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**THE USE OF CYCLE LEARNING STRATEGY IN TEACHING  
ARGUMENTATIVE PARAGRAPH WRITING OF THE EIGHT  
GRADERS OF MTsN 3 MEDAN ACADEMIC YEAR OF 2017/2018**

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**ABSTRACT**  
**THE USE OF CYCLE LEARNING STRATEGY IN TEACHING**  
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Keyword: *Cycle Learning Strategy, Argumentative Paragraph.*

This study was conducted to find out the the use of cycle learning strategy in teaching argumentative paragraph writing. The aim of of this study are: (1) To know the students' ability in learning English writing that was taught by using cycle learning strategy, (2) To know the students' ability in learning English writing that was taught by using expository strategy, (3) To know there is any significant different of the student's ability in learning English writing that were taught by using cycle learning strategy and expository strategy. The population of this study was the eight grade of students at MTsN 3 Medan that consists of 80 students. The instrument of collecting data used test. The analyzing data used t test. At the end of this study, the researcher took conclusion as follows: After analyzing data, (1) the mean of the students score in learning English writing that was taught by using cycle learning strategy was 76,12. (2) The mean of students score in learning English writing that was taught by using expository strategy was 66,87. (3) The result of t-test =  $t_{\text{observation}}(2.65)$  was higher than the coefficient of  $t_{\text{table}}(5.441)$  with the the level  $\alpha=0.05, dk= (N_1 - N_2) - 2 = 78$ .  $t_{\text{table}}$  with  $df = 78$ . The  $H_a$  hypothesis was accepted and  $H_0$  was rejected. It means that Cycle Learning Strategy gave an effect on the students' at writing argumentative paragraph at MTsN 3 Medan in 2017/2018 Academic Year.

## CHAPTER I

### INTRODUCTION

#### 1.1. Background of the Problem

Language is basic to humanity. A language is used to communicate. It is the most important part of human experience and social process. It can be said that language is used as a medium of communication that has many function to perform in the life of human being. Almost of human activities are conducted through the use of language.

There are four language skills in studying English such as listening, speaking, reading and writing. Writing and speaking are grouped into productive skills while listening and reading are included into receptive skills. Writing is one of the four language skills which is very important to be learnt. In fact, writing is not easy. Among those skills, writing is the most difficult skill to be mastered, because it needs hard thinking in producing words, sentences, and paragraph.

In this study, the writer focuses on the writing skill. Writing is one of the language skills that should be taught besides the other three skills. It is regarded as productive skill which assists students in expressing their ideas in written form.

Tiarina defines that the concept of writing as a “processes” that remain our primary concern<sup>1</sup> .

It is not easy to translate concept in our brain to be written language, and we must be clever to choose and combine the vocabulary to create meaningful sentences.

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<sup>1</sup> Hermenita Tiarina, *Teaching Writing by Using Environmental Observation Strategy*. *Journal of English Language Teaching* (London : Longman, 2000), p.1

We must also pay attention to the grammar, so it is normal if the students think that writing is difficult subject because of their paying to many attentions such as idea, concept, vocabulary and grammar. In addition, writing in English is considered as the most important part to be learnt by every students, especially in high school. It is stated that in Educational Unit Curriculum of junior high school at grade eighth in writing, students must have ability to develop and their ideas in writing, there are argumentative, and descriptive.

Writing is an essential tool for people in all walks of life global community. Whether used in reporting analysis of current events for newspaper or web, composing academic essay, business, procedural instruction, letter or email message. The writing effectively allows individuals from different cultures and background 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 to students in academic and second language program through out the world in many of these setting, the assessment of writing is critical.

Moreover, writing has always performed in the syllabus of teaching English. The students must be able to express the meaning in short functional written paragraph and simple essay of persuasive, narrative, news, analytical exposition, hortatory, and reviews in the context of daily life.

Generally, writing is not merely putting down words or sentences in the form of paper but it is also a thinking process. English written has changed considerably over the centuries. Early fourteenth-century, for example had significantly different spelling from present-day English and some letters. Writing

is very important to be taught in the school. By writing, students can give expression of ideas and thought to communication is the goal of writing.

Argumentative paragraph is the thoughts or opinions tries to convince or persuade the reader that his thoughts or opinions are true. Ideally if the students master the writing theory so their ability in writing will be constructed especially writing paragraph. Writing English has knowledge in grammar, vocabulary and diction. But based on the researcher experience in the first observation, students still have difficulty in writing, especially in making argumentative paragraph. In fact, the students find difficulties in building and developing their ideas, choosing the right words, using the grammar and organizing the words. Another problem is that the students have low motivation and are not interested in doing the task since the writing activities are not interesting. Many students are clever enough to understand, but they need help with their writing more than further instruction in their English subject.

The researcher also finds some problems in the teaching and learning processes. First, the students felt bored when they learnt because of unchangeable strategy from the teacher. In this case, the teacher used expository strategy. Next, students were only asked to write without any clear instruction and guidance. Those were the problems facing by students in writing.

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

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<sup>2</sup>”the definition of outline is the pattern of meaning that emerges from body of you taken. After you have given much thought to your notes and the main ideas under which you arranged these notes. You will begin to see how the main ideas are related to another and which main ideas should precede or follows others.

Thus, the function of the research can help the students to understand writing argumentative paragraph. The students can understand what their teacher has explained and the students think that English is fun and want to be serious in learning English.

Based on the explanation above, the researcher is interested in doing research on the title “The Use of Cycle Learning Strategy in Teaching Argumentative Paragraph for the Eight Graders of MTsN 3 Medan Academic Year of 2017/2018”.

## **1.2. Identification of the Problem**

Based on the background of research, the identification of research are :

(1) The students still face some difficulties to write argumentative paragraph grammatically, (2) The students have some ideas to write, but they could not express it very well in the written form, (3) Many students still fail to write argumentative text precisely.

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<sup>2</sup> Stanley, L.C. & Lanner, A.H, *Ways to Writing : Purpose, Task and Process* (New York : Macmillan Publishing Company, 1998), p. 286.

### **1.3. Limitation Of the Problem**

There are still many problem that can be identified, therefore the researcher would like to limit because many problems that can be identified, the researcher would like to limit only on writing argumentative paragraph and the use of cycle learning strategy in teaching it.

### **1.4. Formulation of the Problem**

Based on the identification of the problem above, it is necessary to formulate the problems of the study, as follows :

1. How are the students' scores in writing argumentative paragraph that are taught by using cycle learning strategy?
2. How are the students' scores in writing argumentative paragraph that are taught by using expository strategy?
3. Are argumentative writing scores of the students who are taught by cycle learning strategy better than being taught by expository strategy?

### **1.5. Objective of the Study**

Based on the formulation of the problem, the objective of the research is to find out : (1) To know the students' adapt writing of argumentative paragraph that was taught by using cycle learning strategy, (2) To know the students' adapt writing of argumentative paragraph that was taught by using expository strategy, (3) To know there is any significant effect of cycle learning strategy in writing argumentative paragraph.

## **1.6. Significance of the Study**

The result of this research can hopefully be useful for :

1. For the students, this research is hoped to improve their ability in writing argumentative paragraph which is helped by cycle learning strategy and hopefully they will learn English more enjoyable, especially in writing argumentative paragraph.
2. For the teachers, this research is hoped to encourage teacher to increase their knowledge on how to teach English attractively and motivate students to be interested in learning English.
3. For other researcher, the result of this research can be useful as comparison in researching the same issues. It is hoped that it can give more information and contribution to the knowledge, especially in writing argumentative text.



## CHAPTER II

### THEORETICAL REVIEW

#### 2.1. Theoretical Framework

##### 2.1.1. Writing

Writing is an action process of discovering and organizing the ideas, putting them on a paper and reshaping and revising them<sup>3</sup>. Writing is not same with speaking, because when we speak our communication will be expressed naturally and directly. We say our words directly to the target, but when we use writing as communication, we can see our language in letters form and check it.

Cylir said that writing has fewer sign and symbols than speech but they can just as powerful. Two different approaches for assessing writing can be adopted. Firstly writing can be divided into discrete levels, e.g. grammar, spelling and punctuation and these elements can be tested separately by the use of objective test. Secondly, more direct extended writing task of various types could be constructed.

When people will write something, they must have already been thinking about what they are going to say and they are going to write it. after they have finished writing, they read over what they have written and make correction of their writing.

Klen said that in writing we arrange clauses into a sentence; the main idea becomes the main clause subsidiary ideas become subordinate clauses and so on<sup>4</sup>.

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<sup>3</sup> Alan Meyers, *Gateway to Academic Writing : Effective Sentences, Paragraph and Essays*. (New York : Longman, 2005), p.1

<sup>4</sup> Peter Knap and Megan Watkins, *Genre Text Grammar : Technologies for Teaching and Assessing Writing* (Australia : UNSW Press Book, 2005), p.15

We must use one topic sentence in each paragraph as our central idea that will be expressed and add subordinated sentence as the explanation of our main idea.

Zamel said that writing is a process through which meaning is created. These suggest composition instruction that recognizes the importance of generating, formulating, and defining one idea<sup>5</sup>. To deliver our message of our writing the writer must has the recognize composition, so the meaning of writing can be understood by the reader clearly. Every sentence has to correlation with other sentence and every paragraph has to correlation between other paragraph. A lot of writing follows a defined discourse organization, typical English paragraph construction, for example, has a topic sentence followed by exemplification, then perhaps exception or further exemplification, and then resolution or conclusion.

Writing is a process of producing thought to be available which needs complex combination of skills, writers, especially L2 writers, has to concern with both high level skills and low level skills. High level skills including planning and organizing, whereas low level skills including spelling, punctuation and word choice<sup>6</sup>.

We must also consider what is genre in accordance with our writing goals. Harmer stated that writing is a process that what we write is often heavily influenced by constraints of genres than these elements has to be presented in learning activities<sup>7</sup>.

Based on the explanation above, the writer concludes that writing is a process of delivering the ideas, expressing them into written form, and organizing

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<sup>5</sup> Fred D. White, *The Writer's Art* (California Wads Worth Publishing Company Belmont, 1986), p.7

<sup>6</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*. (New York : Cambridge University, 2002), p.303

<sup>7</sup> Jeremy Harmer, *How to Teach Writing*, (England:Longman, 2004), p.86.

them into meaningful statements or paragraphs. The communication in writing is used to convey ideas to the readers. To make the reader easy to understand the idea that conveyed in writing the writer must write in coherent and correctly.

### **2.1.2. Argumentative Paragraph**

A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. A paragraph can be short as one sentence or as long as ten sentences. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly.<sup>8</sup>

According to Siahaan, paragraph is a piece of written text which contains several sentences.<sup>9</sup> It is a basic unit of organizing in writing in which a group of related sentences develops one main idea.

Oshima and Hogue, Reid and Legget et al, similarly state that a paragraph as a piece of containing several sentences and the miniature of an essay as a bigger text functions as the unit of that essay and the length of that paragraph is relative, but this definition implicitly indicates to a moderate or reasonably number of sentences that depend on the necessity of the data to elaborate the main topics and the controlling idea in the number of sentences. So, a paragraph is a piece of writing processing several sentences about a certain main topic and a certain controlling idea.<sup>10</sup>

From the explanation above, it can be concluded that paragraph is a unit of sentences which consist of a single topic and has a main point or main idea, where the length is relatively depends on the necessity to elaborate the main idea.

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<sup>8</sup> J.B.Heaton, *Writing English Language Test* (England : Longman, 1987), p.138

<sup>9</sup> Sanggam Siahaan, *Issues in Linguistics, first edition* (Yogyakarta : Graha Ilmu, 2008), p.215

<sup>10</sup> Ronald White, *New Ways in Teaching Writing* (Library of Congress Catalogue, 1995), p.4.

The argumentative is a form of rhetoric that is influence the attitudes and opinions of the others, so they trust and they act suitable with what the author wants.

According to Lawson stated that the writer presents his thoughts or opinions which tries to convince or persuade the reader that his thoughts or opinions are true<sup>11</sup>. In argumentative paragraph contain of the truth information so the reader can believe what the writer told in that written.

According to Neale stated that argumentative paragraph is a argument told in written form to persuade the reader that his thoughts is true<sup>12</sup>. The argumentative paragraph influence the reader, so the reader can be believed with what the author has told.

According to Siahaan and shinoda stated that argumentative paragraph is the writer tries to convince the reader about something<sup>13</sup>. The argumentative paragraph persuade or convince the reader about the information, so the reader can believe that information.

Based on the above, we can conclude that the argumentative paragraph is a form of writing contain of the information comes from writer's thought to convince or persuade the reader that thoughts can believe about that information.

In argumentative paragraph has some characteristic. The characteristic of argumentative paragraph such as there is a statement and idea of the writer, it has the purpose to convince the others, try to prove the truth of a statement and there is a fact that shown as evidently.

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<sup>11</sup> Marx, Leo, *Writing Skills* (Germany : Hubert & Co. Gmbh and Co KG, Gottingen, 2000), p. 127

<sup>12</sup> Hurston, Zora Neale, *Best Essays of the Century* (The University of Dallas Writing Centre, 2012), p. 114

<sup>13</sup> Timothy, *Introducing the Great Evidence* (New York : Longman, 2012), p. 68

Writing argumentative paragraph has some steps. The steps to write argumentative paragraph as follows<sup>14</sup> : a). choose the topic, b). collecting data from another sources. Choose the topic is the important thing in the steps to write argumentative paragraph. The writer must choose the interest topic, because the interest topic will influence the reader to read the essays. Collecting the data from another sources means that we collect the information is not only from a people but also from internet, review of literature and the goals we can make the argumentative paragraph.

## **2.2. Cycle Learning Strategy**

### **2.2.1. Definition Cycle Learning Strategy**

Cycle Learning Strategy is a series of stages activities that are organized so the students can know the competencies that must be achieved in learning process. Cycle learning strategy through the activities in every stages to accommodate in every stages must be arranged.

In cycle learning strategy, each student in the group is required to be able to answer questions quickly, accurately and answer the questions posed by the teacher in turn, thereby encourage students to be active, cooperation in teams or groups, study hard, improve thinking skills, collect the score or the most goals, and understand the teaching materials presented by the teacher. This strategy can be applied in any subject. It can be applied in science, mathematics, language, etc.

By using this strategy is expected that students can more easily understand the lesson, because this strategy is a fun strategy. It is believed that using cycle learning strategy will give the students enjoyment or challenge in learning process

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<sup>14</sup> Florian Coulmas, *Writing Systems : An introduction to linguistic Analysis*. (UK : Cambridge University Press, 2011), p.120

and encourage them to look carefully at work in class, each students has responsibility in class, and the students can share their knowledge each other.

Islam asks us to use a good way in teaching. Allah the Almighty states in An-Nahl verse 125:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ  
أَعْلَمُ لَضَلِيلٍ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ.

Meaning :

*“Call to the way of your Lord with wisdom and goodly exhortation, and have disputations with them in the best manner, surely your Lord best knows those who go astray from His path, and he knows best those who follow the right way”.*

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Allah the almighty orders human to use a good way in teaching. As a teacher, it is important to determine a good way of teaching. Using strategy is the one of good ways in teaching. By using strategy, the aim of learning will be easy to achieve.

In concluding, cycle learning strategy is the student’s activities in the group that are organized so the students can know the the material that must be achieved in learning process.

### **2.2.2. Principle of Cycle Learning Strategy**

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<sup>15</sup> Muhammad Habib Shakir, *The Quran Translation Muhammad Habib Shakir English Only* (Tahrike Tarsile Qur’an).

Cycle learning strategy refers to the process by which “learners” deal with and come to terms with their experiences, and they change their behavior<sup>16</sup>. The cycle learning strategy is based on the idea that the more often reflect on the task, the greater the opportunity to modify and refine our efforts.

Ten principles of cycle learning strategy as follows<sup>17</sup> :

1). Learners need to know where they are going and have a sense of progress towards their objectives, 2). The learning environment has to be one of trust, respect, and openness, 3). Being aware and owning the responsibility for learning with the learner. Others can only give information and support and provide feedback, 4). Learners need to participate actively in the learning process, 5). Learning should be related to use the learner’s experience and knowledge, 6). Learning is not only a basic capability but also a group of skills which can be developed, 7). Facts, concepts and skills are learned in different ways, 8). For learning to be processed and assimilated, the time must be allowed for reflection, 10). Effective learning depends on realistic, objective and constructive feedback.

### **2.2.3. Design : Objectives, Syllabus, learning activities, roles of teachers, learners, and materials**

Cycle learning strategy is through the activities in every stages to accommodate the students as actively to construct their own concepts. The progression is topic – based, with learners writing a paragraph<sup>18</sup>. The teacher’s responsibility is to provide a conveyance for these meanings in a way appropriate to the learner’s level.

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<sup>16</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (UK: Cambridge University Press, 1990), p. 60

<sup>17</sup> *Ibid*, p. 65

<sup>18</sup> Richards, *Op.cit*, p. 68-70

Learning activities the students work on their small groups to explore scientific phenomena and attempt to solve problems. The students has the opportunity to develop their own hypothesis, then the students may begin by sharing their observations and their ideas.

The role of teachers in cycle learning strategy is the teachers do creates student's interest, generates curiosity, and raises question then the teachers encourages the students to work together without direct instruction from the teacher, observe and listen to the students as they interact, ask probing questions to redirect the students' investigation then the teachers encourages the students to explain the concepts and definition in their own words, ask for evidence and clarification from students, formally provides definitions, uses students' previous experiences as the basis for explaining concepts.

The role of learners is thinks about prediction and hypothesis, try to discuss with the others, explain the answer to others, describe the reasonable conclusion from evidence. The material have given by teachers should be understood to the students, because in cycle learning strategy the students has the role important to hold this subject.

#### **2.2.4. Procedure of Cycle Learning Strategy**

Cycle learning strategy has the procedure. The function of procedure is the goal of the study can be achieved that the student can be active in learning process.



