



**THE INFLUENCE OF SUMMARIZING TECHNIQUE TO THE  
STUDENTS WRITING ABILITY AT 8<sup>th</sup> GRADE PERGURUAN  
ISLAM AL-ULUM TERPADU MEDAN**

***A SKRIPSI***

**Submitted to Faculty of Tarbiyah and Teachers Training in a Partial  
Fulfilment of the Requirements of the Degree of Sarjana Pendidikan**

**By:**

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**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH AND TEACHERS TRAINING  
STATE UNIVERSITY FOR ISLAMIC STUDIES  
NORTH SUMATERA  
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## **ABSTRACT**

### **The Influence of Summarizing Technique to The Students Writing Ability At Eight Grade of Perguruan Islam AL-Ulum Terpadu MEDAN**

**Keywords: Summarizing Technique, The Students Writing Ability**

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This research aims at discovering whether the summarizing technique is more effective than conventional technique in teaching writing. This study uses an experimental research. The population sample of this research is grade 8, Perguruan Islam AL-Ulum Terpadu Medan in Academic Year 2016/2017. It consists two classes, one is an experimental class and another is an control class. The instrument of this study is a writing test. The data is analyzed by using t-test. The finding of this research shows that summarizing technique is better than the conventional one in teaching writing.

## ACKNOWLEDGMENT

### **Assalamualaikum Wr.Wb**

Praise to Allah SWT, Sustainer in the World, the Beneficent and Merciful. Peace and blessings to our Beloved and our Dear Holy Prophet Muhammad (S.A.W). writing this thesis was not easy. It needed much time, energy, and money. Without help and encouragement from many people, this has not been completed. This thesis was written to fulfill one of the requirements to get the Bachelor (S1). I realized that I would never finish writing this thesis without the help of some people around me. Therefore. I would like to give special thank to:

1. The Dekan of Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera Medan.
2. Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum, the head of English Educational Department.
3. Dr. Didik Santoso, M.Pd, my first advisor who already guided and advised me patiently during the arrangement of this skripsi.
4. Drs. H. Ahmad Ramadhan, MA, my second advisor who has given me motivation and suggestion to finish this skripsi.
5. The entire lecturers in Faculty of Tarbiyah and Teachers Training especially in Department of English Education.
6. The last, especially would be grateful to dedicate this thesis to:
  - a. My beloved parent, for my mother (Sakdiah) and my father (Burhanuddin nasution) who always love me and give the best prayer, motivation, and

suggestion to me. So, I can finish my SI program. They are my everything in my life. This skripsi, I dedicate to them.

- b. My beloved brother and sister, Marataon Nasution, Nurhanida Nasution, Martua Nasution, Marlian Arif Nasution, Mar'ie Muhammad Nasution, who have supported and enhance this life journey. Thank you my family.
- c. And all my beloved friends (Erni Yunita, Nadia Zorella, Putri Ananda Ritami, Novela Hayati, Surya Hasmita, Azizah Izzaty, Muhammad Imran, Nurhidayah, Maulida) who are have encouragements her to finish carefully and on time.

7. All lectures of english Departement UIN-SU Medan.

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Medan, April 2017

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- IX. The result study of students in experiment Class
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## CHAPTER I

### INTRODUCTION

#### A. Background of Problem

The objective writing is writing that can verify through evidence and facts. If you are writing objectively, students must remain as natural as possible through the use of facts, statistics, and research. This type of writing is best used when you as a writer need to present unbiased information to an audience and then let them determine their own opinion. News reports and school textbooks often use objective writing.

It's important to differentiate objective writing from subjective writing, which is writing that you cannot evaluate, calculate, or verify. Subjective writing might express feelings, opinions, and judgments. This would come in handy for writing a personal essay or an opinion column for a paper, but should not be used when the goal is to simply inform.<sup>1</sup>

Based on the reason above, it is important for the students to learn about writing. Without writing, it is hard for people to understand that they want to say or write because the writing makes a string of words or utterances meaningful. There are many rules in writing that cannot be ignored. They are narrative, descriptive, report and recount. If people want to use foreign language, writing is necessary in a way of learning the language more quickly and efficiently. If the people know writing rules and structures, they are able to understand their own

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<sup>1</sup>Bryanna Licciardi “*Objective Writing*” accessed on 2017/04/02  
(<http://study.com/academy/lessons/objective-writing-definition-examples.html>)



sentence. Writing is essential language skill and it is important for learning foreign language.

