the total score of posttest in control 1 class was 1532 and the total score of posttest in control 2 class was while the highest was 68 and the lowest was 52. It means that the students have little increasing of their ability in writing descriptive paragraph, and it is not as experimental class. Besides, the mean of pretest and posttest of control class and experimental class also have a big different. The frequency score of pretest and posttest of control class can be seen below:

Table IV. 4

**The Distribution of Frequency of Students' Pretest and Posttest Score
in Control Class**

Score of Pretest	Frequency	Percentage (%)	Score of Posttest	Frequency	Percentage (%)
40	1	4 %	40	0	0 %
44	5	20 %	44	0	0 %
48	8	32 %	48	0	0 %
52	7	28 %	52	1	4 %
56	1	4 %	56	3	12 %
60	3	12 %	60	11	44 %
64	0	0 %	64	7	28 %
68	0	0 %	68	3	12 %
72	0	0 %	72	0	0 %
76	0	0 %	76	0	0 %
80	0	0 %	80	0	0 %
Total	N=25	100 %		N=25	100 %

Based on the table above, it can be seen that in pretest, there was 1 student who got score 40 (4%), 5 students got score 44 (20%), 8 students got score 48 (32%), 7 students got score 52 (28%), 1 student got score 56 (4%), and 3 students got score 60 (12%). The highest frequency was 8 at the score of 48. The total

frequency was 25. While in posttest there was 1 student who got score 52 (4%), 3 students got score 56 (12%), 11 students got score 60 (44%), 7 students got score 64 (28%), and 3 students got score 68 (12%). The highest frequency was 11 at the score of 60. The total frequency was 25.

2. The Data Presentation of the Effect of Using Word-Mapping Technique toward Students' Ability in Writing Descriptive Paragraph

The following table is the description of pretest and posttest of experimental class and control class.

Table IV. 5**Students' Pretest and Posttest of Experiment and Control Class**

No	Students	Experiment Class			Control Class		
		Pretest	Posttest	Gain	Pretest	Posttest	Gain
1	Students 1	52	64	12	52	58	6
2	Students 2	48	72	24	52	66	14
3	Students 3	60	72	12	48	62	14
4	Students 4	56	68	12	52	58	6
5	Students 5	60	68	8	60	62	2
6	Students 6	56	66	10	60	62	2
7	Students 7	52	68	16	44	60	16
8	Students 8	48	64	16	44	58	14
9	Students 9	44	66	22	60	62	2
10	Students 10	52	66	14	48	60	12
11	Students 11	52	72	20	40	62	22
12	Students 12	48	66	18	48	62	14
13	Students 13	44	68	24	52	62	10
14	Students 14	52	56	4	48	52	4
15	Students 15	56	66	10	56	58	2
16	Students 16	48	72	24	52	58	6
17	Students 17	60	70	10	44	66	22
18	Students 18	56	62	6	48	66	18
19	Students 19	52	66	14	52	62	10
20	Students 20	44	72	28	58	62	4
21	Students 21	52	66	14	44	58	14
22	Students 22	48	62	14	44	60	16
23	Students 23	44	72	28	48	66	18
24	Students 24	44	62	18	52	56	4
25	Students 25	52	66	14	48	62	14
	Total	1280	1672	392	1254	1520	266

From the table above, it can be seen that there was actually significant different between pretest and posttest in experiment class and pretest and posttest in control class. It can be also seen from the difference of the gain in the

experimental class and control class. To make it clear, it was analyzed in the data analysis below.

C. The Data Analysis

1. The Data Analysis of Students' Ability in Writing Descriptive Paragraph

a. Students' Ability in Writing Descriptive Paragraph with Word-Mapping Technique

The data of students' pretest and posttest scores in experiment class were obtained from the result of their writing descriptive paragraph by using word-mapping technique. It can also be seen that the total frequency is 25 and the total score is 1280, so that Mean (M_x) and Standard Deviation () can be obtained by using SPSS as follows.