The procedure of cycle learning strategy such as<sup>19</sup>:

### 1. Engagement

This stage is the first stage of cycle learning. The teacher tries to develop the students' interest and students' curiosity about the topics that will be taught. Therefore, the student will give the answer, then the student answer can be served by the teacher to know the student knowledge about the topic. In this case the teacher must have a connections between students' experience with the topic have discussed.

### 2. Exploration

Exploration is the second stage of the cycle learning. In the exploration stage formed small groups of 2 – 4 students, then the student have given the opportunity to work together in small groups without direct learning from the teacher.

In this group, the student are encouraged to answer the questions have raised in the group, the student note opinions that developed in the discussion.

### 3. Explanation

The explanation is the third stage of the cycle learning. At this stage of explanation, the teacher are required to encourage the student to explain a concept with a their sentence, and the student explain as critically to each other, then the teacher give the explanation about the concept have discussed by using students' explanation as a basic discussion.

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<sup>19</sup> Thomas Edward, *Cycle learning* (America :GmbH & Co. KG, Göttingen, 1990), p. 256

#### 4. Elaboration

Elaboration is the fourth stage in the cycle learning. At the stage of elaboration, the student apply the concepts and the skills that they have learned in new situations. Thereby, the students' knowledge will be increased, so the students will learn as significantly, because it is able to apply the new concepts in new situations. If this stage can be designed as good way, so the motivation of the student can encourage about the learning result.

#### 5. Evaluation

At this stage of the evaluation, the teacher can observe the students' knowledge. The result of this evaluation can be evaluate material about the implementation process of the cycle learning is being applied.

### **2.2.5. Advantages And Disadvantages Of Cycle Learning Strategy**

Cycle learning strategy has some advantages, as follows<sup>20</sup>:

1). It can increase the motivation to learn because the student are involved as actively in the learning process, 2). It can increase social skills and the students' activity.

Cycle learning strategy has some disadvantages, as follows:

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<sup>20</sup> *Ibid*, p. 260

1). The effectiveness of learning is low if the teacher did not mastering the material and learning steps, 2). It takes the many time in arranging planning and implementing of learning.

### **2.3. Expository Strategy**

#### **2.3.1. Definition of Expository Strategy**

Expository strategy is a form of approach learning that oriented to teacher. In this learning the teacher who holds a dominant role<sup>21</sup>. In this learning, the teacher deliver the material are structured.

According to Bybee stated that expository strategy is basically direct instruction<sup>22</sup>. A teacher is in the front of the room lecturing and students are taking notes.

This strategy is one of the strategies that can make students be boring and can not add variation of activities in teaching learning process. Students who had not complete a task that provided teachers for understanding low concept.

The teacher has the important role in this strategy, because the key of success of this strategy in hold of the teacher. The teacher must know well about the material so the student will understand about the material.

Based on the above, expository learning is basically direct instruction. It means that the teacher give the material through the speech. The teacher tells the material as a whole to the students. The teacher does not ask the student to make a group of discussion, because the students only receive a material.

#### **2.3.2. Principle of Expository Strategy**

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<sup>21</sup> Sofyan Fanani, *Expository Strateg* (Bandung : PT Remaja Rosda Karya, 2000), p. 65

<sup>22</sup> Bybee, R., *Science for live and livng : An elementary school* (Washington D.C : National Academy Press, 1990), p. 92

The principles of expository strategy are, as follows<sup>23</sup>:

1). Purpose that means before this strategy can be applied, the teacher shows the purpose of material, 2). The principle of communication that means learning process can be said as communication process by the teacher and the students. The teacher as a message sender and the students as a message receiver.

### **2.3.3. Design : Objectives, learning activities, roles of teachers, learners, and materials**

Expository strategy is a form of approach learning that oriented to teacher. In this learning the teacher who holds a dominant role. The succession key of this strategy is the teacher, because this strategy has the important role from the teacher.

Learning activities that means the teacher give a material from speech as a whole. The teacher must know well about the material because the key success of this strategy according to the teacher told the material through the speech.

The roles of the teacher that means the teacher give the material through a speech. The teacher does not ask the student to make a group discussion because the dominant role in this strategy is the teacher. The teacher must know the material will be told to the students.

The roles of learner that means the students only become a object because the student only receive a material from the teacher without thinking critically. The students only listen and the students can note the material in the notebook.

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<sup>23</sup> *Ibid*, p. 250

The material must know well by teacher, because the teacher tells the material as whole to the students. The material must be good arranged by teacher so the students will understand about the material have told by teacher.

#### **2.3.4. Procedures of Expository Strategy**

The procedure of Expository Strategy is <sup>24</sup> : (1) a statement means that in advance of the instruction is provided to the students, (2) the content means that presented in a hierarchically arranged sequence in which the global, overarching concepts and principles are presented first, (3) correlation means that the students can connect the subject with the students' experience, (4) generalization means that the students can understand the subject that has been presented.

#### **2.3.5. Advantage And Disadvantage of Expository Strategy**

Expository strategy has some advantages<sup>25</sup> : (1) Expository strategy, the teacher can control the sequence of the lesson, (2) The expository strategy, the students can listen through the narrative as directly from the teacher about the subject.

Expository strategy has some disadvantages : (1) This strategy can be used to the student who have the ability to hear and listen well, but the student who do not have that capabilities, it is necessary to use another strategy, (2) Expository strategy is given through speech, so it will be faced difficult to develop students' skills in terms of social skills, (3) The success of expository strategy is dependent with teachers has.

#### **2.4. Differences Between Cycle Learning Strategy & Expository Strategy**

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<sup>24</sup> Trowbridge, *Teaching Secondary School Science Strategies* (NJ : Merrill/Prentice Hall, 2004), p. 147

<sup>25</sup> Pedersen J, *Preservice Elementary School Teacher's Understanding* (Prospect Heights, IL : Waveland Press, 2003), p. 216

**Table I. Difference Between Cycle Learning Strategy & Expository Strategy**

Cycle learning strategy	Expository strategy
<b>The sequence of activities</b>	
<p>1. Opening</p> <p>a. Greeting and doing self introduction</p> <p>b. Telling the learning goal to the students</p> <p>c. Asking to the students to divide into small group</p> <p>2. Main Activities</p> <p>a. Ask the student's knowledge about argumentative paragraph</p> <p>b. Ask the students to explain the definition and the characteristic of argumentative paragraph</p> <p>c. share 3 examples of paragraph in each group, including of narrative paragraph, argumentative paragraph, descriptive paragraph without give an explanation to the students</p> <p>d. encourage the students to explore and analyze which is the third paragraph is an argumentative paragraph</p> <p>e. choose the students to explain it</p> <p>f. Ask the students to make essay about argumentative paragraph</p> <p>3. Closing</p>	<p>1. Opening</p> <p>a. Greeting and doing self introduction</p> <p>b. Telling the learning goal to the students</p> <p>2. Main Activities</p> <p>a. Give the question to the students about argumentative paragraph</p> <p>b. Explain the definition and the characteristic of argumentative paragraph</p> <p>c. ask the students to make essay about argumentative paragraph</p> <p>3. Closing</p> <p>a. the teacher concludes the lesson</p>

a. asking one of the students to make summarizing about argumentative paragraph	
<b>Learning Strategy</b>	
1. Group discussions 2. Demonstrations 3. Assignments	1. Teachers 2. Practice
<b>Role Definition</b>	
1. Focuses on the learning process of students 2. Correction is performed together with friends in a group 3. Teacher act as counselor 4. Students act as clients 5. Concept obtained by the students	1. Focuses on the learning process of teacher 2. Correction is done by the teacher 3. Teacher act as a planner, a conveyor of information and as an evaluator 4. Students are placed as an object of study 5. Concept presented by the teachers

### 2.5. Related Study

1. Lindasari Panjaitan conducted a research about the Effect of Small Group Work Strategy on The Student's Achievement in Writing Argumentative Paragraph. This study attempts to discover the effect of applying small group work strategy on student's achievement in writing argumentative paragraph. It was conducted by using experimental research design. The population of this research was the eighth grade student of SMP N 1 Padang Bolok Julu which consists of 3 parallel classes with the total number of students in 90. The samples of this research were taken by random sampling through lottery technique. The result was class VIII<sub>1</sub> consisted of 30 students become the experimental group and

the VIII<sub>2</sub> consisted of 30 students become the control group. The instrument was used to collect the data was writing argumentative paragraph. After the data were analyzed, it was found that the value of t-observed was 3,37 with the degree of freedom (df=58) at the level significance 0,05. It means that t-observed was higher than t-table ( $3,37 > 2,00$ ). Therefore, the null hypothesis ( $H_0$ ) is rejected and the hypothesis alternative ( $H_a$ ) is accepted.

## **2.6. Conceptual Framework**

Writing is an important skill in learning, because writing is other way to express our feelings, ideas. By writing, we can convey the ideas to readers in communication. In this study, the researcher will apply cycle learning strategy in writing argumentative paragraph.

The students will form some small groups. The teacher asks the student to explain about the definition and the characteristic of argumentative paragraph. The teacher shares the example the other paragraph, for example narrative paragraph, argumentative paragraph and descriptive paragraph. The students choose which does the example of argumentative paragraph, then the teacher asks the student to explain it. The teacher asks the students to make an essay about argumentative paragraph in team work.

Cycle learning strategy draws on the counseling metaphor to redefine the rules of the counselor and the clients in the classroom. It is called cycle learning strategy because the learners learn in a group. So the students can become more active in writing. Meanwhile, the researcher also applies expository strategy in teaching writing in control class to get a comparison for both strategies. In



applying expository strategy, the teacher will read the definition and read the example about argumentative paragraph, then the teacher asks the students to make an essay as individually. Expository strategy work well for reading skills, but it can make the students become passive in writing skill. These strategies do not help students to write freely and comfortably in English class.

Based on the description above, the researcher is sure that cycle learning strategy can be used in writing argumentative paragraph because it can stimulate the students to be more active in writing. The researcher hopes that this strategy will be useful and helpful for the teaching and learning process.

## **2.7. Hypothesis**

Based on the theoretical and conceptual framework above, the hypothesis of this study can be formulated as follow: the students' who are taught by cycle learning strategy is better than those who are taught by expository strategy.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1. Time and Place of the Study

The research was conducted at MTsN 3 Medan. The school is located on Jl. Anggrek no 234 Medan Helvetia. This research focused on the students at grade eight in the academic year 2017/2018.

#### 3.2. Population and Sample

##### 3.2.1. Population

Population is the totality of all the elements that exist in an area of research<sup>26</sup>. A population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research<sup>27</sup>.

The population of this research is the students at grade eighth of junior high school MTsN 3 Medan in the academic year 2017/2018, which consists of two classes, they are VIII-6 consist of 40 students, VIII-5 consist of 40 students, so total of the population are 80 students

**Table II. Population of the Research**

No	Class	The Total of Student
1	VIII – 5	40 People
2	VIII-6	40 people

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<sup>26</sup> Azuar Juliandi & Irfan, *Metodologi Penelitian Kuantitatif* (Medan : Citapustaka Media, 2013), p.50

<sup>27</sup> James H McMillan & Sally Schumacher, *Research in education A Conceptual Introduction* (New York : Longman, 2001), p. 169

<b>Total</b>	<b>80 People</b>
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### 3.2.2. Sample

A sample is a group in a research study on which information is obtained.<sup>28</sup>

The researcher used total random sampling technique.

There were two classes of this research. These classes was divided into two class, experiment and control class. Class VIII-6 as the experiment class was taught by using cycle learning strategy and class VIII-5 as the control class was taught by using expository strategy.

### 3.3. Research Method

This research is an experimental research which consists of two classes : experiment class and control class. The experiment class taught by applying cycle learning strategy and the control class taught by applying expository strategy.

Experiment class was the class that received treatment by the cycle learning strategy, while the control class was the class that did not receive treatment. The control class just used expository strategy.

There were some steps of procedure in the research, firstly the researcher taught the students about argumentative paragraph in experiment class (used treatment) and control class (without treatment). Then, the researcher gave the students post test in experiment and control class to know the students at writing argumentative paragraph after the researcher taught the argumentative paragraph.

### 3.4. Instrument of Data Collection

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<sup>28</sup> Jack R Fraenkel, *How to Design and Evaluate Research in Education* (Singapore : McGRAW-HILL, 1993), p.100

In collecting data, the researcher used a writing test the instrument. To measure the skills of writing, administered. The post test was given to students during the experiment after finished present the material. Post test is intended to :

(1) Determine whether there is difference in the effect of treatment given, (2) Determine which group provides English writing skills higher than other groups in this experiment.

Instruments to measure the skills of writing used in this study is the writing skills test that is made by the researcher. To construct the test item, the writer followed this procedure.

#### 1. Conceptual Definition

Writing argumentative is a process of expressing ideas in a written containing statement to convincing by proving truth through evidence.

#### 2. Operational Definition

Writing argumentative paragraph is the scene of the statement writing containing the characteristic of an argumentative paragraph.

#### 3. Specification Test of the Construction

The instrument of collecting the data is writing test. The writing test about argumentative paragraph. The result of the student's writing will be assessed by way five criteria : (1) unity, (2) coherence, (3) spelling ,(4) diction, and (5) characteristic of argumentative paragraph (look at appendix XII).

### **3.5. Technique of Data Analysis**

Technique of data analysis used in this research is the analysis comparational technique. Analysis comparational technique is one of the techniques of quantitative analysis or statistics which one analysis techniques can

be used to test the hypothesis of whether there was a difference between the variables being studied.

The data have been collected subsequently processed to obtain a conclusion that could prove the hypothesis. The formula analysis comparational technique used is the test “t” for two large samples of one another do not have a relationship.

$$t_0 = \frac{M - M}{SE - M}$$

Information :

$t_0$  : t observed

$M_1$  : mean results of post test experimental class

$M_2$  : mean result of post-test control class

$SE_{mx- M_{my}}$  : standard error of the difference two groups

Analyzing data with the following steps:

1. Tabulate the test data of experimental class
2. Tabulate the test data of control class
3. Looking mean experimental group with the formula

$$M_x : \left( \sum \frac{fx}{n} \right)$$

$M_x$  : The average value of the variable X

$\sum fx$  : the number of frequency multiplication with a score (value) variable X

N : the number of subjects studied

4. Looking mean control group with formula

$$M_x : \left( \sum \frac{fx}{n} \right)$$

5. Searching standard deviation of the experimental group with formula:

$$SD_x = i \frac{\sqrt{\sum fx}}{N}$$

$SD_x$  : The standard deviation of the sample have studied

$\sum fx$  : The number of frequency multiplication with a score (value) have squared

$N$  : The number of subjects have studied

6. Searching standard deviation of the control group with the formula:

$$SD_y : i \frac{\sqrt{\sum fy}}{N}$$

7. Searching for the standard error of the mean experimental group with formula :

$$SE_{mx} : \frac{SDX}{\sqrt{N-1}}$$

$SE_{mx}$  : The magnitude of the error mean of sample X

$SD_x$  : The standard deviation of the sample have studied

$N$  : the number of subjects have studied

$I$  : a constant

8. Searching for the standard error of the mean control group with formula :

$$SE_{my} : \frac{SDy}{\sqrt{N-1}}$$

9. seeking a standard error of the mean difference experimental group and a control with the formula:

$$SE_{my - mx} : \sqrt{SE^2 + SE^2}$$

$SE_{mx - my}$  = Standard error perbedaan mean X dan mean Y

$SE_{mx}$  = Standard error variabel X

$SE_{my}$  = Standard error variabel Y

10. Normality Testing

Normality of test is done by using test Liliefors with the following steps

a. Organizing  $X_1, X_2, X_3, \dots, X_n$  it can be standard form  $Z_1, Z_2, Z_3, \dots, Z_n$  with the formula :

$$Z_1 = \frac{X - \bar{X}}{S}$$

Information:

$X_1$  = class limitation

$\bar{X}$  = Average

$S$  = Standard deviation

For each standard numbers are calculated with the chances with  $F(Z_1) = P(Z \leq Z_1)$  By using a normal distribution

b. Calculate the chance  $F(Z_1) = P_{(z \leq z)}$  by using standard normal distribution.

c. Calculate the proportion show that  $S_{Z_i}$  with the formula :

$$S(Z_i) = \frac{Z_1, Z_2, \dots, Z_n \text{ yang diambil } Z}{n}$$

d. Calculate the difference  $F(Z_i)$  with  $S(Z_i)$  then set the absolute price

e. Take a price  $L_0$  such as the big price between absolute price.

Criteria : accept the hypothesis if the price  $L_0 < L_t$  with the  $\alpha = 0,05$

## 11. Homogeneity Testing

Homogeneity test used F test

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

$$F = \frac{S_1}{S_2}$$

Information :

$S_1^2$  = varians from big group

$S_2^2$  = varians from small group

Test Criteria is: accept  $H_0$  if  $F_{\text{observed}} < F_{\text{tabel}}$

## 12. Hypothesis test

The formula, as follows :

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

information :

$M_1$  : average score (mean) variabel  $X_1$

$M_2$  : average score (mean) variabel  $X_2$

SE : Standard error

Information :

$t_0$  : t observed

$M_1$  : mean post test result

$M_2$  : mean pre test result

$SE_{M_1 - M_2}$  : Standart error differences both group

Where :

$$SE_M = \frac{SD}{\sqrt{N-1}}$$

$$SE_{M_1 - M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2}$$

Information :

$SE_M$  : Standart error mean sampel

SD : Standart deviasi from sample have studied

N : Many of subjects have studied

I : A constant

Therefore, if  $t_0 < t_t$  so  $H_0$  accepted and  $H_a$  was rejected otherwise, if  $t_0 > t_t$   $H_a$  was accepted and  $H_0$  rejected with the real level  $\alpha = 0,05$  and consulted with "t".



## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### 4.1. Research Finding

The finding of the research can be seen through data description, analysis requirement testing and hypothesis testing

##### 4.1.1. The Description of Data

After giving the post test to the experiment class that is taught by using cycle learning strategy and control class that is taught by using expository strategy, the result of the descriptive analysis can be seen in the following table :

**Table III. Result of Descriptive Analysis**

Statistic Source	Learning Strategy	
	Cycle Learning Strategy	Expository Strategy
N	40	40
$\bar{X}$	76,12	66,87
S	7,11	7,88

#### 1. The Students' Scores in Writing Argumentative paragraph of the Experimental Class

After analyzing the data through descriptive statistic, the results show that the students that are taught by cycle learning strategy obtained the lowest score 65 and the highest score 90, means score is 76,12 and the standard deviation is 7,11.

The scores can be categorized into the frequency distribution as follows :

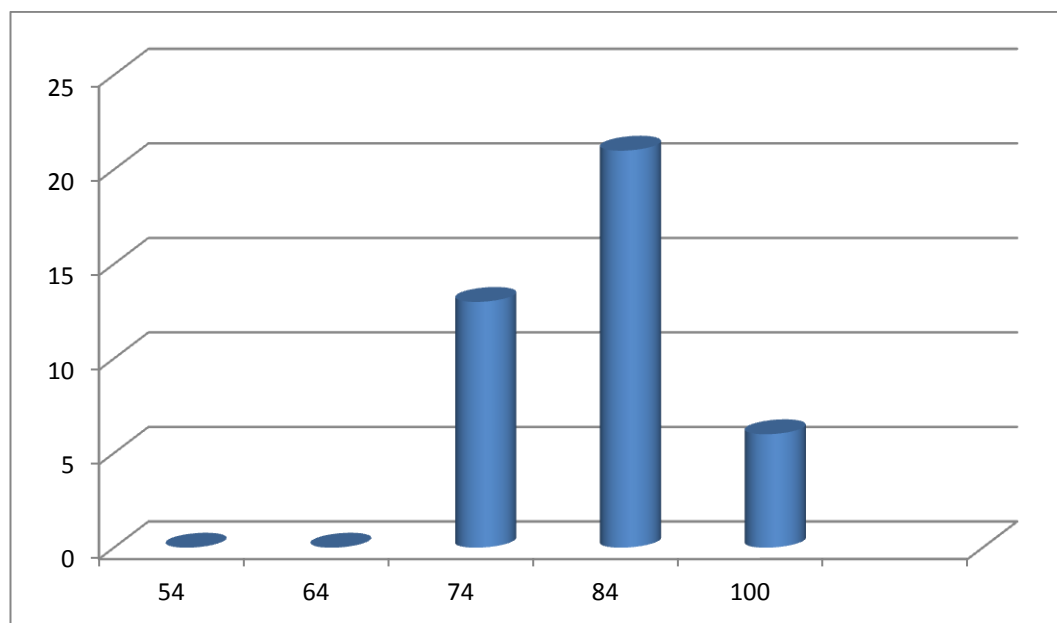
**Table IV. Frequency Distribution of the Students' Scores in Writing Argumentative Paragraph of Experiment Class**

No	Score Interval	Absolute Frequency	Relative Frequency	Commulative Frequency
1	0 – 54	0	0	0
2	55 – 64	0	0	0
3	65 – 74	13	32.5	11
4	75 – 84	21	52.5	20
5	85 – 100	6	15	5
6		40	100	40

From the table above, we can see that the students who gained the scores between 65-74 are 13, the students who gained the scores between 75-84 are 21, the students who gained the scores between 85-100 are 6.

The frequency distribution can be shown in the following histogram :

**Figure I. The Histogram of the Students' Scores in Writing Argumentative paragraph of Experiment Class**



## 2. The Students' Scores in Writing Argumentative paragraph of the Control Class

After analyzing the data through descriptive statistic, the results show that the students that are taught by expository strategy obtained the lowest score 55 and the highest score 85, means score is 66,87 and the standard deviation is 7,88.

The scores can be categorized into the frequency distribution as follows :

**Table V. Frequency Distribution of the Students' Scores in Writing Argumentative Paragraph of Control Class**

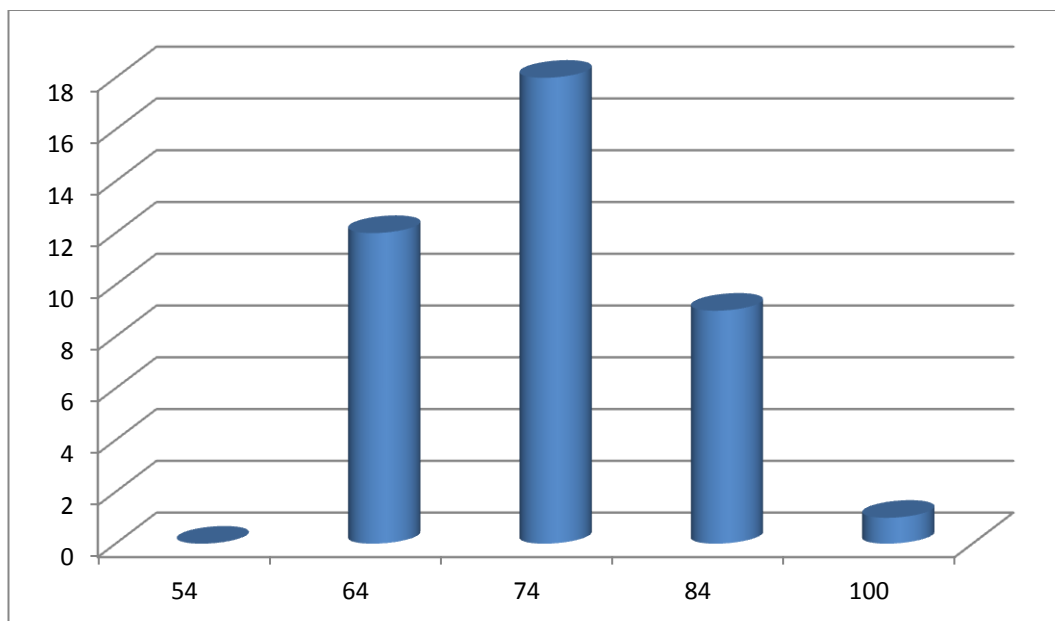
No	Score Interval	Absolute Frequency	Relative Frequency	Cumulative Frequency
1	0 – 54	0	0	0
2	55 – 64	12	30	5
3	65 – 74	18	45	10
4	75 – 84	9	22.5	5
5	85-100	1	2.5	5
6		40	100	

From the table above, we can see that the students who gained the scores between 55-64 are 12, the students who gained the scores between 65-74 are 18,

the students who gained the scores between 75-84 are 9, the students who gained the scores between 85-100 are 1.

The frequency distribution can be shown in the following histogram :

**Figure II. Histogram of the Students' Score in Writing Argumentative Paragraph at Control Class**



#### **4.1.2 Analysis Requirements Testing**

##### **4.1.2.1. Normality Testing**

Normality testing is used to determine a normal distribution and to compute a random variable the data set to be normally distributed (See appendix IX).

**Table VI**  
**Normality Testing**

No	Data	N	$\alpha$	$L_{\text{observed}}$	$L_{\text{table}}$	Conclusion
1	Post test of experiment class	40	0,05	0,1301	0,1401	Normal
2	Post test of control class	40	0,05	0,1078	0,1401	Normal

Based on the table above, it can be concluded that all the data distribution was normal, because  $L_0 < L_t$ .

#### 4.1.2.2. Homogeneity Testing

Based on the normality testing then the study of this research found out the homogeneity test. Homogeneity testing used F-test to know what the samples come from the population that homogenous or not (See appendix XII).

**Table VII**  
**Homogeneity Testing**

No	Data	Variant	$F_{\text{observed}}$	$F_{\text{table}}$	Conclusion
1	Post test of experiment class	50,60	1,22	1,69	Homogenous
2	Post test control class	62,10			

So  $F_{\text{observed}} < F_{\text{table}}$  atau  $(1,22 < 1,69)$  so it can be concluded that the variant is homogenous.

### 4.1.3. Hypothesis Testing

#### 4.1.3.1. Hypothesis Testing

Hypothesis test was done to answer which was proposed before and to decide whether the hypothesis will be accepted or rejected, the result of hypothesis of this study can be shown from the table below (See appendix XIII).

**Table VIII**  
**T-test Result of Post Test**

<b>Data</b>	<b>T<sub>observed</sub></b>	<b>T<sub>table</sub></b>	<b>Conclusion</b>
Experiment class	2,65	2,00	There is significant effect of cycle learning strategy on the students' writing argumentative paragraph
Control class			

The next was significant test through t-test was found that  $t_{\text{observed}} = 2,65$  whereas the  $t_{\text{table}} = 2,00$ . It shows that students' writing argumentative paragraph by using cycle learning strategy was significant at 0,05. From the result, the researcher found that there was significant of the students' writing argumentative paragraph were taught by cycle learning strategy. This means that the students' writing argumentative paragraph were taught by cycle learning strategy was better that taught by expository strategy.

## 4.2. Discussion

There was a significant difference on the students' writing argumentative paragraph by cycle learning strategy. The students that were taught by cycle learning strategy have higher score than were taught by expository strategy.

Charles Curran stated that learners in the classroom are regarded not as a "class" but a "group" that need certain therapy and counseling.<sup>29</sup> So, there are no big gap between a teacher and students which usually build a comfortable atmosphere. The group will be the supportive community for the students to interact each other. In relation to above explanation, the cycle learning is a strategy which is very appropriate in teaching writing.

It was explained in Chapter II that cycle learning strategy would be can effective way to write argumentative paragraph. The students were helped by their teacher to be able to write argumentative paragraph. It proved in experiment class was taught by using this strategy that the strategy would help the students become were active and responsible using cycle learning strategy and this strategy was helpful especially for the students who had no courage of comfortless to learn and ask individually. Students had opportunity to work cooperatively with their friends in the class helped by the teacher to construct their abilities.

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<sup>29</sup> H Douglas Brown, *Teaching by principles An Interactive Approach to Language Pedagogy* (London : Longman, 2011), p. 25

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1. Conclusions

Based on the result of the calculation above, it was found that the students at writing argumentative paragraph when the researcher taught by using cycle learning strategy got mean 76.12 with the maximum score 90 and the minimum score was 65 and deviation standard was 7.11. The students writing argumentative paragraph when the researcher taught by using expository strategy got mean 66.87 with the maximum score 85 and the minimum score was 55 and deviation standard 7.88. The result of t-test =  $t_{\text{observation}}(2.65)$  was higher than the coefficient of  $t_{\text{table}}(5.441)$  with the level  $\alpha=0.05$ ,  $dk = (N1 - N2) - 2 = 78$ .  $t_{\text{table}}$  with  $df = 78$ . The  $H_a$  hypothesis was accepted and  $H_0$  was rejected. It means that Cycle Learning Strategy gave an effect on the students' at writing argumentative paragraph at MTsN 3 Medan in 2017/2018 Academic Year.

#### 5.2. Implication

Based on the findings and conclusions obtained research is expected to provide a positive impact on issues to write argumentative paragraph in the form of implications.

This study found that cycle learning strategy is shown to be superior to write argumentative paragraph rather than expository strategy. The implication of these findings is that the cycle learning strategy needs to be more widely used and developed in learning written argumentative paragraph by forming small groups, making the learning process fun with the activities of whispering and using media of carton to understand the modern learning materials. Therefore, in the use of



cycle learning strategy requires quite a long time and evaluation tools in accordance with the strategy. The most important principle is that the learning process emphasizes the client-counselor relationship. Thus, in implementing cycle learning strategy need creativity of teachers. It is necessary for the existence.

First, socialize cycle learning strategy to teachers. With socialization, teachers will understand the strength and weakness of cycle learning strategy.

Second, form a group of team for the teachers who have the same field to assess and implement the cycle learning strategy. Thus, each teacher will develop and interpret this strategy in various forms and it does not eliminate the basic principle.

Third, monitoring activities intensive and sustained in order to implement cycle learning strategy in order to familiarize the teachers to apply these strategy and gradually abandon the old ways that are not effective and productive especially that the violate the basic principles of cycle learning strategy.

### **5.3. Suggestion**

In relation to the research findings, the writer suggests that :

1. For the students should learn more to writing argumentative paragraph and should keep responsibility in their studying.
2. For the teacher who wants to teach writing argumentative paragraph effectively, can use this strategy because this strategy helps the students writing argumentative paragraph.
3. for other researchers who are interested in conducting same research have to explore knowledge in order to give more benefit on the research result.

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## APPENDIC I

### LESSON PLAN FOR EXPERIMENT CLASS

School's name	: MTsN 3 Medan
Subject	: English
Class/semester	: VIII/2
Kind of paragraph	: Argumentative Paragraph
Theme	: Having Lunch
Aspect/skill	: Writing
Time allocation	: 2 x 40 minutes
Meeting	: I

#### I. Standard of Competence

##### 1. Writing

The understanding and showing the information through of writing paragraph

#### II. Basic Competence

1.1. Writing an idea to support an opinion in argumentative paragraph

#### III. Indicator

1. The students are able to writing thesis in argumentative paragraph
2. The students are able to develop the controlling idea in argumentative paragraph

#### IV. Objectives

At the end of the learning process the students are able:

1. The students are able to writing thesis in argumentative paragraph
2. The students are able to develop the controlling idea in argumentative paragraph

#### V. Materials

##### 1. Argumentative Paragraph

Argumentative paragraph is a writer presents his thoughts or opinions tries to convince or persuade the reader that his thoughts or opinions are true. The ability to write argumentative paragraph which is the students can arrange the idea as logic and systematic so it can be some information. The characteristic of

argumentative paragraph such as there is a statement and idea of the writer, it has the purpose to convince the others, try to prove the truth of a statement and there is a fact that shown as evidently. The steps to write argumentative paragraph such as choose the topic and set the goal. Choose the topic its mean the writer must choose a topic that attracts attention. Interest topic will find the data to solve the problems. Set the goal is an important thing before writing because this is very influential in determining the form and manner of writing presentation.

#### **VI. Time Allotment**

2 x 40'

#### **VII. Teaching Strategy**

Cycle Learning Strategy

#### **VIII. The Procedures of Teaching**

No	Learning Activities	Time Allotment
1	<p><b>Introduction</b></p> <p><b>Apperception</b></p> <ul style="list-style-type: none"> <li>- Greeting the students</li> <li>- Checking the students in attendant list</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>- Explaining the competence must be achieved</li> <li>- Explaining the importance of the material</li> </ul>	15 minutes
2	<p><b>Main activities</b></p> <p><b>Exploration</b></p> <p>In the exploration activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Asks students' knowledge about argumentative paragraph</li> <li>- Explain the definition and characteristics of argumentative paragraph</li> </ul> <p><b>Elaboration</b></p>	60 minutes

	<p>In the elaboration activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Divide the students into small groups (4 people) to work independently</li> <li>- Share the 3 examples of paragraph in each group, including examples of narrative paragraph, argumentative paragraph, descriptive paragraph without give an explanation to students</li> <li>- Encourage the students to explore and, analyze which of the third paragraph is an argumentative paragraph</li> </ul> <p><b>Confirmation</b></p> <p>In the confirmation activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Choose the students as randomly to explain it.</li> <li>- Asks the students to make argumentative paragraph based on the title “having lunch “</li> <li>- Collect students’ answer sheets.</li> </ul>	
3	<p><b>Closing activity</b></p> <p>In the closing activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Discusses the paragraph with the students</li> <li>- Concludes the material with the students</li> <li>- Reflects the activities that have done in the learning process and motivates the students.</li> <li>- Conveys the lesson plan for the next meeting</li> </ul>	15 minutes

## IX. Evaluation

Technique : written test

Kind of instrument test : essay test

### The Instructional Scoring

No	Indicator	Rated Aspect	Value	The
----	-----------	--------------	-------	-----

				<b>maximum Value</b>
1	Unity paragraph	<ul style="list-style-type: none"> <li>- The entire contents of the sentence in the paragraph supporting a basic idea</li> <li>- There are a few sentences in a paragraph that does not support the main idea</li> <li>- The entire sentence in the paragraph did not support the idea of principal</li> </ul>	<p>15</p> <p>10</p> <p>5</p>	15
2	Coherence Sentence	<ul style="list-style-type: none"> <li>- Clear relationship between sentences in a paragraph</li> <li>- There are some lines that do not have a relationship</li> <li>- The entire sentence does not have a clear relationship</li> </ul>	<p>15</p> <p>10</p> <p>5</p>	15
3	Spelling	<ul style="list-style-type: none"> <li>- Writing in accordance with the spelling enhanced</li> </ul>	15	15
4	Diction	<ul style="list-style-type: none"> <li>- The use proper diction</li> <li>- There are some improper use of diction</li> <li>- The use of imprecise diction</li> </ul>	<p>15</p> <p>10</p> <p>5</p>	15

5	The Characteristics of Argumentative paragraph	- The contents of the paragraph includes all the features of argumentation	40	40
		Total		100

## X. Learning Sources

Alifiyanti Nugraha, 2007. Language to use English. Jakarta : Piranti Darma Kalokatama.