However in reality, many students feel difficult to learn writing. Based on the information obtained from the English teacher at Perguruan Islam Al-ulum Terpadu Medan, it was found that many students still had difficulties in mastering English writing.

There are many factors that can cause the low level of writing, namely internal and external factors. The internal factors that: Intelligence Quality (IQ), motivation, interest, learning style, attention, etc. The external Factors that: family, teaching method, teacher, facility, discipline, type of task, etc.<sup>2</sup>

A teacher must have training relevant to their own instructional situations in three areas: identifying students' current learning strategies through surveys, interviews, or other means; helping the students individually discern which strategies are most relevant to their learning styles, tasks, and goals; and aiding students in developing orchestrated strategy use rather than a scattered approaches.

In teaching learning process, a teacher who were deliver the lesson in front of the students should be able to choose the suitable teaching technique, because teaching technique has big influence in the result of teaching and learning process. An effective teaching and learning process will not be successful if the teacher is

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<sup>2</sup>Saptawulan Hening Nariswariatmojo, "Factors Which Affect Language Learning and Langue Learning Process", accessed on January 9, 2017. (<https://theauzty.wordpress.com>).

not able to apply an appropriate technique in presenting the subject in the classroom.

Summarizing technique include to learner-centred, because the summarizing technique is a student-centered approach. In summarizing, students knowledge about writing, and they can find the key word or idea essence of the text in the give a teacher. And teacher-centred is called by summarizing technique. The summarizing is approach that is academically focused on the student clearly stating the goals for the lesson. The teacher monitors the students to understand and provide feedback to the students on their performance.

Summarizing technique fits best with process-oriented course outcomes such as key word and find the main ideas. It can help the students acquire content or conceptual knowledge, or develop disciplinary habits such as writing or communication. After determining whether their course has learning outcomes that fit the summarizing technique, they will develop formative and summative assessments to measure the student learning. Group contracts, self/peer-evaluation forms, learning reflections, writing samples, and rubrics are potential writing assessments.

Based on the explanation above, the researcher is interested in doing research uder the tittle “THE INFLUENCE OF SUMMARIZING TECHNIQUE TO THE STUDENTS WRITING ABILITY AT 8<sup>th</sup> GRADE PERGURUAN ISLAM AL- ULUM TERPADU MEDAN”.

## **B. Identification of the Problem**

Based on the background of study, there are many problem that can be identified re: (1) The students had been tauhgt the grammar and tense, but they did not write in order and correctly (2) The students have been taught how to write well, but they did not write well based on the writing principles (3) The teacher has used technique, but the teacher did not use various technique, so the students could not organize their ideas and information about the topic, especially writing.

## **C. Limitation of the Problem**

Based on the background of study above, many factors influence the students ability in writing. These factors are: the students impossible to explain them one by one, the students less understand about grammar, the students less vocabulary. Because of that, the researcher limits the problems about on the influence of summarizing technique to word the students writing ability.

## **D. Formulation of the Problem**

Based on the identification of the study above, the formulation of the study as follows: “Is the students’ ability in writing taught by summarizing technique better than the conventional teaching ?”

## **E. Objectivie of the Study**

The objective of this study is to investigate this is: “To identify the students’ ability in writing taught by summarizing teaching better than the conventional teaching.”

## **F. Significance of the Study**

The result of this researcher is expected to be giving out the theoretical and practical significance. Theoretically, the expectation of this research is to enrich the theory of learning writing especially in writing by using summarizing technique. This study will be useful for: (1) The students: to help the students to increase students' ability in writing by using summarizing technique (2) English teachers: as a contribution and information for English teacher to use summarizing in teaching writing (3) The principal: to encourage principal in order that the teachers use the summarizing technique in teaching writing (4) The other researchers: as information and comparison for the other researcher who want to conduct the relevant researcher.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Theoretical Framework

##### 1. Writing Ability

##### a. Ability

There are some term definition of ability in this research which related to the context. Ability is the creative process with a level of consciousness, where people can play games or try to do something with a continuous action on an ongoing basis in order to achieve better ability outcomes. Richard and Plat said that ability is the quality of being able to perform, a quality that permits of facilities achievements or accomplishment . The researcher will be concluded that ability is capacity when he or she was born. Moreover, the ability comes from the inner side of human's brain.<sup>3</sup> This is same thing with opinion from Semiawan, ability is identic with skill and ability desire a level of cons ciousness and the higher attention, and ability is an attempt to do an action as result of nature and practice.<sup>4</sup>