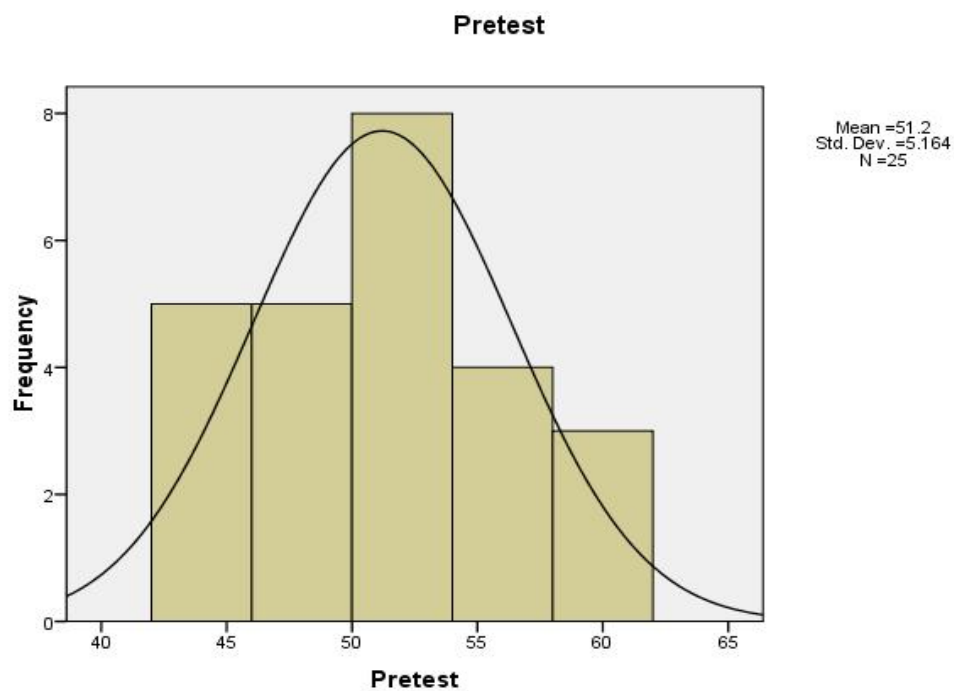
Table IV. 6

Mean and Standard Deviation of Students' Pre-Experiment Score

Mean	51.2
Standard Deviation	5.164

From the table above, the distance between Mean (M_x) and Standard Deviation () is too far. In other words, the scores obtained are normal.

Histogram IV. 1
Pre-Experiment Histogram



From the histogram above, it can be analyzed that the histogram is almost normal.

While for score of post test of experiment class, the total frequency is 25 and the total score is 1672, so that Mean (M_x) and Standard Deviation () can be obtained by using SPSS as follows.

Table IV. 7

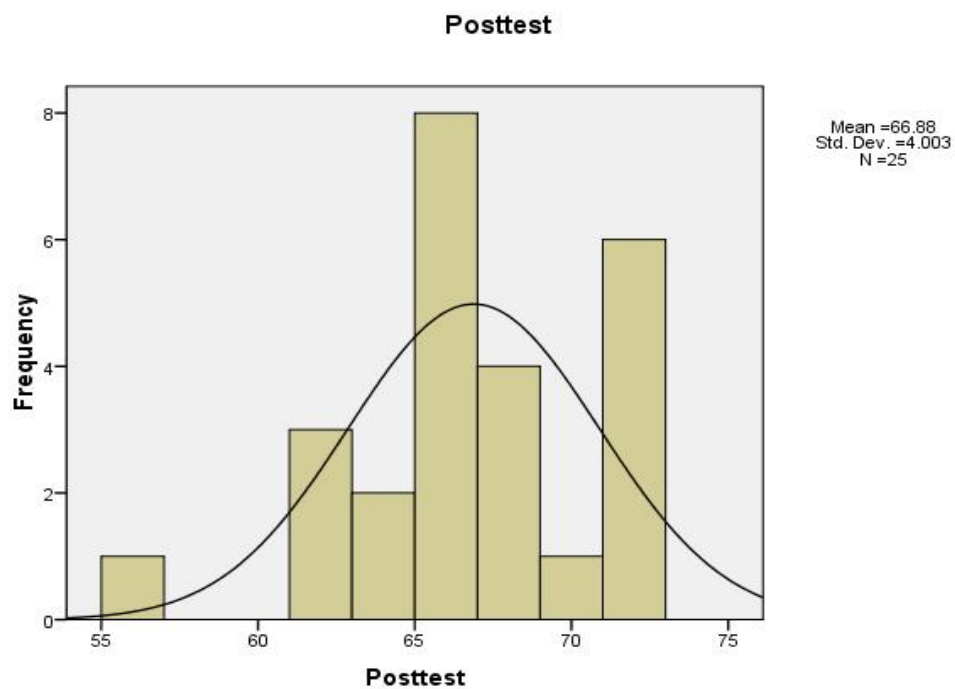
Mean and Standard Deviation of Students' Post-Experiment Score

Mean	66.88
Standard Deviation	4.003

From the table above, the distance between Mean (M_x) and Standard Deviation () is too far. In other words, the scores obtained are normal.

Histogram IV. 2

Post-Experiment Histogram



From the histogram above, it can be analyzed that the histogram is almost normal.