### LESSON PLAN FOR EXPERIMENT CLASS

School's name : MTsN 3 Medan  
 Subject : English  
 Class/semester : VIII/2  
 Kind of paragraph :Argumentative Paragraph  
 Theme : Having Breakfast  
 Aspect/skill : Writing  
 Time allocation : 2 x 40 minutes  
 Meeting : II

## XI. Standard of Competence

### 2. Writing

The understanding and showing the information through of writing paragraph

## XII. Basic Competence

2.1.Writing an idea to support an opinion in argumentative paragraph

## XIII. Indicator

3. The students are able to writing thesis in argumentative paragraph
4. The students are able to develop the controlling idea in argumentative paragraph

## XIV. Objectives



At the end of the learning process the students are able:

3. The students are able to writing thesis in argumentative paragraph
4. The students are able to develop the controlling idea in argumentative paragraph

## **XV. Materials**

### **2. Argumentative Paragraph**

Argumentative paragraph is a writer presents his thoughts or opinions tries to convince or persuade the reader that his thoughts or opinions are true. The ability to write argumentative paragraph which is the students can arrange the idea as logic and systematic so it can be some information. The characteristic of argumentative paragraph such as there is a statement and idea of the writer, it has the purpose to convince the others, try to prove the truth of a statement and there is a fact that shown as evidently. The steps to write argumentative paragraph such as choose the topic and set the goal. Choose the topic its mean the writer must choose a topic that attracts attention. Interest topic will find the data to solve the problems. Set the goal is an important thing before writing because this is very influential in determining the form and manner of writing presentation.

## **XVI. Time Allotment**

2 x 40'

## **XVII. Teaching Strategy**

Cycle Learning Strategy

## **XVIII. The Procedures of Teaching**

<b>No</b>	<b>Learning Activities</b>	<b>Time Allotment</b>
1	<p><b>Introduction</b></p> <p><b>Apperception</b></p> <ul style="list-style-type: none"> <li>- Greeting the students</li> <li>- Checking the students in attendant list</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>- Explaining the competence must be achieved</li> </ul>	15 minutes

	<ul style="list-style-type: none"> <li>- Explaining the importance of the material</li> </ul>	
2	<p><b>Main activities</b></p> <p><b>Exploration</b></p> <p>In the exploration activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Asks students' knowledge about argumentative paragraph</li> </ul> <p><b>Elaboration</b></p> <p>In the elaboration activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Divide the students into small groups (4 people) to work independently</li> <li>- Share the 3 examples of paragraph in each group, including examples of narrative paragraph, argumentative paragraph, descriptive paragraph without give an explanation to students</li> <li>- Encourage the students to explore and, analyze which of the third paragraph is an argumentative paragraph</li> </ul> <p><b>Confirmation</b></p> <p>In the confirmation activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Choose the students as randomly to explain it.</li> <li>- Asks the students to make argumentative paragraph based on the title "having breakfast"</li> <li>- Collect students' answer sheets.</li> </ul>	60 minutes
3	<p><b>Closing activity</b></p> <p>In the closing activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Discusses the paragraph with the students</li> <li>- Concludes the material with the students</li> </ul>	15 minutes

	<ul style="list-style-type: none"> <li>- Reflects the activities that have done in the learning process and motivates the students.</li> <li>- Conveys the lesson plan for the next meeting</li> </ul>	
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### **XIX. Evaluation**

Technique : written test

Kind of instrument test : essay test

#### **The Instructional Scoring**

<b>No</b>	<b>Indicator</b>	<b>Rated Aspect</b>	<b>Value</b>	<b>The maximum Value</b>
1	Unity paragraph	<ul style="list-style-type: none"> <li>- The entire contents of the sentence in the paragraph supporting a basic idea</li> <li>- There are a few sentences in a paragraph that does not support the main idea</li> <li>- The entire sentence in the paragraph did not support the idea of principal</li> </ul>	<p>15</p> <p>10</p> <p>5</p>	15
2	Coherence Sentence	<ul style="list-style-type: none"> <li>- Clear relationship between sentences in a paragraph</li> <li>- There are some lines that do not have a relationship</li> <li>- The entire sentence does not have a clear relationship</li> </ul>	<p>15</p> <p>10</p> <p>5</p>	15

3	Spelling	- Writing in accordance with the spelling enhanced	15	15
4	Diction	- The use proper diction - There are some improper use of diction - The use of imprecise diction	15 10 5	15
5	The Characteristics of Argumentative paragraph	- The contents of the paragraph includes all the features of argumentatio	40	40
		Total		100

## XX. Learning Sources

Alifiyanti Nugraha, 2007. Language to use English. Jakarta : Piranti Darma Kalokatama.

### **LESSON PLAN FOR EXPERIMENT CLASS**

School's name	: MTsN 3 Medan
Subject	: English
Class/semester	: VIII/2
Kind of paragraph	: Argumentative Paragraph
Theme	: Drinking Milk
Aspect/skill	: Writing
Time allocation	: 2 x 40 minutes
Meeting	: III

#### **XXI. Standard of Competence**

##### 3. Writing

The understanding and showing the information through of writing paragraph

#### **XXII. Basic Competence**

##### 3.1. Writing an idea to support an opinion in argumentative paragraph

#### **XXIII. Indicator**

5. The students are able to writing thesis in argumentative paragraph
6. The students are able to develop the controlling idea in argumentative paragraph

#### **XXIV. Objectives**

At the end of the learning process the students are able:

5. The students are able to writing thesis in argumentative paragraph
6. The students are able to develop the controlling idea in argumentative paragraph

#### **XXV. Materials**

##### 3. Argumentative Paragraph

Argumentative paragraph is a writer presents his thoughts or opinions tries to convince or persuade the reader that his thoughts or opinions are true. The ability to write argumentative paragraph which is the students can arrange the idea as logic and systematic so it can be some information. The characteristic of argumentative paragraph such as there is a statement and idea of the writer, it has

the purpose to convince the others, try to prove the truth of a statement and there is a fact that shown as evidently. The steps to write argumentative paragraph such as choose the topic and set the goal. Choose the topic its mean the writer must choose a topic that attracts attention. Interest topic will find the data to solve the problems. Set the goal is an important thing before writing because this is very influential in determining the form and manner of writing presentation.

#### **XXVI. Time Allotment**

2 x 40'

#### **XXVII. Teaching Strategy**

Cycle Learning Strategy

#### **XXVIII. The Procedures of Teaching**

No	Learning Activities	Time Allotment
1	<p><b>Introduction</b></p> <p><b>Apperception</b></p> <ul style="list-style-type: none"> <li>- Greeting the students</li> <li>- Checking the students in attendant list</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>- Explaining the competence must be achieved</li> <li>- Explaining the importance of the material</li> </ul>	15 minutes
2	<p><b>Main activities</b></p> <p><b>Exploration</b></p> <p>In the exploration activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Asks students' knowledge about argumentative paragraph</li> </ul> <p><b>Elaboration</b></p> <p>In the elaboration activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Divide the students into small groups (4 people) to work independently</li> </ul>	

	<ul style="list-style-type: none"> <li>- Share the 3 examples of paragraph in each group, including examples of narrative paragraph, argumentative paragraph, descriptive paragraph without give an explanation to students</li> <li>- Encourage the students to explore and, analyze which of the third paragraph is an argumentative paragraph</li> </ul> <p><b>Confirmation</b></p> <p>In the confirmation activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Choose the students as randomly to explain it.</li> <li>- Asks the students to make argumentative paragraph based on the title “drinking milk “</li> <li>- Collect students’ answer sheets.</li> </ul>	60 minutes
3	<p><b>Closing activity</b></p> <p>In the closing activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Discusses the paragraph with the students</li> <li>- Concludes the material with the students</li> <li>- Reflects the activities that have done in the learning process and motivates the students.</li> <li>- Conveys the lesson plan for the next meeting</li> </ul>	15 minutes

### XXIX. Evaluation

Technique : written test

Kind of instrument test : essay test

#### The Instructional Scoring

No	Indicator	Rated Aspect	Value	The maximum Value
1	Unity paragraph	- The entire contents of the	15	15

		<p>sentence in the paragraph supporting a basic idea</p> <ul style="list-style-type: none"> <li>- There are a few sentences in a paragraph that does not support the main idea</li> <li>- The entire sentence in the paragraph did not support the idea of principal</li> </ul>	10 5	
2	Coherence Sentence	<ul style="list-style-type: none"> <li>- Clear relationship between sentences in a paragraph</li> <li>- There are some lines that do not have a relationship</li> <li>- The entire sentence does not have a clear relationship</li> </ul>	15 10 5	15
3	Spelling	<ul style="list-style-type: none"> <li>- Writing in accordance with the spelling enhanced</li> </ul>	15	15
4	Diction	<ul style="list-style-type: none"> <li>- The use proper diction</li> <li>- There are some improper use of diction</li> <li>- The use of imprecise diction</li> </ul>	15 10 5	15
5	The Characteristics of Argumentative paragraph	<ul style="list-style-type: none"> <li>- The contents of the paragraph includes all the features of argumentation</li> </ul>	40	40



		Total		100
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**XXX. Learning Sources**

Alifiyanti Nugraha, 2007. Language to use English. Jakarta : Piranti Darma Kalokatama.

**LESSON PLAN FOR EXPERIMENT CLASS**

School's name	: MTsN 3 Medan
Subject	: English
Class/semester	: VIII/2
Kind of paragraph	: Argumentative Paragraph
Theme	: Eating Vegetables
Aspect/skill	: Writing
Time allocation	: 2 x 40 minutes
Meeting	: IV

**XXXI. Standard of Competence**

## 4. Writing

The understanding and showing the information through of writing paragraph

**XXXII. Basic Competence**

## 4.1. Writing an idea to support an opinion in argumentative paragraph

**XXXIII. Indicator**

7. The students are able to writing thesis in argumentative paragraph
8. The students are able to develop the controlling idea in argumentative paragraph

**XXXIV. Objectives**

At the end of the learning process the students are able:

7. The students are able to writing thesis in argumentative paragraph
8. The students are able to develop the controlling idea in argumentative paragraph

**XXXV. Materials**

#### 4. Argumentative Paragraph

Argumentative paragraph is a writer presents his thoughts or opinions tries to convince or persuade the reader that his thoughts or opinions are true. The ability to write argumentative paragraph which is the students can arrange the idea as logic and systematic so it can be some information. The characteristic of argumentative paragraph such as there is a statement and idea of the writer, it has the purpose to convince the others, try to prove the truth of a statement and there is a fact that shown as evidently. The steps to write argumentative paragraph such as choose the topic and set goal. Choose the topic its mean the writer must choose a topic that attracts attention. Interest topic will find the data to solve the problems. Set the goal is an important thing before writing because this is very influential in determining the form and manner of writing presentation.

#### **XXXVI. Time Allotment**

2 x 40'

#### **XXXVII. Teaching Strategy**

Cycle Learning Strategy

#### **XXXVIII. The Procedures of Teaching**

No	Learning Activities	Time Allotment
1	<p><b>Introduction</b></p> <p><b>Apperception</b></p> <ul style="list-style-type: none"> <li>- Greeting the students</li> <li>- Checking the students in attendant list</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>- Explaining the competence must be achieved</li> <li>- Explaining the importance of the material</li> </ul>	15 minutes
2	<p><b>Main activities</b></p> <p><b>Exploration</b></p> <p>In the exploration activity, the teacher :</p>	

	<ul style="list-style-type: none"> <li>- Asks students' knowledge about argumentative paragraph</li> </ul> <p><b>Elaboration</b></p> <p>In the elaboration activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Divide the students into small groups (4 people) to work independently</li> <li>- Share the 3 examples of paragraph in each group, including examples of narrative paragraph, argumentative paragraph, descriptive paragraph without give an explanation to students</li> <li>- Encourage the students to explore and, analyze which of the third paragraph is an argumentative paragraph</li> </ul> <p><b>Confirmation</b></p> <p>In the confirmation activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Choose the students as randomly to explain it.</li> <li>- Asks the students to make argumentative paragraph based on the title "eating vegetables "</li> <li>- Collect students' answer sheets.</li> </ul>	60 minutes
3	<p><b>Closing activity</b></p> <p>In the closing activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Discusses the paragraph with the students</li> <li>- Concludes the material with the students</li> <li>- Reflects the activities that have done in the learning process and motivates the students.</li> <li>- Conveys the lesson plan for the next meeting</li> </ul>	15 minutes

### XXXIX. Evaluation

Technique : written test

Kind of instrument test : essay test

### The Instructional Scoring

No	Indicator	Rated Aspect	Value	The maximum Value
1	Unity paragraph	<ul style="list-style-type: none"> <li>- The entire contents of the sentence in the paragraph supporting a basic idea</li> <li>- There are a few sentences in a paragraph that does not support the main idea</li> <li>- The entire sentence in the paragraph did not support the idea of principal</li> </ul>	15  10  5	15
2	Coherence Sentence	<ul style="list-style-type: none"> <li>- Clear relationship between sentences in a paragraph</li> <li>- There are some lines that do not have a relationship</li> <li>- The entire sentence does not have a clear relationship</li> </ul>	15  10  5	15
3	Spelling	<ul style="list-style-type: none"> <li>- Writing in accordance with the spelling enhanced</li> </ul>	15	15
4	Diction	<ul style="list-style-type: none"> <li>- The use proper diction</li> <li>- There are some improper use of diction</li> </ul>	15  10	15

		- The use of imprecise diction	5	
5	The Characteristics of Argumentative paragraph	- The contents of the paragraph includes all the features of argumentation	40	40
		Total		100

### **XL. Learning Sources**

Alifiyanti Nugraha, 2007. Language to use English. Jakarta : Piranti Darma Kalokatama.

### **LESSON PLAN FOR EXPERIMENT CLASS**

School's name : MTsN 3 Medan  
 Subject : English  
 Class/semester : VIII/2  
 Kind of paragraph :Argumentative Paragraph  
 Theme : Reading Books  
 Aspect/skill : Writing  
 Time allocation : 2 x 40 minutes  
 Meeting : V

### **XLI. Standard of Competence**

#### 5. Writing

The understanding and showing the information through of writing paragraph

### **XLII. Basic Competence**

5.1.Writing an idea to support an opinion in argumentative paragraph

### **XLIII. Indicator**

9. The students are able to writing thesis in argumentative paragraph
10. The students are able to develop the controlling idea in argumentative paragraph

### **XLIV. Objectives**

At the end of the learning process the students are able:

9. The students are able to writing thesis in argumentative paragraph
10. The students are able to develop the controlling idea in argumentative paragraph

#### **XLV. Materials**

##### 5. Argumentative Paragraph

Argumentative paragraph is a writer presents his thoughts or opinions tries to convince or persuade the reader that his thoughts or opinions are true. The ability to write argumentative paragraph which is the students can arrange the idea as logic and systematic so it can be some information. The characteristic of argumentative paragraph such as there is a statement and idea of the writer, it has the purpose to convince the others, try to prove the truth of a statement and there is a fact that shown as evidently. The steps to write argumentative paragraph such as choose the topic and set the goal. Choose the topic its mean the writer must choose a topic that attracts attention. Interest topic will find the data to solve the problems. Set the goal is an important thing before writing because this is very influential in determining the form and manner of writing presentation.

#### **XLVI. Time Allotment**

2 x 40'

#### **XLVII. Teaching Strategy**

Cycle Learning Strategy

#### **XLVIII. The Procedures of Teaching**

No	Learning Activities	Time Allotment
1	<p><b>Introduction</b></p> <p><b>Apperception</b></p> <ul style="list-style-type: none"> <li>- Greeting the students</li> <li>- Checking the students in attendant list</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>- Explaining the competence must be achieved</li> </ul>	15 minutes

	<ul style="list-style-type: none"> <li>- Explaining the importance of the material</li> </ul>	
2	<p><b>Main activities</b></p> <p><b>Exploration</b></p> <p>In the exploration activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Asks students' knowledge about argumentative paragraph</li> </ul> <p><b>Elaboration</b></p> <p>In the elaboration activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Divide the students into small groups (4 people) to work independently</li> <li>- Share the 3 examples of paragraph in each group, including examples of narrative paragraph, argumentative paragraph, descriptive paragraph without give an explanation to students</li> <li>- Encourage the students to explore and, analyze which of the third paragraph is an argumentative paragraph</li> </ul> <p><b>Confirmation</b></p> <p>In the confirmation activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Choose the students as randomly to explain it.</li> <li>- Asks the students to make argumentative paragraph based on the title "reading books "</li> <li>- Collect students' answer sheets.</li> </ul>	60 minutes
3	<p><b>Closing activity</b></p> <p>In the closing activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Discusses the paragraph with the students</li> <li>- Concludes the material with the students</li> <li>- Reflects the activities that have done in the</li> </ul>	15 minutes

	learning process and motivates the students. - Conveys the lesson plan for the next meeting	
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### XLIX. Evaluation

Technique : written test

Kind of instrument test : essay test

#### The Instructional Scoring

No	Indicator	Rated Aspect	Value	The maximum Value
1	Unity paragraph	<ul style="list-style-type: none"> <li>- The entire contents of the sentence in the paragraph supporting a basic idea</li> <li>- There are a few sentences in a paragraph that does not support the main idea</li> <li>- The entire sentence in the paragraph did not support the idea of principal</li> </ul>	15  10  5	15
2	Coherence Sentence	<ul style="list-style-type: none"> <li>- Clear relationship between sentences in a paragraph</li> <li>- There are some lines that do not have a relationship</li> <li>- The entire sentence does not have a clear relationship</li> </ul>	15  10  5	15
3	Spelling	<ul style="list-style-type: none"> <li>- Writing in accordance with the</li> </ul>	15	15



		spelling enhanced		
4	Diction	<ul style="list-style-type: none"> <li>- The use proper diction</li> <li>- There are some improper use of diction</li> <li>- The use of imprecise diction</li> </ul>	15 10 5	15
5	The Characteristics of Argumentative paragraph	<ul style="list-style-type: none"> <li>- The contents of the paragraph includes all the features of argumentation</li> </ul>	40	40
		Total		100

#### L. Learning Sources

Alifiyanti Nugraha, 2007. Language to use English. Jakarta : Piranti Darma Kalokatama.