Singer said that, ability is general and enduring or other qualities that are needed in order to do something. The ability is also skiils especially to do something, think, act, make, act. When the students have the ability , it implies

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<sup>3</sup> Depdikbud, (1990), *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka), p. 239

<sup>4</sup>Conny Semiawan, (1990), *Kemampuan dan Keterampilan*, (Jakarta: Bumi Aksara), p. 69

that they have phisycal and mental power to do assigment, which can be regarded as a text.<sup>5</sup>

From the definition above, it can be concluded that ability is power of skill need to do something. The people who have good ability are that people who have better knowladge than other people, we know that we created by Allah SWT on the best of structure. So it means that we have ability since we were born, and balance in from and nature. The term ability is power of students to understand the material that given by the teacher in the classroom. So the students need guidance from the teacher in this case, a teacher must have knowladge about education, teaching, and science.

## **b. Writing**

Writing is one of the four language skills. In the writing of all elements of language skills should be concentrated in full in order to get result that are really good. Writing is not just a copy, but also expresses their thoughts and feelings into writing emblems.

Writing is an important from of communication in day to day life. Writing is also one of the most difficult skills to master in both a firs language and a second language. And students can find it challenging organization academic writing.<sup>6</sup>

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<sup>5</sup>Robert N. Singer, (1980), *Motor Learning and Movement Behaviors*, (New York: the Florida States University), p. 31

<sup>6</sup> Thrisha Brunner and Sarah Kaitchner Clara, (2008), *Writing Strategies Mathematics*, (U.S.A.: Shell Education), p.14

According to way, writing is a communication skill. Therefore, writing should contain relatively complete information and details.<sup>7</sup> Writing is the last language skill and it is considered by many as a difficult skill to be studied. In writing, there is a process of arranging letters, words, sentences, and writing by using the knowledge of grammar, spelling, punctuation and other elements which are related to one another. It is also an essential skill which expresses a writer to a group of people. Writing is a process where a writer needs his/her ability to transfer what he/she thought into verbal symbols.

Heaton stated that writing is the ability to use structure. Writing refers to the skill of using graphic symbols which have to be arranged to certain conversations. It means writing is the act of skill in forming graphic symbols and combining a number of diverse elements. It is also one's ability in using grammar to express one's ideas in the form of written communication.<sup>8</sup>

Based on the explanation above, it can be concluded that the writing process of communication that uses a graphic system to convey messages, to express ideas, feelings, and desires. Therefore, the writer should master, not only the knowledge of using the graphic system and of forming them into sentences but also the ability in using grammar. And the primary purpose of writing is communicating ideas, information and making a writing matter needs some processes.

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<sup>7</sup>R.V. Way, (2000), *A Paragraph Writing*, (Oxford: Heineman Education Books), p. 18

<sup>8</sup>L. R. Heaton, (1989), *Educational Research: Competencies for analysis and Application*, (Ohio Columbus: Merrill), p. 135.

## 1) Types of Writing

There are many types of writing. The various types can be grouped into modes, a word that refers to the central purpose of a piece of writing. Writing also can be divided into two broader categories: reflexive and extensive, based on the source of inspiration and audience for a piece of writing. When you write reflexively, you choose what to write, what format to use, and whether to share your writing with others. Reflexive writing such as a journal entry, a personal essay, or a list is writing you do for yourself. Extensive writing, which focuses on topics outside of your imagination and experience, is writing that you do for others.<sup>9</sup>

## 2) Process of Writing

According to Hammer, in producing a writing matter, there is a process involved and the process can be affected by the content (subject matter) of the writing, the type of writing, and the medium it is written in. There are four elements of the writing process. They are:<sup>10</sup>

### 1) Planning

Experienced writers plan what he/she is going to write before starting to write or type. He/she tries and decides what he/she is going to say. For some writers, this may involve making detailed notes. For others and a few jotted words may be enough. When planning, the writer has to think about three main issues. In the first place he/she has to consider the purpose of his/her writing since this will influence (among other things) not only the type of the text he/she wish to

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<sup>9</sup> Platinum Level, (2001), *Writing and Grammar Communication in Action*, (Prentice Hall: Upper Saddle), p. 14

<sup>10</sup> Jeremy Hammer, (2004), *How to teach Writing*, (Malaysia: Longman), p. 4



produce, but also the language that is used, and the information that is chosen to writing for, since this will influence not only the shape of the writing but also the choises the language. Whether, for example, it is formal and informal in tone. Then the writer has to consider the content structure of the piece that is how best to sequence the facts, ideas, or arguments which helphe/she has decidedto include.