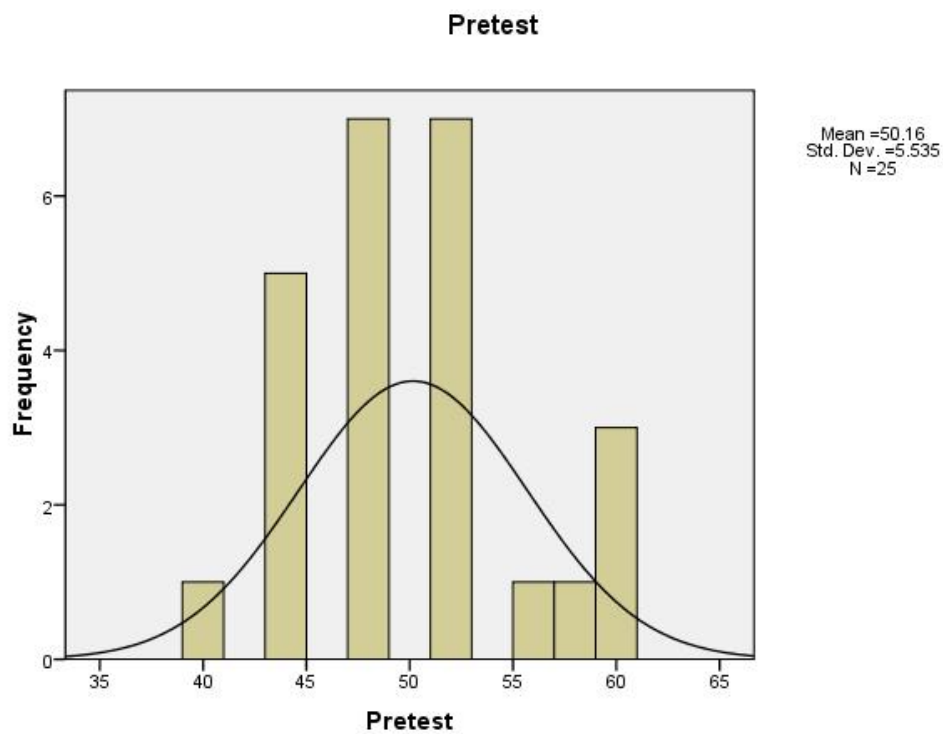
b. Students' Ability in Writing Descriptive Paragraph with Discussion Technique

The data of students' pretest and posttest scores in control class were obtained from the result of their writing descriptive paragraph by using discussion technique. It can also be seen that the total frequency is 25 and the total scores is 1254, so that Mean (M_x) and Standard Deviation () can be obtained by using SPSS as follows.

Table IV. 8**Mean and Standard Deviation of Students' Pre-Control Score**

Mean	50.16
Standard Deviation	5.535

From the table above, the distance between Mean (M_x) and Standard Deviation () is too far. In other words, the scores obtained are normal.

Histogram IV. 3**Pre-Control Histogram**

From the histogram above, it can be analyzed that the histogram is almost normal.

While for score of post test of control class, the total frequency is 25 and the total scores is 1520, so that Mean (M_x) and Standard Deviation () can be obtained by using SPSS as follows.

Table IV. 9

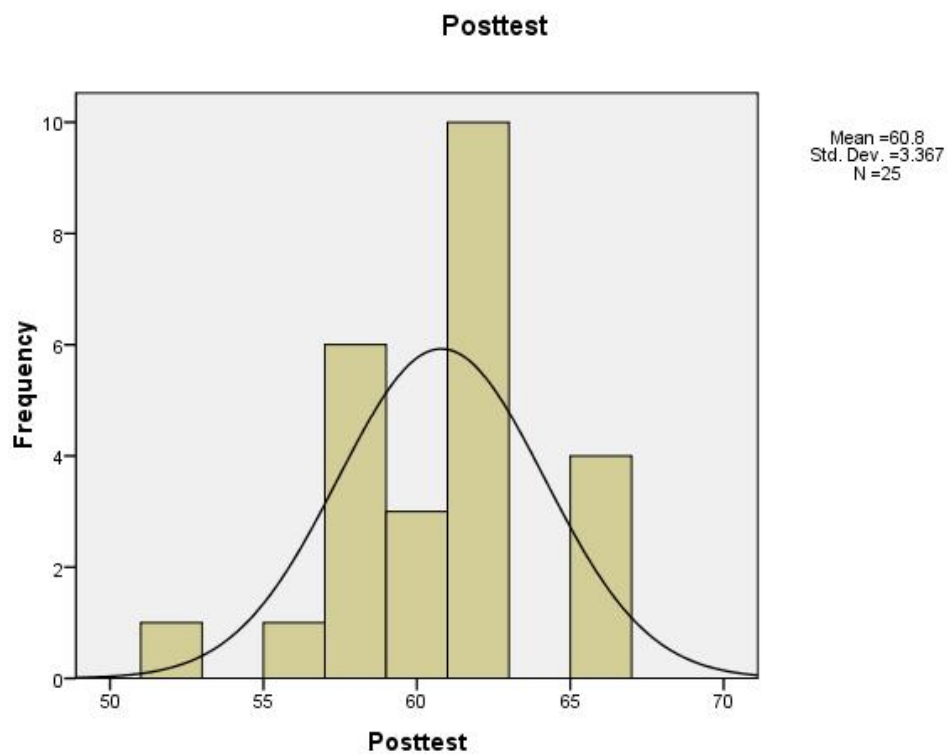
Mean and Standard Deviation of Students' Post- Control Score