#### LESSON PLAN FOR EXPERIMENT CLASS

School's name : MTsN 3 Medan  
 Subject : English  
 Class/semester : VIII/2  
 Kind of paragraph :Argumentative Paragraph  
 Theme : Watching Television  
 Aspect/skill : Writing  
 Time allocation : 2 x 40 minutes  
 Meeting : VI

#### LI. Standard of Competence

##### 6. Writing

The understanding and showing the information through of writing paragraph

#### LII. Basic Competence

6.1. Writing an idea to support an opinion in argumentative paragraph

### **LIII. Indicator**

11. The students are able to writing thesis in argumentative paragraph
12. The students are able to develop the controlling idea in argumentative paragraph

### **LIV. Objectives**

At the end of the learning process the students are able:

11. The students are able to writing thesis in argumentative paragraph
12. The students are able to develop the controlling idea in argumentative paragraph

### **LV. Materials**

#### 6. Argumentative Paragraph

Argumentative paragraph is a writer presents his thoughts or opinions tries to convince or persuade the reader that his thoughts or opinions are true. The ability to write argumentative paragraph which is the students can arrange the idea as logic and systematic so it can be some information. The characteristic of argumentative paragraph such as there is a statement and idea of the writer, it has the purpose to convince the others, try to prove the truth of a statement and there is a fact that shown as evidently. The steps to write argumentative paragraph such as choose the topic and set the goal. Choose the topic its mean the writer must choose a topic that attracts attention. Interest topic will find the data to solve the problems. Set the goal is an important thing before writing because this is very influential in determining the form and manner of writing presentation.

### **LVI. Time Allotment**

2 x 40'

### **LVII. Teaching Strategy**

Cycle Learning Strategy

### **LVIII. The Procedures of Teaching**

No	Learning Activities	Time Allotment
1	<p><b>Introduction</b></p> <p><b>Apperception</b></p> <ul style="list-style-type: none"> <li>- Greeting the students</li> <li>- Checking the students in attendant list</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>- Explaining the competence must be achieved</li> <li>- Explaining the importance of the material</li> </ul>	15 minutes
2	<p><b>Main activities</b></p> <p><b>Exploration</b></p> <p>In the exploration activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Asks students' knowledge about argumentative paragraph</li> </ul> <p><b>Elaboration</b></p> <p>In the elaboration activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Divide the students into small groups (4 people) to work independently</li> <li>- Share the 3 examples of paragraph in each group, including examples of narrative paragraph, argumentative paragraph, descriptive paragraph without give an explanation to students</li> <li>- Encourage the students to explore and, analyze which of the third paragraph is an argumentative paragraph</li> </ul> <p><b>Confirmation</b></p> <p>In the confirmation activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Choose the students as randomly to explain it.</li> <li>- Asks the students to make argumentative</li> </ul>	60 minutes

	<p>paragraph based on the title “watching television “</p> <ul style="list-style-type: none"> <li>- Collect students’ answer sheets.</li> </ul>	
3	<p><b>Closing activity</b></p> <p>In the closing activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Discusses the paragraph with the students</li> <li>- Concludes the material with the students</li> <li>- Reflects the activities that have done in the learning process and motivates the students.</li> <li>- Conveys the lesson plan for the next meeting</li> </ul>	15 minutes

### LIX. Evaluation

Technique : written test

Kind of instrument test : essay test

#### The Instructional Scoring

No	Indicator	Rated Aspect	Value	The maximum Value
1	Unity paragraph	- The entire contents of the sentence in the paragraph supporting a basic idea	15	15
		- There are a few sentences in a paragraph that does not support the main idea	10	
		- The entire sentence in the paragraph did not support the idea of principal	5	
2	Coherence Sentence	- Clear relationship between sentences in a paragraph	15	15
		- There are some lines that do not have a relationship	10	

		- The entire sentence does not have a clear relationship	5	
3	Spelling	- Writing in accordance with the spelling enhanced	15	15
4	Diction	- The use proper diction - There are some improper use of diction - The use of imprecise diction	15 10 5	15
5	The Characteristics of Argumentative paragraph	- The contents of the paragraph includes all the features of argumentation	40	40
		Total		100

### LX. Learning Sources

Alifiyanti Nugraha, 2007. Language to use English. Jakarta : Piranti Darma Kalokatama.

### **LESSON PLAN FOR EXPERIMENT CLASS**

School's name	: MTsN 3 Medan
Subject	: English
Class/semester	: VIII/2
Kind of paragraph	: Argumentative Paragraph
Theme	: Sitting In front of
Aspect/skill	: Writing
Time allocation	: 2 x 40 minutes
Meeting	: VII

#### **LXI. Standard of Competence**

##### 7. Writing

The understanding and showing the information through of writing paragraph

#### **LXII. Basic Competence**

7.1. Writing an idea to support an opinion in argumentative paragraph

#### **LXIII. Indicator**

13. The students are able to writing thesis in argumentative paragraph
14. The students are able to develop the controlling idea in argumentative paragraph

#### **LXIV. Objectives**

At the end of the learning process the students are able:

13. The students are able to writing thesis in argumentative paragraph
14. The students are able to develop the controlling idea in argumentative paragraph

#### **LXV. Materials**

##### 7. Argumentative Paragraph

Argumentative paragraph is a writer presents his thoughts or opinions tries to convince or persuade the reader that his thoughts or opinions are true. The ability to write argumentative paragraph which is the students can arrange the idea as logic and systematic so it can be some information. The characteristic of argumentative paragraph such as there is a statement and idea of the writer, it has

the purpose to convince the others, try to prove the truth of a statement and there is a fact that shown as evidently. The steps to write argumentative paragraph such as choose the topic and set the goal. choose the topic its mean the writer must choose a topic that attracts attention. Interest topic will find the data to solve the problems. Set the goal is an important thing before writing because this is very influential in determining the form and manner of writing presentation.

#### **LXVI. Time Allotment**

2 x 40'

#### **LXVII. Teaching Strategy**

Cycle Learning Strategy

#### **LXVIII. The Procedures of Teaching**

No	Learning Activities	Time Allotment
1	<p><b>Introduction</b></p> <p><b>Apperception</b></p> <ul style="list-style-type: none"> <li>- Greeting the students</li> <li>- Checking the students in attendant list</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>- Explaining the competence must be achieved</li> <li>- Explaining the importance of the material</li> </ul>	15 minutes
2	<p><b>Main activities</b></p> <p><b>Exploration</b></p> <p>In the exploration activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Asks students' knowledge about argumentative paragraph</li> </ul> <p><b>Elaboration</b></p> <p>In the elaboration activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Divide the students into small groups (4 people) to work independently</li> </ul>	

	<ul style="list-style-type: none"> <li>- Share the 3 examples of paragraph in each group, including examples of narrative paragraph, argumentative paragraph, descriptive paragraph without give an explanation to students</li> <li>- Encourage the students to explore and, analyze which of the third paragraph is an argumentative paragraph</li> </ul> <p><b>Confirmation</b></p> <p>In the confirmation activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Choose the students as randomly to explain it.</li> <li>- Asks the students to make argumentative paragraph based on the title “sitting In front of “</li> <li>- Collect students’ answer sheets.</li> </ul>	60 minutes
3	<p><b>Closing activity</b></p> <p>In the closing activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Discusses the paragraph with the students</li> <li>- Concludes the material with the students</li> <li>- Reflects the activities that have done in the learning process and motivates the students.</li> <li>- Conveys the lesson plan for the next meeting</li> </ul>	15 minutes

### LXIX. Evaluation

Technique : written test

Kind of instrument test : essay test

### The Instructional Scoring

No	Indicator	Rated Aspect	Value	The maximum Value



1	Unity paragraph	<ul style="list-style-type: none"> <li>- The entire contents of the sentence in the paragraph supporting a basic idea</li> <li>- There are a few sentences in a paragraph that does not support the main idea</li> <li>- The entire sentence in the paragraph did not support the idea of principal</li> </ul>	15  10  5	15
2	Coherence Sentence	<ul style="list-style-type: none"> <li>- Clear relationship between sentences in a paragraph</li> <li>- There are some lines that do not have a relationship</li> <li>- The entire sentence does not have a clear relationship</li> </ul>	15  10  5	15
3	Spelling	<ul style="list-style-type: none"> <li>- Writing in accordance with the spelling enhanced</li> </ul>	15	15
4	Diction	<ul style="list-style-type: none"> <li>- The use proper diction</li> <li>- There are some improper use of diction</li> <li>- The use of imprecise diction</li> </ul>	15  10  5	15

5	The Characteristics of Argumentative paragraph	- The contents of the paragraph includes all the features of argumentation	40	40
		Total		100

### LXX. Learning Sources

Alifiyanti Nugraha, 2007. Language to use English. Jakarta : Piranti Darma Kalokatama.

### LESSON PLAN FOR EXPERIMENT CLASS

School's name : MTsN 3 Medan  
 Subject : English  
 Class/semester : VIII/2  
 Kind of paragraph : Having Holiday  
 Aspect/skill : Writing  
 Time allocation : 2 x 40 minutes  
 Meeting : VIII

### LXXI. Standard of Competence

8. Writing

The understanding and showing the information through of writing paragraph

### LXXII. Basic Competence

8.1. Writing an idea to support an opinion in argumentative paragraph

### LXXIII. Indicator

15. The students are able to writing thesis in argumentative paragraph

16. The students are able to develop the controlling idea in argumentative paragraph

### LXXIV. Objectives

At the end of the learning process the students are able:

15. The students are able to writing thesis in argumentative paragraph
16. The students are able to develop the controlling idea in argumentative paragraph

#### **LXXV. Materials**

##### 8. Argumentative Paragraph

Argumentative paragraph is a writer presents his thoughts or opinions tries to convince or persuade the reader that his thoughts or opinions are true. The ability to write argumentative paragraph which is the students can arrange the idea as logic and systematic so it can be some information. The characteristic of argumentative paragraph such as there is a statement and idea of the writer, it has the purpose to convince the others, try to prove the truth of a statement and there is a fact that shown as evidently. The steps to write argumentative paragraph such as choose the topic and set the goal. Choose the topic its mean the writer must choose a topic that attracts attention. Interest topic will find the data to solve the problems. Set the goal is an important thing before writing because this is very influential in determining the form and manner of writing presentation.

#### **LXXVI. Time Allotment**

2 x 40'

#### **LXXVII. Teaching Strategy**

Cycle Learning Strategy

#### **LXXVIII. The Procedures of Teaching**

No	Learning Activities	Time Allotment
1	<p><b>Introduction</b></p> <p><b>Apperception</b></p> <ul style="list-style-type: none"> <li>- Greeting the students</li> <li>- Checking the students in attendant list</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>- Explaining the competence must be achieved</li> </ul>	15 minutes

	<ul style="list-style-type: none"> <li>- Explaining the importance of the material</li> </ul>	
2	<p><b>Main activities</b></p> <p><b>Exploration</b></p> <p>In the exploration activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Asks students' knowledge about argumentative paragraph</li> </ul> <p><b>Elaboration</b></p> <p>In the elaboration activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Divide the students into small groups (4 people) to work independently</li> <li>- Share the 3 examples of paragraph in each group, including examples of narrative paragraph, argumentative paragraph, descriptive paragraph without give an explanation to students</li> <li>- Encourage the students to explore and, analyze which of the third paragraph is an argumentative paragraph</li> </ul> <p><b>Confirmation</b></p> <p>In the confirmation activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Choose the students as randomly to explain it.</li> <li>- Asks the students to make argumentative paragraph based on the title "having holiday "</li> <li>- Collect students' answer sheets.</li> </ul>	60 minutes
3	<p><b>Closing activity</b></p> <p>In the closing activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Discusses the paragraph with the students</li> <li>- Concludes the material with the students</li> </ul>	15 minutes

	<ul style="list-style-type: none"> <li>- Reflects the activities that have done in the learning process and motivates the students.</li> <li>- Conveys the lesson plan for the next meeting</li> </ul>	
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### **LXXIX. Evaluation**

Technique : written test

Kind of instrument test : essay test

#### **The Instructional Scoring**

<b>No</b>	<b>Indicator</b>	<b>Rated Aspect</b>	<b>Value</b>	<b>The maximum Value</b>
1	Unity paragraph	<ul style="list-style-type: none"> <li>- The entire contents of the sentence in the paragraph supporting a basic idea</li> <li>- There are a few sentences in a paragraph that does not support the main idea</li> <li>- The entire sentence in the paragraph did not support the idea of principal</li> </ul>	15 10 5	15
2	Coherence Sentence	<ul style="list-style-type: none"> <li>- Clear relationship between sentences in a paragraph</li> <li>- There are some lines that do not have a relationship</li> <li>- The entire sentence does not have a clear relationship</li> </ul>	15 10 5	15

3	Spelling	- Writing in accordance with the spelling enhanced	15	15
4	Diction	- The use proper diction - There are some improper use of diction - The use of imprecise diction	15 10 5	15
5	The Characteristics of Argumentative paragraph	- The contents of the paragraph includes all the features of argumentation	40	40
		Total		100

#### **LXXX. Learning Sources**

Alifiyanti Nugraha, 2007. Language to use English. Jakarta : Piranti Darma Kalokatama.

#### **LESSON PLAN FOR EXPERIMENT CLASS**

School's name : MTsN 3 Medan  
 Subject : English  
 Class/semester : VIII/2  
 Kind of paragraph :Having Close Friend  
 Aspect/skill : Writing  
 Time allocation : 2 x 40 minutes  
 Meeting : IX

#### **LXXXI. Standard of Competence**

##### 9. Writing

The understanding and showing the information through of writing paragraph

#### **LXXXII. Basic Competence**

9.1. Writing an idea to support an opinion in argumentative paragraph

**LXXXIII. Indicator**

17. The students are able to writing thesis in argumentative paragraph
18. The students are able to develop the controlling idea in argumentative paragraph

**LXXXIV. Objectives**

At the end of the learning process the students are able:

17. The students are able to writing thesis in argumentative paragraph
18. The students are able to develop the controlling idea in argumentative paragraph

**LXXXV. Materials**

## 9. Argumentative Paragraph

Argumentative paragraph is a writer presents his thoughts or opinions tries to convince or persuade the reader that his thoughts or opinions are true. The ability to write argumentative paragraph which is the students can arrange the idea as logic and systematic so it can be some information. The characteristic of argumentative paragraph such as there is a statement and idea of the writer, it has the purpose to convince the others, try to prove the truth of a statement and there is a fact that shown as evidently. The steps to write argumentative paragraph such as choose the topic and set the goal. Choose the topic its mean the writer must choose a topic that attracts attention. Interest topic will find the data to solve the problems. Set the goal is an important thing before writing because this is very influential in determining the form and manner of writing presentation.

**LXXXVI. Time Allotment**

2 x 40'

**LXXXVII. Teaching Strategy**

Cycle Learning Strategy

**LXXXVIII. The Procedures of Teaching**

No	Learning Activities	Time Allotment
1	<p><b>Introduction</b></p> <p><b>Apperception</b></p> <ul style="list-style-type: none"> <li>- Greeting the students</li> <li>- Checking the students in attendant list</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>- Explaining the competence must be achieved</li> <li>- Explaining the importance of the material</li> </ul>	15 minutes
2	<p><b>Main activities</b></p> <p><b>Exploration</b></p> <p>In the exploration activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Asks students' knowledge about argumentative paragraph</li> </ul> <p><b>Elaboration</b></p> <p>In the elaboration activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Divide the students into small groups (4 people) to work independently</li> <li>- Share the 3 examples of paragraph in each group, including examples of narrative paragraph, argumentative paragraph, descriptive paragraph without give an explanation to students</li> <li>- Encourage the students to explore and, analyze which of the third paragraph is an argumentative paragraph</li> </ul> <p><b>Confirmation</b></p> <p>In the confirmation activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Choose the students as randomly to explain it.</li> <li>- Asks the students to make argumentative</li> </ul>	60 minutes



	<p>paragraph based on the title “having close friend “</p> <ul style="list-style-type: none"> <li>- Collect students’ answer sheets.</li> </ul>	
3	<p><b>Closing activity</b></p> <p>In the closing activity, the teacher :</p> <ul style="list-style-type: none"> <li>- Discusses the paragraph with the students</li> <li>- Concludes the material with the students</li> <li>- Reflects the activities that have done in the learning process and motivates the students.</li> <li>- Conveys the lesson plan for the next meeting</li> </ul>	15 minutes

### LXXXIX. Evaluation

Technique : written test

Kind of instrument test : essay test

#### The Instructional Scoring

No	Indicator	Rated Aspect	Value	The maximum Value
1	Unity paragraph	- The entire contents of the sentence in the paragraph supporting a basic idea	15	15
		- There are a few sentences in a paragraph that does not support the main idea	10	
		- The entire sentence in the paragraph did not support the idea of principal	5	
2	Coherence Sentence	- Clear relationship between sentences in a paragraph	15	15
		- There are some lines that do not have a relationship	10	

		- The entire sentence does not have a clear relationship	5	
3	Spelling	- Writing in accordance with the spelling enhanced	15	15
4	Diction	- The use proper diction - There are some improper use of diction - The use of imprecise diction	15 10 5	15
5	The Characteristics of Argumentative paragraph	- The contents of the paragraph includes all the features of argumentation	40	40
		Total		100

### XC. Learning Sources

Alifiyanti Nugraha, 2007. Language to use English. Jakarta : Piranti Darma Kalokatama.