## **2) Drafting**

We can refer to first version of piece of writing as draft. That first ga at text is often done in the assumption that will be amended later. As the writing process proceed into editing, a number of drafts may be prodeded on the way to final version.

## **3) Editing (Relecting and Revising)**

Once the writer has produced a draft he/she, then, usually reads through what he/she has written to see where it works and where it does not work. Perhaps the order of the information is not clear and the way something is written is ambiguous or confusing. Reflecting and revising are often helped by other readers or editors who comment and make suggestions. Another readers rection to piece of writing will help the author to make appropriate revision.

## **4) Final Version**

Once the writer has edited their draft, making the change he/she considers being nescessary, he/she produces their final version. This may look considerably different from both of the original plan and the draft, because things we have

changed in the editing process. But the writer is know ready to send the written text to its intended audience.

Based on the explanation above, process of writing is the stages where the writer goes throught in order produce a writing matter.

In Islam, writing also one of the important skiils that should be learned because writing is one of component that support to get knowladge except read and study. And there is verse that state the existence of writing that be stated in Al-Qur'an that is:

Surah Al-Alaq 4-5:

بِالْقَلَمِ عَلَّمَ الَّذِي

The meaning : he who taught (writing) by the pen. Taught man that which he knew not.<sup>11</sup>

Surah Al-Qolam: 1

يَسْطُرُونَ وَمَا وَالْقَلَمِ

The meaning: “ Nun, by the pen and by the (record) wich men write.<sup>12</sup>

### 3 ) Genre of Writing

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<sup>11</sup>Ali, *op.cit*, p. 1672

<sup>12</sup>Ali, *op.cit*, p. 1506

Genre is an organizing concept for cultural practice. Genre is placed based occasion, function, behavior and interaction structure. Genre is classified according to their social purpose and identified according to the stages.

According to Pardiyono, there are many types of genre in writing, they are:<sup>13</sup> (1) Narrative texts is a text which retells activities on previous time, that show the problematic experience and resolution to amuse and to give the moral education to the reader (2) Recount text is text which retells events or experience in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and differentiates from narrative (3) Report is a text which present information about a thing or fact supported by data presentation, characteristics description and classification or tabulating. A report is usually an information text such as an information report that you may do for a school assignment about an interesting topic or subject (4) Discussion is a text which present information or options about a present hot issue or problem which is sometimes controversial. This problem will discuss from different view point (5) Explanation is a text which tells processes relating to forming of natural, social, and cultural phenomena. Explanation text is to say “why” and “how” about forming of the phenomena. An explanation text is used to explain a process such as how something works (6) Exposition text is a text that elaborates the writer idea about the phenomenon surrounding. Its social function is to persuade the readers that idea is important matter. The writer usually includes their opinion on something that happened in word (7) Procedure text is a text which consists of elaboration of step in making something. The purpose of this text is to help

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<sup>13</sup>Pardiyono, (2006), *Teaching Genre Based Writing*, (Yogyakarta: Galang Press), p. 163

readers how to do or make something. An example of this includes cooking recipes (8) Review text is a text which is consist of opinion to critique or evaluate an art work or event for a public audience. Review are used to summarized, analyze, and respon to art works. They may include: moviee, TV show, booka, concerts, etc (9) Spoof is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its function is to entertaint and share the story (10) Anecdote is a text which retell funny and unusual incidents in fact or imaginations. Its purpose is to intertaint to the readers. It uses past tense, conjunction, sequence markers, action verbs, and material verbs (11) News item is the text which informs readrs about events of the day. The events are considered newsworthy or important (12) Descriptive text is a text which saya what a person or the thing like. Its purposeis to describe and reveal a partiular person, place, or thing in detail.

## **1. Summarizing Technique**

### **a. Definition of Summarizing Technique**

Brainstorming is useful in writing wheter we have too few ideas, or too many. Itcan help us whetherwe don't know how to organize our thoughts, or whether we don't even have any thoughts. But be fore we start, we should remember the first rule of brainstorming is enumarated and not evaluate. Just to get the ideas down, and not judge or organize them until the creative phasa has wound down.

According to Buckley, defines summarizing as reducing text to one-third or one-quarter its original size, clearly articulating the author's meaning, retaning

main ideas.<sup>14</sup> a summarizing should be able to find and master the main idea of the text, some text from the original text.