Mean	60.80
Standard Deviation	3.367

From the table above, the distance between Mean (M_x) and Standard Deviation () is too far. In other words, the scores obtained are normal.

Histogram IV. 4

Post-Control Histogram



From the histogram above, it can be analyzed that the histogram is almost normal.

2. The Data Analysis of the Effect of Using Word-Mapping Technique toward Students' Ability in Writing Descriptive Paragraph

To know whether there is or not a significant effect of using word-mapping technique, the writer used ANOVA formula by using software SPSS 16.0. The data were obtained through the gain of experiment class and control class.

Table IV. 10

Descriptive Statistics

	Mean	Std. Deviation	N
Postctrl	60.80	3.367	25
Postexp	66.88	4.003	25

Based on the table above, it can be seen that the total students from each class, the experiment class consisted of 25 students and while for the control class consisted of 25 students too. The mean of experiment class improvement was 60.80 and mean of control class improvement was 66.88. Standard deviation for the experiment class was 4.003 and while for the control class was 3.367.

Table IV. 11**Correlations**

		Postctrl	Postexp
Pearson Correlation	Postctrl	1	0.576
	Postexp	0.576	1
Sig. (1-tailed)	Postctrl	0.00	0.001
	Postexp	0.001	0.00
N	Postctrl	25	25
	Postexp	25	25

From the table above, the correlation between post-experiment and post-control was 0.576. According to Hartono, the strength of relationship for the coefficient or $r = 0.576$ was moderate relationship.

Table IV. 12**Variables Entered/Removed**

Model	Variables Entered	Variables Removed	Method
1	Postexp	0	Enter

a. All requested variables entered.

b. Dependent Variable: Postctrl

Table IV. 13**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.576	0.332	0.303	2.810

a. Predictors: (Constant), Postex

R square = 0.332 that indicates the amount of relationship between post experiment and post control was about 33.2%.

Table IV. 14**ANOVA**

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	90.331	1	90.331	11.436	0.003
	Residual	181.669	23	7.899		
	Total	272.000	24			

From the table above, it can be seen that $F_{\text{calculated}} = 11.436$ and the writer compared f table at 5 % and 1 % ; $4.28 < 11.436 > 7.88$ and $\alpha = 0.05 > \text{Sig } 0.003$. It can be concluded that H_0 is rejected and H_a is accepted. In other words, there is a significant effect of using word-mapping technique toward students' ability in writing descriptive paragraph at the first year students of Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research was conducted with to know the significant effect of using word-mapping technique towards students' ability in writing descriptive paragraph at the first year students of Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency.

The design used in this research was non random assignment in Quasi-Experimental research. In collecting data, the writer used test, it was used in order to collect the data of ability in writing descriptive paragraph at the first year students of Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency. The test consisted of two tests: Pretest was used to determine student's writing ability before getting the treatment and Posttest was used to determine student's writing ability after getting the treatment. Pretest result is 1280 and posttest result is 1672.

From the research findings, the score of t_o was higher than t_{table} . It can be concluded that H_o is rejected and H_a is accepted. It means that there is a significant effect of using word-mapping technique towards students' ability in writing descriptive paragraph at the first year students of Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency.

B. Suggestion

After conducting a research at the first year students of Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency, the writer would like to propose some suggestion to make teaching and learning process at this school better than before. This suggestion is as follows:

1. Writer proposes to Headmaster of Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency to pay attention very much to the curriculum of Islamic Senior High School Hidayatul Muta'allim Mengkirau, and students' achievement of using that curriculum.
2. Writer suggests the teachers of English subject to use Word-Mapping Technique in teaching learning process.
3. The English teacher should give students such ice breaking before teaching English to make students fun in following English lesson.
4. Writer also hopes the students of Islamic Senior High School Hidayatul Muta'allim Mengkirau Kepulauan Meranti Regency to use various technique in doing their writing exercise or task, especially; Word-Mapping Technique because using it can help students to break their block minded in writing.
5. The researcher should use interesting technique in doing research, in order to make students become joyful in following the lesson.

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