**APPENDIC II****LESSON PLAN FOR CONTROL CLASS**

School's name	: MTsN 3 Medan
Subject	: English
Class/semester	: VIII/2
Kind of paragraph	: Argumentative Paragraph
Theme	: Having Lunch
Aspect/skill	: Writing
Time allocation	: 2 x 40 minutes
Meeting	: I

**XCI. Standard of Competence**

## 10. Writing

The understanding and showing the information through of writing paragraph

**XCII. Basic Competence**

## 10.1. Writing an idea to support an opinion in argumentative paragraph

**XCIII. Indicator**

19. The students are able to writing thesis in argumentative paragraph

20. The students are able to develop the controlling idea in argumentative paragraph

**XCIV. Objectives**

At the end of the learning process the students are able:

19. The students are able to writing thesis in argumentative paragraph

20. The students are able to develop the controlling idea in argumentative paragraph

**XCIV. Materials**

## 10. Argumentative Paragraph

Argumentative paragraph is a writer presents his thoughts or opinions tries to convince or persuade the reader that his thoughts or opinions are true. The ability to write argumentative paragraph which is the students can arrange the idea as logic and systematic so it can be some information. The characteristic of argumentative paragraph such as there is a statement and idea of the writer, it has

the purpose to convince the others, try to prove the truth of a statement and there is a fact that shown as evidently. The steps to write argumentative paragraph such as choose the topic and set the goal. Choose the topic its mean the writer must choose a topic that attracts attention. Interest topic will find the data to solve the problems. Set the goal is an important thing before writing because this is very influential in determining the form and manner of writing presentation.

#### **XCVI. Time Allotment**

2 x 40'

#### **XCVII. Teaching Strategy**

Expository Strategy

#### **XCVIII. The Procedures of Teaching**

No	Learning Activities	Time Allotment
1	<p><b>Introduction</b></p> <p><b>Apperception</b></p> <ul style="list-style-type: none"> <li>- Greeting the students</li> <li>- Checking the students in attendant list</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>- Explaining the competence must be achieved</li> <li>- Explaining the importance of the material</li> </ul>	15 minutes
2	<p><b>Main activities</b></p> <p><b>Exploration</b></p> <p>In the exploration activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Asks the students' knowledge about argumentative paragraph</li> </ul> <p><b>Elaboration</b></p> <p>In elaboration activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Explain the definition of argumentative</li> </ul>	60 minutes

	<p>paragraph</p> <ul style="list-style-type: none"> <li>- Explain the characteristics of argumentative paragraph</li> <li>- Explain the steps of argumentative paragraph</li> </ul> <p><b>Confirmation</b></p> <p>In confirmation activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Asks the students to note the material about argumentative paragraph</li> </ul>	
3	<p><b>Closing activity</b></p> <p>In closing activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Concludes the material</li> <li>- Conveys the lesson plan for the next meeting</li> </ul>	15 minutes

### XCIX. Evaluation

Technique : written test

Kind of instrument test : essay test

### The Instructional Scoring

No	Indicator	Rated Aspect	Value	The maximum Value
1	Unity paragraph	- The entire contents of the sentence in the paragraph supporting a basic idea	15	15
		- There are a few sentences in a paragraph that does not support the main idea	10	
		- The entire sentence in the paragraph did not support the idea of principal	5	
2	Coherence Sentence	- Clear relationship between sentences in a paragraph	15	15

		<ul style="list-style-type: none"> <li>- There are some lines that do not have a relationship</li> <li>- The entire sentence does not have a clear relationship</li> </ul>	10  5	
3	Spelling	<ul style="list-style-type: none"> <li>- Writing in accordance with the spelling enhanced</li> </ul>	15	15
4	Diction	<ul style="list-style-type: none"> <li>- The use proper diction</li> <li>- There are some improper use of diction</li> <li>- The use of imprecise diction</li> </ul>	15  10  5	15
5	The Characteristics of Argumentative paragraph	<ul style="list-style-type: none"> <li>- The contents of the paragraph includes all the features of argumentatio</li> </ul>	40	40
		Total		100

### C. Learning Sources

Alifiyanti Nugraha, 2007. Language to use English. Jakarta : Piranti Darma Kalokatama.

### LESSON PLAN FOR CONTROL CLASS

School's name : MTsN 3 Medan

Subject : English

Class/semester	: VIII/2
Kind of paragraph	: Argumentative Paragraph
Theme	: Having Breakfast
Aspect/skill	: Writing
Time allocation	: 2 x 40 minutes
Meeting	: II

#### **CI. Standard of Competence**

##### 11. Writing

The understanding and showing the information through of writing paragraph

#### **CII. Basic Competence**

##### 11.1. Writing an idea to support an opinion in argumentative paragraph

#### **CIII. Indicator**

21. The students are able to writing thesis in argumentative paragraph
22. The students are able to develop the controlling idea in argumentative paragraph

#### **CIV. Objectives**

At the end of the learning process the students are able:

21. The students are able to writing thesis in argumentative paragraph
22. The students are able to develop the controlling idea in argumentative paragraph

#### **CV. Materials**

##### 11. Argumentative Paragraph

Argumentative paragraph is a writer presents his thoughts or opinions tries to convince or persuade the reader that his thoughts or opinions are true. The ability to write argumentative paragraph which is the students can arrange the idea as logic and systematic so it can be some information. The characteristic of argumentative paragraph such as there is a statement and idea of the writer, it has the purpose to convince the others, try to prove the truth of a statement and there is a fact that shown as evidently. The steps to write argumentative paragraph such as choose the topic and set the goal. Choose the topic its mean the writer must choose a topic that attracts attention. Interest topic will find the data to solve the

problems. Set the goal is an important thing before writing because this is very influential in determining the form and manner of writing presentation.

**CVI. Time Allotment**

2 x 40'

**CVII. Teaching Strategy**

Expository Strategy

**CVIII. The Procedures of Teaching**

No	Learning Activities	Time Allotment
1	<p><b>Introduction</b></p> <p><b>Apperception</b></p> <ul style="list-style-type: none"> <li>- Greeting the students</li> <li>- Checking the students in attendant list</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>- Explaining the competence must be achieved</li> <li>- Explaining the importance of the material</li> </ul>	15 minutes
2	<p><b>Main activities</b></p> <p><b>Exploration</b></p> <p>In the exploration activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Asks the students' knowledge about argumentative paragraph</li> </ul> <p><b>Elaboration</b></p> <p>In elaboration activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Explain the definition of argumentative paragraph</li> <li>- Explain the characteristics of argumentative paragraph</li> <li>- Explain the steps of argumentative paragraph</li> </ul>	60 minutes



	<p><b>Confirmation</b></p> <p>In confirmation activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Asks the students to note the material about argumentative paragraph</li> </ul>	
3	<p><b>Closing activity</b></p> <p>In closing activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Concludes the material</li> <li>- Conveys the lesson plan for the next meeting</li> </ul>	15 minutes

### CIX. Evaluation

Technique : written test

Kind of instrument test : essay test

#### The Instructional Scoring

No	Indicator	Rated Aspect	Value	The maximum Value
1	Unity paragraph	<ul style="list-style-type: none"> <li>- The entire contents of the sentence in the paragraph supporting a basic idea</li> <li>- There are a few sentences in a paragraph that does not support the main idea</li> <li>- The entire sentence in the paragraph did not support the idea of principal</li> </ul>	15  10  5	15
2	Coherence Sentence	<ul style="list-style-type: none"> <li>- Clear relationship between sentences in a paragraph</li> <li>- There are some lines that do not have a relationship</li> <li>- The entire sentence does not have</li> </ul>	15  10	15

		a clear relationship	5	
3	Spelling	- Writing in accordance with the spelling enhanced	15	15
4	Diction	- The use proper diction - There are some improper use of diction - The use of imprecise diction	15 10 5	15
5	The Characteristics of Argumentative paragraph	- The contents of the paragraph includes all the features of argumentatio	40	40
		Total		100

### CX. Learning Sources

Alifiyanti Nugraha, 2007. Language to use English. Jakarta : Piranti Darma Kalokatama.

### LESSON PLAN FOR CONTROL CLASS

School's name : MTsN 3 Medan  
 Subject : English  
 Class/semester : VIII/2  
 Kind of paragraph : Argumentative Paragraph  
 Theme : Drinking Milk  
 Aspect/skill : Writing

Time allocation : 2 x 40 minutes

Meeting : III

### **CXI. Standard of Competence**

#### 12. Writing

The understanding and showing the information through of writing paragraph

### **CXII. Basic Competence**

12.1. Writing an idea to support an opinion in argumentative paragraph

### **CXIII. Indicator**

23. The students are able to writing thesis in argumentative paragraph

24. The students are able to develop the controlling idea in argumentative paragraph

### **CXIV. Objectives**

At the end of the learning process the students are able:

23. The students are able to writing thesis in argumentative paragraph

24. The students are able to develop the controlling idea in argumentative paragraph

### **CXV. Materials**

#### 12. Argumentative Paragraph

Argumentative paragraph is a writer presents his thoughts or opinions tries to convince or persuade the reader that his thoughts or opinions are true. The ability to write argumentative paragraph which is the students can arrange the idea as logic and systematic so it can be some information. The characteristic of argumentative paragraph such as there is a statement and idea of the writer, it has the purpose to convince the others, try to prove the truth of a statement and there is a fact that shown as evidently. The steps to write argumentative paragraph such as choose the topic and set the goal. Choose the topic its mean the writer must choose a topic that attracts attention. Interest topic will find the data to solve the problems. Set the goal is an important thing before writing because this is very influential in determining the form and manner of writing presentation.

### **CXVI. Time Allotment**

2 x 40'

**CXVII. Teaching Strategy**

Expository Strategy

**CXVIII. The Procedures of Teaching**

No	Learning Activities	Time Allotment
1	<p><b>Introduction</b></p> <p><b>Apperception</b></p> <ul style="list-style-type: none"> <li>- Greeting the students</li> <li>- Checking the students in attendant list</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>- Explaining the competence must be achieved</li> <li>- Explaining the importance of the material</li> </ul>	15 minutes
2	<p><b>Main activities</b></p> <p><b>Exploration</b></p> <p>In the exploration activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Asks the students' knowledge about argumentative paragraph</li> </ul> <p><b>Elaboration</b></p> <p>In elaboration activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Explain the definition of argumentative paragraph</li> <li>- Explain the characteristics of argumentative paragraph</li> <li>- Explain the steps of argumentative paragraph</li> </ul> <p><b>Confirmation</b></p> <p>In confirmation activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Asks the students to note the material about argumentative paragraph</li> </ul>	60 minutes
3	<b>Closing activity</b>	15 minutes

	In closing activity, the teacher: <ul style="list-style-type: none"> <li>- Concludes the material</li> <li>- Conveys the lesson plan for the next meeting</li> </ul>	
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### CXIX. Evaluation

Technique : written test

Kind of instrument test : essay test

#### The Instructional Scoring

No	Indicator	Rated Aspect	Value	The maximum Value
1	Unity paragraph	- The entire contents of the sentence in the paragraph supporting a basic idea	15	15
		- There are a few sentences in a paragraph that does not support the main idea	10	
		- The entire sentence in the paragraph did not support the idea of principal	5	
2	Coherence Sentence	- Clear relationship between sentences in a paragraph	15	15
		- There are some lines that do not have a relationship	10	
		- The entire sentence does not have a clear relationship	5	

3	Spelling	- Writing in accordance with the spelling enhanced	15	15
4	Diction	- The use proper diction - There are some improper use of diction - The use of imprecise diction	15 10 5	15
5	The Characteristics of Argumentative paragraph	- The contents of the paragraph includes all the features of argumentatio	40	40
		Total		100

### CXX. Learning Sources

Alifiyanti Nugraha, 2007. Language to use English. Jakarta : Piranti Darma Kalokatama.

### LESSON PLAN FOR CONTROL CLASS

School's name : MTsN 3 Medan  
 Subject : English  
 Class/semester : VIII/2  
 Kind of paragraph : Argumentative Paragraph  
 Theme : Eating Vegetables  
 Aspect/skill : Writing  
 Time allocation : 2 x 40 minutes  
 Meeting : IV

### CXXI. Standard of Competence

#### 13. Writing

The understanding and showing the information through of writing paragraph

**CXXII. Basic Competence**

- 13.1. Writing an idea to support an opinion in argumentative paragraph

**CXXIII. Indicator**

25. The students are able to writing thesis in argumentative paragraph  
 26. The students are able to develop the controlling idea in argumentative paragraph

**CXXIV. Objectives**

At the end of the learning process the students are able:

25. The students are able to writing thesis in argumentative paragraph  
 26. The students are able to develop the controlling idea in argumentative paragraph

**CXXV. Materials**

13. Argumentative Paragraph

Argumentative paragraph is a writer presents his thoughts or opinions tries to convince or persuade the reader that his thoughts or opinions are true. The ability to write argumentative paragraph which is the students can arrange the idea as logic and systematic so it can be some information. The characteristic of argumentative paragraph such as there is a statement and idea of the writer, it has the purpose to convince the others, try to prove the truth of a statement and there is a fact that shown as evidently. The steps to write argumentative paragraph such as choose the topic and set the goal. Choose the topic its mean the writer must choose a topic that attracts attention. Interest topic will find the data to solve the problems. Set the goal is an important thing before writing because this is very influential in determining the form and manner of writing presentation.

**CXXVI. Time Allotment**

2 x 40'

**CXXVII. Teaching Strategy**

Expository Strategy

**CXXVIII. The Procedures of Teaching**

No	Learning Activities	Time Allotment
1	<p><b>Introduction</b></p> <p><b>Apperception</b></p> <ul style="list-style-type: none"> <li>- Greeting the students</li> <li>- Checking the students in attendant list</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>- Explaining the competence must be achieved</li> <li>- Explaining the importance of the material</li> </ul>	15 minutes
2	<p><b>Main activities</b></p> <p><b>Exploration</b></p> <p>In the exploration activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Asks the students' knowledge about argumentative paragraph</li> </ul> <p><b>Elaboration</b></p> <p>In elaboration activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Explain the definition of argumentative paragraph</li> <li>- Explain the characteristics of argumentative paragraph</li> <li>- Explain the steps of argumentative paragraph</li> </ul> <p><b>Confirmation</b></p> <p>In confirmation activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Asks the students to note the material about argumentative paragraph</li> </ul>	60 minutes
3	<p><b>Closing activity</b></p> <p>In closing activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Concludes the material</li> <li>- Conveys the lesson plan for the next meeting</li> </ul>	15 minutes



**CXXIX. Evaluation**

Technique : written test

Kind of instrument test : essay test

**The Instructional Scoring**

<b>No</b>	<b>Indicator</b>	<b>Rated Aspect</b>	<b>Value</b>	<b>The maximum Value</b>
1	Unity paragraph	<ul style="list-style-type: none"> <li>- The entire contents of the sentence in the paragraph supporting a basic idea</li> <li>- There are a few sentences in a paragraph that does not support the main idea</li> <li>- The entire sentence in the paragraph did not support the idea of principal</li> </ul>	15  10  5	15
2	Coherence Sentence	<ul style="list-style-type: none"> <li>- Clear relationship between sentences in a paragraph</li> <li>- There are some lines that do not have a relationship</li> <li>- The entire sentence does not have a clear relationship</li> </ul>	15  10  5	15
3	Spelling	<ul style="list-style-type: none"> <li>- Writing in accordance with the spelling enhanced</li> </ul>	15	15
4	Diction	<ul style="list-style-type: none"> <li>- The use proper diction</li> </ul>	15	15

		<ul style="list-style-type: none"> <li>- There are some improper use of diction</li> <li>- The use of imprecise diction</li> </ul>	10 5	
5	The Characteristics of Argumentative paragraph	<ul style="list-style-type: none"> <li>- The contents of the paragraph includes all the features of argumentation</li> </ul>	40	40
		Total		100

#### **CXXX. Learning Sources**

Alifiyanti Nugraha, 2007. Language to use English. Jakarta : Piranti Darma Kalokatama.

#### **LESSON PLAN FOR CONTROL CLASS**

School's name : MTsN 3 Medan  
 Subject : English  
 Class/semester : VIII/2  
 Kind of paragraph : Argumentative Paragraph  
 Theme : Reading Books  
 Aspect/skill : Writing  
 Time allocation : 2 x 40 minutes  
 Meeting : V

#### **CXXXI. Standard of Competence**

14. Writing

The understanding and showing the information through of writing paragraph

#### **CXXXII. Basic Competence**

14.1. Writing an idea to support an opinion in argumentative paragraph

#### **CXXXIII. Indicator**

27. The students are able to writing thesis in argumentative paragraph

28. The students are able to develop the controlling idea in argumentative paragraph

#### **CXXXIV. Objectives**

At the end of the learning process the students are able:

27. The students are able to writing thesis in argumentative paragraph

28. The students are able to develop the controlling idea in argumentative paragraph

#### **CXXXV. Materials**

14. Argumentative Paragraph

Argumentative paragraph is a writer presents his thoughts or opinions tries to convince or persuade the reader that his thoughts or opinions are true. The ability to write argumentative paragraph which is the students can arrange the idea as logic and systematic so it can be some information. The characteristic of argumentative paragraph such as there is a statement and idea of the writer, it has the purpose to convince the others, try to prove the truth of a statement and there is a fact that shown as evidently. The steps to write argumentative paragraph such as choose the topic and set the goal. Choose the topic its mean the writer must choose a topic that attracts attention. Interest topic will find the data to solve the problems. Set the goal is an important thing before writing because this is very influential in determining the form and manner of writing presentation.