According to Diane Hacker, that summarizing is involves stating a work paragraph and main ideas “simply, briefly, and accurately”.<sup>15</sup> Make a summarizing of the text can involve the main idea in the text to be summarizing, from the summarizing of the text to be made to be precise, clear and accurate.

Summarizing is a learning strategy that requires the learner to consolidate information by restating key points or the essential idea of the lesson in a few words or in a new way.<sup>16</sup> After the student make a summarizing about the text the student must know information about the text and student must know key point in the text

From the definition above, the writer concludes that summarizing is probably the simplest prewriting technique and is usually the first method writers use to generate ideas. It means to summary everything about the topic, the summary any source, keyword, phrase, etc. By this technique, students can easily get information and ideas to writing or composition since they will be helped by summarizing of word or phrase.

## **b. Principle**

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<sup>14</sup>Joanne Buckeley, (2004), *Fitto Print: The Canadian Student's Guide to Essay Writing*. (6th ed) (Toronto: Nelson), p. 26

<sup>15</sup>Diana Hacker, (2008), *A Canadian Writer's Reference*, (4th ed.), (Boston: Bedford/St. Martin's), p. 26

<sup>16</sup>Riedl, *op.cit.* p. 2

There are some theories related to summarizing technique, such as: Human brain, theory of writing and learning technique. Human brain consists of the right brain and the left brain. The right brain of the brain focuses on the visual, and processes information in an intuitive and simultaneous way, looking first at the whole picture then details. The left brain focuses on the verbal and analytical.<sup>17</sup>

Writing is visual as well as verbal, design elements are key to the success of many documents.<sup>18</sup> They were writing variables (consist of: knowledge, motivation, reason, technique, and the text variables).

Summarizing technique is one of writing technique of many technique that can influence students' in writing a text or information, because it contains some steps that support the students to be more active in comprehending the text better than another technique.

### **c. Design of Summarizing Technique**

The design of summarizing technique are learning objective, learning activities, roles of students, role of teacher, and arranging material.

The role of students in learning writing. According to Walker, students were observed under baseline, summary strategy, and follow-up conditions (independent reading condition only). All training occurred in a group setting, and maintenance and generalization were assessed in an individual setting. Student

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<sup>17</sup>UCMAS Mental Math Schools, (2017), *Left Brain and Right Brain*, Accessed on March, 23<sup>rd</sup>([www.ucmas.ca](http://www.ucmas.ca))

<sup>18</sup>Andrea A. Lunsford, (2010), *St. Martin's Handbook*, (USA: Copyright), p. 24

then worked independently on a related reading and writing assignment. It is important to note that, following the guidelines provided.<sup>19</sup>

The role of the teacher in writing learning is as the center to guide the students to comprehend the text by using summarizing technique guidance. An important role of the teacher is as a facilitator of learning process. Harmer says that there are several roles of teacher in the teaching and learning process, controller, organizer, assessor, participant, resource, tutor and observer.<sup>20</sup>

#### **d. Procedure of Summarizing Technique**

Summarizing, like paraphrasing, is a technique used to obtain the essential part of an original source. In other words, it is a concise statement of the most important points taken from another text. It is a good technique to use when writing a research paper.

Follow this procedure : (1) Read and understand the prompt or writing directions. Write a summary of the article. Your writing will be scored on how well you: State the main ideas of the article, identify the most important details that support the main ideas, write your summary in your own words, except for quotations, express the underlying meaning of the article, not just the superficial details (2) Read, think about, and understand the text. Review the material to make sure you know it well. Use a dictionary or context clues to figure out the meaning of any important words that you don't know (3) Take notes. Write down the main ideas and important details of the article (4) Write a thesis statement. In a

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<sup>19</sup>Barbara J. Walker, (1998), *Diagnostic Teaching of Reading: Technique for Instruction and Assessment*, (Columbus: Oh Merrill), p. 59

<sup>20</sup>Jeremy Harmer, (2001), *The Practice of English Language Teaching*, (Edinburgh: Logman), pp. 57-62

single sentence, state the main idea of the article. The thesis statement should mention the underlying meaning of the article, not just the superficial details (5) Organize and outline ideas. Write down the important details you need to include in the summary. Put them in a logical order Topic Sentence: Evidence: #1:, #2:, #3: (6) Write your essay. Your summary should be about one third of the length of the original article, focus on the main point of the article and the most important details, use your own words, avoid copying phrases and sentences from the article unless they're direct quotations (7) Revise (8) Proofread and edit. Check your spelling, grammar, and punctuation (9) Write your draft. Use blue or black ink. Skip lines. Write on one side of the paper only. Include a title on the top line (10) Read your summary one last time before you turn it in. Look for careless spelling, punctuation, and grammar errors, especially omitted words or letters. Cross out errors neatly with a single line and write the correction above.<sup>21</sup>

Here is example of the summarizing technique on the topic about bats, then student read the article about the topic. It can be the stude remember about the people bets. Then, student write what they read into the summary. Sample summary of bets.