#### **CXXXVI. Time Allotment**

2 x 40'

#### **CXXXVII. Teaching Strategy**

Expository Strategy

#### **CXXXVIII. The Procedures of Teaching**

No	Learning Activities	Time Allotment
1	Introduction Apperception	

	<ul style="list-style-type: none"> <li>- Greeting the students</li> <li>- Checking the students in attendant list</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>- Explaining the competence must be achieved</li> <li>- Explaining the importance of the material</li> </ul>	15 minutes
2	<p><b>Main activities</b></p> <p><b>Exploration</b></p> <p>In the exploration activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Asks the students' knowledge about argumentative paragraph</li> </ul> <p><b>Elaboration</b></p> <p>In elaboration activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Explain the definition of argumentative paragraph</li> <li>- Explain the characteristics of argumentative paragraph</li> <li>- Explain the steps of argumentative paragraph</li> </ul> <p><b>Confirmation</b></p> <p>In confirmation activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Asks the students to note the material about argumentative paragraph</li> </ul>	60 minutes
3	<p><b>Closing activity</b></p> <p>In closing activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Concludes the material</li> <li>- Conveys the lesson plan for the next meeting</li> </ul>	15 minutes

### CXXXIX. Evaluation

Technique : written test

Kind of instrument test : essay test

### The Instructional Scoring

No	Indicator	Rated Aspect	Value	The maximum Value
1	Unity paragraph	<ul style="list-style-type: none"> <li>- The entire contents of the sentence in the paragraph supporting a basic idea</li> <li>- There are a few sentences in a paragraph that does not support the main idea</li> <li>- The entire sentence in the paragraph did not support the idea of principal</li> </ul>	15  10  5	15
2	Coherence Sentence	<ul style="list-style-type: none"> <li>- Clear relationship between sentences in a paragraph</li> <li>- There are some lines that do not have a relationship</li> <li>- The entire sentence does not have a clear relationship</li> </ul>	15  10  5	15
3	Spelling	<ul style="list-style-type: none"> <li>- Writing in accordance with the spelling enhanced</li> </ul>	15	15
4	Diction	<ul style="list-style-type: none"> <li>- The use proper diction</li> <li>- There are some improper use of diction</li> </ul>	15  10	15

		- The use of imprecise diction	5	
5	The Characteristics of Argumentative paragraph	- The contents of the paragraph includes all the features of argumentatio	40	40
		Total		100

### CXL. Learning Sources

Alifiyanti Nugraha, 2007. Language to use English. Jakarta : Piranti Darma Kalokatama.

### LESSON PLAN FOR CONTROL CLASS

School's name : MTsN 3 Medan  
 Subject : English  
 Class/semester : VIII/2  
 Kind of paragraph : Argumentative Paragraph  
 Theme : Watching Television  
 Aspect/skill : Writing  
 Time allocation : 2 x 40 minutes  
 Meeting : VI

#### CXLI. Standard of Competence

15. Writing

The understanding and showing the information through of writing paragraph

#### CXLII. Basic Competence

15.1. Writing an idea to support an opinion in argumentative paragraph

#### CXLIII. Indicator

29. The students are able to writing thesis in argumentative paragraph

30. The students are able to develop the controlling idea in argumentative paragraph

**CXLIV. Objectives**

At the end of the learning process the students are able:

29. The students are able to writing thesis in argumentative paragraph

30. The students are able to develop the controlling idea in argumentative paragraph

**CXLV. Materials**

## 15. Argumentative Paragraph

Argumentative paragraph is a writer presents his thoughts or opinions tries to convince or persuade the reader that his thoughts or opinions are true. The ability to write argumentative paragraph which is the students can arrange the idea as logic and systematic so it can be some information. The characteristic of argumentative paragraph such as there is a statement and idea of the writer, it has the purpose to convince the others, try to prove the truth of a statement and there is a fact that shown as evidently. The steps to write argumentative paragraph such as choose the topic and set the goal. Choose the topic its mean the writer must choose a topic that attracts attention. Interest topic will find the data to solve the problems. Set the goal is an important thing before writing because this is very influential in determining the form and manner of writing presentation.

**CXLVI. Time Allotment**

2 x 40'

**CXLVII. Teaching Strategy**

Expository Strategy

**CXLVIII. The Procedures of Teaching**

No	Learning Activities	Time Allotment
1	<b>Introduction</b> <b>Apperception</b> <ul style="list-style-type: none"> <li>- Greeting the students</li> <li>- Checking the students in attendant list</li> </ul>	

	<p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>- Explaining the competence must be achieved</li> <li>- Explaining the importance of the material</li> </ul>	15 minutes
2	<p><b>Main activities</b></p> <p><b>Exploration</b></p> <p>In the exploration activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Asks the students' knowledge about argumentative paragraph</li> </ul> <p><b>Elaboration</b></p> <p>In elaboration activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Explain the definition of argumentative paragraph</li> <li>- Explain the characteristics of argumentative paragraph</li> <li>- Explain the steps of argumentative paragraph</li> </ul> <p><b>Confirmation</b></p> <p>In confirmation activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Asks the students to note the material about argumentative paragraph</li> </ul>	60 minutes
3	<p><b>Closing activity</b></p> <p>In closing activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Concludes the material</li> <li>- Conveys the lesson plan for the next meeting</li> </ul>	15 minutes

### **CXLIX. Evaluation**

Technique : written test

Kind of instrument test : essay test

### **The Instructional Scoring**



No	Indicator	Rated Aspect	Value	The maximum Value
1	Unity paragraph	<ul style="list-style-type: none"> <li>- The entire contents of the sentence in the paragraph supporting a basic idea</li> <li>- There are a few sentences in a paragraph that does not support the main idea</li> <li>- The entire sentence in the paragraph did not support the idea of principal</li> </ul>	15   10   5	15
2	Coherence Sentence	<ul style="list-style-type: none"> <li>- Clear relationship between sentences in a paragraph</li> <li>- There are some lines that do not have a relationship</li> <li>- The entire sentence does not have a clear relationship</li> </ul>	15   10   5	15
3	Spelling	<ul style="list-style-type: none"> <li>- Writing in accordance with the spelling enhanced</li> </ul>	15	15
4	Diction	<ul style="list-style-type: none"> <li>- The use proper diction</li> <li>- There are some improper use of diction</li> <li>- The use of imprecise diction</li> </ul>	15  10  5	15

5	The Characteristics of Argumentative paragraph	- The contents of the paragraph includes all the features of argumentatio	40	40
		Total		100

### CL. Learning Sources

Alifiyanti Nugraha, 2007. Language to use English. Jakarta : Piranti Darma Kalokatama.

### LESSON PLAN FOR CONTROL CLASS

School's name : MTsN 3 Medan  
 Subject : English  
 Class/semester : VIII/2  
 Kind of paragraph : Argumentative Paragraph  
 Theme : Sitting In front of  
 Aspect/skill : Writing  
 Time allocation : 2 x 40 minutes  
 Meeting : VII

#### CLI. Standard of Competence

16. Writing

The understanding and showing the information through of writing paragraph

#### CLII. Basic Competence

16.1. Writing an idea to support an opinion in argumentative paragraph

#### CLIII. Indicator

31. The students are able to writing thesis in argumentative paragraph

32. The students are able to develop the controlling idea in argumentative paragraph

#### CLIV. Objectives

At the end of the learning process the students are able:

31. The students are able to writing thesis in argumentative paragraph

32. The students are able to develop the controlling idea in argumentative paragraph

#### **CLV. Materials**

##### 16. Argumentative Paragraph

Argumentative paragraph is a writer presents his thoughts or opinions tries to convince or persuade the reader that his thoughts or opinions are true. The ability to write argumentative paragraph which is the students can arrange the idea as logic and systematic so it can be some information. The characteristic of argumentative paragraph such as there is a statement and idea of the writer, it has the purpose to convince the others, try to prove the truth of a statement and there is a fact that shown as evidently. The steps to write argumentative paragraph such as choose the topic and set the goal. Choose the topic its mean the writer must choose a topic that attracts attention. Interest topic will find the data to solve the problems. Set the goal is an important thing before writing because this is very influential in determining the form and manner of writing presentation.

#### **CLVI. Time Allotment**

2 x 40'

#### **CLVII. Teaching Strategy**

Expository Strategy

#### **CLVIII. The Procedures of Teaching**

No	Learning Activities	Time Allotment
1	<p><b>Introduction</b></p> <p><b>Apperception</b></p> <ul style="list-style-type: none"> <li>- Greeting the students</li> <li>- Checking the students in attendant list</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>- Explaining the competence must be achieved</li> <li>- Explaining the importance of the material</li> </ul>	15 minutes

2	<p><b>Main activities</b></p> <p><b>Exploration</b></p> <p>In the exploration activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Asks the students' knowledge about argumentative paragraph</li> </ul> <p><b>Elaboration</b></p> <p>In elaboration activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Explain the definition of argumentative paragraph</li> <li>- Explain the characteristics of argumentative paragraph</li> <li>- Explain the steps of argumentative paragraph</li> </ul> <p><b>Confirmation</b></p> <p>In confirmation activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Asks the students to note the material about argumentative paragraph</li> </ul>	60 minutes
3	<p><b>Closing activity</b></p> <p>In closing activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Concludes the material</li> <li>- Conveys the lesson plan for the next meeting</li> </ul>	15 minutes

### CLIX. Evaluation

Technique : written test

Kind of instrument test : essay test

### The Instructional Scoring

No	Indicator	Rated Aspect	Value	The maximum

				<b>Value</b>
1	Unity paragraph	<ul style="list-style-type: none"> <li>- The entire contents of the sentence in the paragraph supporting a basic idea</li> <li>- There are a few sentences in a paragraph that does not support the main idea</li> <li>- The entire sentence in the paragraph did not support the idea of principal</li> </ul>	15  10  5	15
2	Coherence Sentence	<ul style="list-style-type: none"> <li>- Clear relationship between sentences in a paragraph</li> <li>- There are some lines that do not have a relationship</li> <li>- The entire sentence does not have a clear relationship</li> </ul>	15  10  5	15
3	Spelling	<ul style="list-style-type: none"> <li>- Writing in accordance with the spelling enhanced</li> </ul>	15	15
4	Diction	<ul style="list-style-type: none"> <li>- The use proper diction</li> <li>- There are some improper use of diction</li> <li>- The use of imprecise diction</li> </ul>	15  10  5	15

5	The Characteristics of Argumentative paragraph	- The contents of the paragraph includes all the features of argumentatio	40	40
		Total		100

**CLX. Learning Sources**

Alifiyanti Nugraha, 2007. Language to use English. Jakarta : Piranti Darma Kalokatama.

**LESSON PLAN FOR CONTROL CLASS**

School's name : MTsN 3 Medan  
 Subject : English  
 Class/semester : VIII/2  
 Kind of paragraph : Argumentative Paragraph  
 Theme : Having Holiday  
 Aspect/skill : Writing  
 Time allocation : 2 x 40 minutes  
 Meeting : VIII

**CLXI. Standard of Competence**

17. Writing

The understanding and showing the information through of writing paragraph

**CLXII. Basic Competence**

17.1. Writing an idea to support an opinion in argumentative paragraph

**CLXIII. Indicator**

33. The students are able to writing thesis in argumentative paragraph

34. The students are able to develop the controlling idea in argumentative paragraph

**CLXIV. Objectives**

At the end of the learning process the students are able:

33. The students are able to writing thesis in argumentative paragraph

34. The students are able to develop the controlling idea in argumentative paragraph

#### **CLXV. Materials**

##### 17. Argumentative Paragraph

Argumentative paragraph is a writer presents his thoughts or opinions tries to convince or persuade the reader that his thoughts or opinions are true. The ability to write argumentative paragraph which is the students can arrange the idea as logic and systematic so it can be some information. The characteristic of argumentative paragraph such as there is a statement and idea of the writer, it has the purpose to convince the others, try to prove the truth of a statement and there is a fact that shown as evidently. The steps to write argumentative paragraph such as choose the topic and set the goal. Choose the topic its mean the writer must choose a topic that attracts attention. Interest topic will find the data to solve the problems. Set the goal is an important thing before writing because this is very influential in determining the form and manner of writing presentation.

#### **CLXVI. Time Allotment**

2 x 40'

#### **CLXVII. Teaching Strategy**

Expository Strategy

#### **CLXVIII. The Procedures of Teaching**

<b>No</b>	<b>Learning Activities</b>	<b>Time Allotment</b>
1	<p><b>Introduction</b></p> <p><b>Apperception</b></p> <ul style="list-style-type: none"> <li>- Greeting the students</li> <li>- Checking the students in attendant list</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>- Explaining the competence must be achieved</li> <li>- Explaining the importance of the material</li> </ul>	15 minutes

2	<p><b>Main activities</b></p> <p><b>Exploration</b></p> <p>In the exploration activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Asks the students' knowledge about argumentative paragraph</li> </ul> <p><b>Elaboration</b></p> <p>In elaboration activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Explain the definition of argumentative paragraph</li> <li>- Explain the characteristics of argumentative paragraph</li> <li>- Explain the steps of argumentative paragraph</li> </ul> <p><b>Confirmation</b></p> <p>In confirmation activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Asks the students to note the material about argumentative paragraph</li> </ul>	60 minutes
3	<p><b>Closing activity</b></p> <p>In closing activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Concludes the material</li> <li>- Conveys the lesson plan for the next meeting</li> </ul>	15 minutes

### CLXIX. Evaluation

Technique : written test

Kind of instrument test : essay test

### The Instructional Scoring

No	Indicator	Rated Aspect	Value	The maximum



				<b>Value</b>
1	Unity paragraph	<ul style="list-style-type: none"> <li>- The entire contents of the sentence in the paragraph supporting a basic idea</li> <li>- There are a few sentences in a paragraph that does not support the main idea</li> <li>- The entire sentence in the paragraph did not support the idea of principal</li> </ul>	15  10  5	15
2	Coherence Sentence	<ul style="list-style-type: none"> <li>- Clear relationship between sentences in a paragraph</li> <li>- There are some lines that do not have a relationship</li> <li>- The entire sentence does not have a clear relationship</li> </ul>	15  10  5	15
3	Spelling	<ul style="list-style-type: none"> <li>- Writing in accordance with the spelling enhanced</li> </ul>	15	15
4	Diction	<ul style="list-style-type: none"> <li>- The use proper diction</li> <li>- There are some improper use of diction</li> <li>- The use of imprecise diction</li> </ul>	15  10  5	15

5	The Characteristics of Argumentative paragraph	- The contents of the paragraph includes all the features of argumentatio	40	40
		Total		100

**CLXX. Learning Sources**

Alifiyanti Nugraha, 2007. Language to use English. Jakarta : Piranti Darma Kalokatama.

**LESSON PLAN FOR CONTROL CLASS**

School's name : MTsN 3 Medan  
 Subject : English  
 Class/semester : VIII/2  
 Kind of paragraph : Argumentative Paragraph  
 Theme : Having Close Friend  
 Aspect/skill : Writing  
 Time allocation : 2 x 40 minutes  
 Meeting : IX

**CLXXI. Standard of Competence**

18. Writing

The understanding and showing the information through of writing paragraph

**CLXXII. Basic Competence**

18.1. Writing an idea to support an opinion in argumentative paragraph

**CLXXIII. Indicator**

35. The students are able to writing thesis in argumentative paragraph

36. The students are able to develop the controlling idea in argumentative paragraph

**CLXXIV. Objectives**

At the end of the learning process the students are able:

35. The students are able to writing thesis in argumentative paragraph

36. The students are able to develop the controlling idea in argumentative paragraph

#### **CLXXV. Materials**

##### 18. Argumentative Paragraph

Argumentative paragraph is a writer presents his thoughts or opinions tries to convince or persuade the reader that his thoughts or opinions are true. The ability to write argumentative paragraph which is the students can arrange the idea as logic and systematic so it can be some information. The characteristic of argumentative paragraph such as there is a statement and idea of the writer, it has the purpose to convince the others, try to prove the truth of a statement and there is a fact that shown as evidently. The steps to write argumentative paragraph such as choose the topic and set the goal. Choose the topic its mean the writer must choose a topic that attracts attention. Interest topic will find the data to solve the problems. Set the goal is an important thing before writing because this is very influential in determining the form and manner of writing presentation.

#### **CLXXVI. Time Allotment**

2 x 40'

#### **CLXXVII. Teaching Strategy**

Expository Strategy

#### **CLXXVIII. The Procedures of Teaching**

<b>No</b>	<b>Learning Activities</b>	<b>Time Allotment</b>
1	<p><b>Introduction</b></p> <p><b>Apperception</b></p> <ul style="list-style-type: none"> <li>- Greeting the students</li> <li>- Checking the students in attendant list</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>- Explaining the competence must be achieved</li> <li>- Explaining the importance of the material</li> </ul>	15 minutes

2	<p><b>Main activities</b></p> <p><b>Exploration</b></p> <p>In the exploration activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Asks the students' knowledge about argumentative paragraph</li> </ul> <p><b>Elaboration</b></p> <p>In elaboration activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Explain the definition of argumentative paragraph</li> <li>- Explain the characteristics of argumentative paragraph</li> <li>- Explain the steps of argumentative paragraph</li> </ul> <p><b>Confirmation</b></p> <p>In confirmation activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Asks the students to note the material about argumentative paragraph</li> </ul>	60 minutes
3	<p><b>Closing activity</b></p> <p>In closing activity, the teacher:</p> <ul style="list-style-type: none"> <li>- Concludes the material</li> <li>- Conveys the lesson plan for the next meeting</li> </ul>	15 minutes

### CLXXIX. Evaluation

Technique : written test

Kind of instrument test : essay test

#### The Instructional Scoring

No	Indicator	Rated Aspect	Value	The maximum
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				<b>Value</b>
1	Unity paragraph	<ul style="list-style-type: none"> <li>- The entire contents of the sentence in the paragraph supporting a basic idea</li> <li>- There are a few sentences in a paragraph that does not support the main idea</li> <li>- The entire sentence in the paragraph did not support the idea of principal</li> </ul>	15  10  5	15
2	Coherence Sentence	<ul style="list-style-type: none"> <li>- Clear relationship between sentences in a paragraph</li> <li>- There are some lines that do not have a relationship</li> <li>- The entire sentence does not have a clear relationship</li> </ul>	15  10  5	15
3	Spelling	<ul style="list-style-type: none"> <li>- Writing in accordance with the spelling enhanced</li> </ul>	15	15
4	Diction	<ul style="list-style-type: none"> <li>- The use proper diction</li> <li>- There are some improper use of diction</li> <li>- The use of imprecise diction</li> </ul>	15  10  5	15

5	The Characteristics of Argumentative paragraph	- The contents of the paragraph includes all the features of argumentatio	40	40
		Total		100

**CLXXX. Learning Sources**

Alifiyanti Nugraha, 2007. Language to use English. Jakarta : Piranti Darma Kalokatama.

**APPENDIC III****TEST****FOR BOTH EXPERIMENT AND CONTROL CLASS**

Name :

Class :

*Write a argumentative paragraph about “why I go to school”!*

## APPENDIC IV

**THE STUDENTS' INITIAL NAME  
OF EXPERIMENT CLASS (VIII-6)**

<b>No</b>	<b>Initial Name</b>	<b>Real Name</b>
1	AA	Aida Aulia
2	AF	Alya Fauziah
3	AZR	Amalia Zylvy Rangkuti
4	AWP	Ananda Wiwin Pratama
5	AAA	Annisa Ayu Anggraeni
6	ASG	Audia Syifa Gusra
7	LN	Lufia Nurhalizah
8	LAA	Lulu Afnani Arfa
9	LH	Luthfi Hambali
10	LD	Luthfiyah Dinah
11	MHRB	M. Hafiz Ramdani Barus
12	MIH	M. Ihza Hazwani
13	MIA	M. Irfan Al-Fatah
14	MLA	M. Luthfi Ananda
15	MMHN	M. Mifta Hanafi Nst
16	MFN	Mayza Fariza Nzulafri
17	MA	Mely Arle
18	MZHH	M. Zunifa Hakim Hsb
19	MAS	M. Andyansyah Smbring
20	MIL	M. Idrin Lubis
21	MRB	M. Rafif Budiman
22	MR	M. Rizky
23	MSA	M. Salman Al-Farisi
24	MSP	M. Syukurillah Putra
25	MY	M. Yusuf



26	MZAN	M. Zaidan Al-Faqih Nst
27	MK	Mutiara Khairunnisa
28	NS	Nabila Shafira
29	NSZ	Nadya Syahrani Zaini
30	NA	Najwa Aulia
31	N	Nazwa
32	N	Nurzakiyah
33	NI	Nurul Izzati
34	QNA	Qori Nurjannah Aulia
35	RFP	Reisya Fadillah Putri
36	RK	Rizki Khairani
37	RA	Rizky Al-Husaini
38	TH	Tasya Hafifah
39	UN	Uca Nazira
40	AFR	Ahmad Fauzi Rizky

## APPENDIC V

**THE STUDENT'S INITIAL AND REAL NAME  
OF CONTROL CLASS (VIII-5)**

No	Student's Initial Name	Real Name
1	AAA	Ade Arya Prasetya
2	ABZ	Ahmad Abdul Azis
3	ASA	Aisyah Shabrina Antika
4	AHA	Anis Hanan Azizah
5	APS	Aprilia Putri Syalima
6	AZ	Atika Zahra
7	AF	Aulia Fhikri
8	ASH	Ayu Setri Hiyanti
9	AFN	Azizah Farahdila Nst
10	DO	Dna Oktopriyani
11	DY	Dina Yusriah
12	DDS	Dinda Dewanty Setiady
13	DAC	Dwi Adinda Cby
14	FNH	Fadia Nabila Hasya
15	FMS	Faiz Mufly Siregar
16	HPN	Haryati Putri Nabiliha
17	HH	Hilman Hanif
18	ISA	Izzatush shafa Aina
19	MDPS	M. Dimas Putra Surya
20	MAT	M. Aldi Triputra
21	MHM	M, Habib Mushaffa
22	MMS	M. Munawar Suaib
23	MRA	M. RAngga Aitya
24	MRS	M. Rizki Savero
25	N	Nurhayati
26	RBD	Raden Bintang Diafan

27	SMA	Shabrina Marha Aulia
28	SB	Sinta Bella
29	S	Sabariah
30	SM	Sri Mutia
31	SN	Siti Nurfadhila
32	SND	Sri Nur dila
33	TWW	Tha Wilda Wegina
34	UU	Uli Usna
35	UH	Ulfa Hidayati
36	UP	Usman Putra
37	V	Vivianty
38	VSA	Vinna Salwa Arani
39	VMA	Vinny Muna Arani
40	ZF	Zepi Furqon

## APPENDIC VI

## THE STUDENTS' SCORE AT EXPERIMENT CLASS

No	Initial Name	Post test	
		Score (X)	X <sup>2</sup>
1	AA	80	6400
2	AF	80	6400
3	AZR	75	5625
4	AWP	80	6400
5	AAA	85	7225
6	ASG	80	6400
7	LN	80	6400
8	LAA	90	8100
9	LH	75	5625
10	LD	80	6400
11	MHRB	80	6400
12	MIH	70	4900
13	MIA	80	6400
14	MLA	80	6400
15	MMHN	65	4225
16	MFN	90	8100
17	MA	75	5625
18	MZHH	65	4225
19	MAS	85	7225
20	MIL	80	6400

21	MRB	65	4225
22	MR	70	4900
23	MSA	70	4900
24	MSP	65	4225
25	MY	65	4225
26	MZAN	80	6400
27	MK	70	4900
28	NS	75	5625
29	NSZ	80	6400
30	NA	70	4900
31	N	75	5625
32	N	70	4900
33	NI	70	4900
34	QNA	85	7225
35	RFP	75	5625
36	RK	80	6400
37	RA	75	5625
38	TH	65	4225
39	UN	75	5625
40	AFR	90	8100
Total		3045	233825
Mean		76,12	

## APPENDIC VII

## THE STUDENTS' SCORE AT CONTROL CLASS

No	Initial Name	Post Test	
		Score (X)	X <sup>2</sup>
1	AAA	70	4900
2	ABZ	65	4225
3	ASA	85	7225
4	AHA	70	4900
5	APS	70	4900
6	AZ	70	4900
7	AF	65	4225
8	ASH	80	6400
9	AFN	80	6400
10	DO	75	5625
11	DY	80	6400
12	DDS	80	6400
13	DAC	60	3600
14	FNH	75	5625
15	FMS	60	3600
16	HPN	65	4225
17	HH	65	4225
18	ISA	75	5625
19	MDPS	55	3025
20	MAT	65	4225
21	MHM	75	5625
22	MMS	65	4225
23	MRA	55	3025
24	MRS	65	4225

25	N	70	4900
26	RBD	70	4900
27	SMA	60	3600
28	SB	75	5625
29	S	60	3600
30	SM	60	3600
31	SN	65	4225
32	SND	60	3600
33	TWW	65	4225
34	UU	55	3025
35	UH	60	3600
36	UP	55	3025
37	V	55	3025
38	VSA	65	4225
39	VMA	65	4225
40	ZF	65	4225
Total		2675	181375
Mean		66,87	

## APPENDIC VIII

### THE CALCULATION OF MEAN VALUE AND STANDARD DEVIATION

#### A. Calculation of the Mean Value and Standard Deviation in Experiment

##### Class

##### 1. Calculation of Post Test Data

Tabulation of the values obtained

##### 1). Mean

$$\begin{aligned} MX_1 &= \frac{\sum fx}{N} \\ &= \frac{3045}{40} \\ &= 76.12 \end{aligned}$$

##### 2). Standard Deviation

$$\begin{aligned} SDX_1 &= \sqrt{\frac{\sum fx^2}{N}} \\ &= \sqrt{\frac{2024.2}{40}} \\ &= \sqrt{50.60} \\ &= 7.11 \end{aligned}$$

##### 3). Standard Error

$$\begin{aligned} SEMX_1 &= \frac{SDX}{\sqrt{N-1}} \\ &= \frac{7.11}{\sqrt{39}} \\ &= \frac{7.11}{6.24} \\ &= 1.14 \end{aligned}$$

#### Frekuensi Distribution at Experiment Class



$X_1$	$F$	$F_x$	$X$	$X^2$	$Fx^2$
90	3	270	13.88	192.65	577.95
85	3	255	8.88	78.85	236.55
80	13	1040	3.88	15.05	195.65
75	8	600	-1.12	1.25	10
70	7	490	-6.12	37.45	262.15
65	6	390	-11.12	123.65	741.9
$\Sigma$	40	3045			2024.2

## B. Calculation of The Mean Value and Standard Deviation in Control

### Class

#### 1. Calculation of Post Test

From tabulating the values obtained :

##### 1) Mean

$$\begin{aligned}
 MX_2 &= \frac{\Sigma fx}{n} \\
 &= \frac{2675}{40} \\
 &= 66.87
 \end{aligned}$$

##### 2) standard deviation

$$\begin{aligned}
 SDX_2 &= \sqrt{\frac{\Sigma fx^2}{N}} \\
 &= \sqrt{\frac{2484.1}{40}} \\
 &= \sqrt{62.10} \\
 &= 7.88
 \end{aligned}$$

##### 3) standard error

$$SEM X_2 = \frac{SDX}{\sqrt{N-1}}$$

$$= \frac{7.88}{\sqrt{39}}$$

$$= \frac{7.88}{6.24}$$

$$= 1.26$$

### Frekuensi Distribution at Control Class

$X_1$	F	fX	X	$X^2$	$Fx^2$
85	1	85	18.13	328.69	328.69
80	4	320	13.13	172.39	689.56
75	5	375	8.13	66.09	330.45
70	6	420	3.13	9.79	58.74
65	12	780	-1.87	3.49	41.88
60	7	420	-6.87	47.19	330.33
55	5	275	-11.87	140.89	704.45
$\epsilon$	40	2675			2484.1

To find the differences of the standard error between variable  $X_1$  and variable  $X_2$

$$SEM_{X_1} - SEM_{X_2} = \sqrt{SEM_{X_1}^2 + SEM_{X_2}^2}$$

$$= \sqrt{(1.14)^2 + (1.26)^2}$$

$$= \sqrt{1.30 + 1.59}$$

$$= \sqrt{2.89}$$

$$= 1.70$$

## APPENDIC IX

### THE CALCULATION OF NORMALITY TESTING

#### A. Normality Testing of Post Test in Experiment Class

##### 1. Normality Testing of Post Test

$X_1$	F	$F_{kum}$	$Z_i$	$F_{tab}$	$F(Z_i)$	$S(Z_i)$	$L_o = F(Z_i) - S(Z_i)$
65	6	6	-1.56	-0.4406	0.0594	0.15	0.0906
70	7	13	-0.86	-0.3051	0.1949	0.325	0.1301
75	8	21	-0.16	-0.0636	0.4364	0.525	0.0886
80	13	34	0.55	0.2988	0.7988	0.85	0.0512
85	3	37	1.25	0.3944	0.8944	0.925	0.036
90	3	40	1.95	0.4744	0.9744	1	0,0256

Data Normality test in experiment class with the counting, as follows:

Dik :  $\bar{X}_1 = 76,12$ ,  $SD = 7,11$  and  $N = 40$  so :

##### 1. Bilangan Baku ( $Z_i$ )

$$Z_i = \frac{X_1 - \bar{X}_1}{SD} = \frac{65 - 76,12}{7,11} = -1,56$$

Therefore, the formula to find out  $Z_i$

$$\begin{aligned} 2. F(Z_i) &= 0,5 \pm Z_i \text{ (table standard distribution)} \\ &= 0,5 + (-1,56) \\ &= 0,5 + (-0,4406) \end{aligned}$$

$$= 0,0594$$

Therefore, the formula to find out  $F(Z_i)$

$$\begin{aligned} 3. S(Z_i) &= \frac{f_{kum}}{N} \\ &= \frac{6}{40} \\ &= 0,15 \end{aligned}$$

Therefore, the formula to find out  $S(Z_i)$

$$\begin{aligned} 4. L_o &= (F(Z_i) - S(Z_i)) \\ &= 0,0594 - 0,15 \\ &= 0,0906 \end{aligned}$$

Therefore, the formula to find out  $S(Z_i)$ .

From the table above, it can be seen that the liliefors observation or  $L_o = 0,1301$  with  $n = 40$  and at real level  $\alpha = 0,05$  from the list of critical value of liliefors table,  $L_t = 0,1401$ . It was known that the coefficient of  $L_o (0,1301) < L_t (0,1401)$ .

## B. Normality Testing of Control Class

### 1. Normality Testing of Post Test

$X_1$	F	$F_{kum}$	$Z_i$	$F_{tab}$	$F(Z_i)$	$S(Z_i)$	$L_o = F(Z_i) - S(Z_i)$
55	5	5	-1.51	-0.4345	0.0655	0.125	0.0595
60	7	12	-0.87	-0.3078	0.1922	0.3	0.1078

65	12	24	-0.24	-0.0048	0.4952	0.6	0.1048
70	6	30	0.4	0.1554	0.6554	0.75	0.0946
75	5	35	1.03	0.3485	0.8485	0.875	0.0265
80	4	39	1.67	0.4525	0.9525	0.975	0,0225
85	1	40	2.3	0.4893	0.9893	1	0.0107

Data Normality test in control class with the counting, as follows :

Dik :  $\bar{X}_1 = 66,87$   $SD = 7,88$  and  $N = 40$  so :

1. Bilangan Baku (Zi)

$$Z_i = \frac{X_1 - \bar{X}_1}{SD} = \frac{55 - 66,87}{7,11} = -1,51$$

Therefore, the formula to find out Zi

$$\begin{aligned} 2. F(Z_i) &= 0,5 \pm Z_i \text{ (table standard distribution)} \\ &= (-1,51) + (0,5) \\ &= (0,4345) + 0,5 \\ &= 0,0655 \end{aligned}$$

Therefore, the formula to find out F(Zi)

$$\begin{aligned} 3. S(Z_i) &= \frac{fkum}{N} \\ &= \frac{5}{40} \\ &= 0,125 \end{aligned}$$

Therefore, the formula to find out S(Zi)

$$\begin{aligned} 4. Lo &= (F(Z_i) - S(Z_i)) \\ &= 0,0655 - 0,125 \end{aligned}$$

$$= 0,0595$$

Therefore, the formula to find out  $S(Z_i)$

From the table above, it can be seen that the liliefors observation or  $L_o = 0,1078$  with  $n = 40$  and at real level  $\alpha = 0,05$  from the list of critical value of liliefors table,  $L_t = 0,1401$ . It was known that the coefficient of  $L_o (0,1078) < L_t (0,1401)$ .

## APPENDIC X

### THE CALCULATION OF HOMOGENITY TESTING

#### A. Homogeneity Testing of Post Test

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

From the former computation, it was known that :

$$\bar{X}_1 = 76,12 \quad SD = 7,11 \quad \text{varians} = 50,60 \quad N = 40$$

$$\bar{X}_2 = 66,87 \quad SD = 7,88 \quad \text{varians} = 62,10 \quad N = 40$$

So,

$$F = \frac{\text{the biggest variant}}{\text{the smalles variant}}$$

$$F = \frac{62,10}{50,60}$$

$$F = 1,22$$

Then, the coefficient of  $F_{\text{count}} = 1,22$  is compared with  $F_{\text{table}}$ . Where  $F_{\text{table}}$  was determined at real  $\alpha = 0,05$  and the same numerator and denominator  $dk = N - 1 = 40 - 1 = 39$ . So, by using the list of critical value at  $F$  distribution is got  $F_{0,05} = 1,69$ . It shows that  $F_{\text{count}} (1,22) < F_{\text{table}} (1,69)$ . So, it can be concluded that the variant from the data in writing argumentative paragraph who were taught by using cycle learning strategy and that of the data in writing argumentative paragraph who were taught by using expository strategy was homogeny.

## APPENDIC XI

### THE CALCULATION OF HYPOTHESIS TEST

#### A. T-test of Post Test

$$\begin{aligned}
 t_0 &= \frac{MX - MX}{SEM_X - MX} \\
 &= \frac{76,12 - 66,87}{1,70} \\
 &= \frac{9,25}{1,70} \\
 &= 5,441
 \end{aligned}$$

After  $t_0$  received then  $t_{table}$  with significance degree 5% although 1% with  $dk = (N_1 - N_2) - 2 = 78$ .  $t_{table}$  with  $df = 78$  was get the signifance degree 5% = 2,00 with significance degree 1% = 2,65 because  $t_0$  is bigger than  $t_{table}$  is  $2,00 < 5,441 > 2,65$ . It shows that was in hypothesis rejection ( $H_0$ ). Thus, alternative hypothesis ( $H_a$ ) was accepted.

$$2,65 > 2,00$$

This result showed that null hypothesis was rejected, the hypothesis formulated as ‘there is a significant effect of cycle learning strategy on the students’ writing argumentative paragraph.



**APPENDIC XII****ASSESSMENT OF WRITING ARGUMENTATIVE PARAGRAPH**

<b>No</b>	<b>Indicator</b>	<b>Rated Aspect</b>	<b>The maximum Value</b>
1	Unity paragraph	<ul style="list-style-type: none"> <li>- The entire contents of the sentence in the paragraph supporting a basic idea</li> <li>- There are a few sentences in a paragraph that does not support the main idea</li> <li>- The entire sentence in the paragraph did not support the idea of principal</li> </ul>	15
2	Coherence Sentence	<ul style="list-style-type: none"> <li>- Clear relationship between sentences in a paragraph</li> <li>- There are some lines that do not have a relationship</li> <li>- The entire sentence does not have a clear relationship</li> </ul>	15
3	Spelling	<ul style="list-style-type: none"> <li>- Writing in accordance with the spelling enhanced</li> </ul>	15
4	Diction	<ul style="list-style-type: none"> <li>- The use proper diction</li> <li>- There are some improper use of</li> </ul>	15

		diction - The use of imprecise diction	
5	The Characteristics of Argumentative paragraph	- The contents of the paragraph includes all the features of argumentation	40
		Total	100

APPENDIC XIII

DOCUMENTATION



The students discuss about the subject



One of the students give the explanation about the subject



All of the students make essay about argumentative paragraph