#### **e. Advantage and Disadvantage of Summarizing Technique**

The summarizing technique has some advantages and disadvantages. there are some advantages of summarizing technique as mentiond, the advantages are as

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<sup>21</sup>TLC "How to Write A Summary" Accessed on February, 16<sup>th</sup> 2017  
(<https://depts.washington.edu/owrc/Handouts/How%20to%20Write%20a%20Summary.pdf>).



follow: (1) Summarizing technique is good in developing student main ideas in writing, summarizing technique is a good way to make a limitation in writing (2) Students can develop their ideas focused on one topic (3) Summarizing technique can be useful to develop main ideas or create key words of writing (4) Students may use summarizing technique to facilitate discussion for generating innovative ideas for writing (5) This technique helps them search for a better understanding of a topic by eliciting diverse smaller topics and ideas on the given topic.

The disadvantages of summarizing technique, such as: (1) The students may find that summarizing procedure nothing more than a article of main ideas (2) It requires a dedication to quantity rather than quality (3) Because it rests on free associations, summarizing technique can lead the students far away from an assigned topic.

## **2. Conventional Teaching**

### **a. Definition**

Conventional teaching is concerned with the teacher being the controller of the learning environment. It means that during the teaching activity, the teacher only used lecturing as the method, giving instruction and explaining. During the activity, the students become listeners or passive learners.<sup>22</sup>

Conventional teaching lies in the presentation of the material, which frequently comes straight out of textbooks and/or lecture notes, a traditional lecture is nearly always delivered as a monologue in front of a passive audience. Only exceptional lecturers are capable of holding students' attention for an entire

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<sup>22</sup>Novak, *op.cit.*

lecture period. It is even more difficult to provide adequate opportunity for students to critically think through the arguments being developed.<sup>23</sup>

Based on the definition above, it concluded that conventional teaching is teachers as a learning controller for students and teachers as a learning media for students who can explain the learning for students in front of the classroom, the students are just listening to make the students become passive before the teacher explain the learn in front of the teacher can make notes and can explain from the textbook. This conventional teaching is similar to the traditional learning method used by the teacher to explain the lesson to the students.

#### **a. Principle of Conventional Teaching**

There are 6 principle of conventional teaching (1) The content is established by a curriculum, and all learners study the same topic at the same time (2) Learners have access to limited information, selected by the teacher or the school library (3) topic of study are typically isolated and disconnected from each other (4) Learners memorize facts and occasionally analyze information critically, there is a little focus on applying facts or concepts to a variety of real world situation (5) Learners work to find correct answers (6) Teachers choose activities and provide material at the appropriate level.

#### **b. Design of Conventional Teaching**

The goals of conventional strategy in learning is chiefly associated within the classroom and is often competitive. the lesson's content and delivery are considered to be most important and students master knowledge through drill and

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<sup>23</sup>Bahrim, *op.cit.*

practice (such as rote learning). Content need not be learned in context, the most common seating arrangement used by the traditional is rows.

The teaching role in a students-centred learning environment is, at most, one of facilitator and guide. The students are in control of their own learning and the power and responsibility are the students concern. Learning may be independent, collaborative, cooperative and competitive. The utilisation and processing of information is more important than the basic content. Learning takes place in relative context and students are engaged in constructing their own knowledge.

The teacher that utilises this method effectively is constantly on the move. They may be engaged with the students as a classroom collective, individually or in groups. Their involvement would include questioning, disciplining, guiding, validating. Monitoring, motivating, encouraging, suggesting, modelling and clarifying.

### **c. Procedure of Conventional Teaching**

The following recommendations can help make the lecture approach more effective: (1) fit the lecture to the audience (2) focus your topic remember you cannot cover everything in one lecture (3) prepare an outline that includes 5-9 major points you want to cover in one lecture (4) organize your points for clarity (5) select appropriate examples or illustrations (6) present more than one side of an issue and be sensitive to other perspectives (7) repeat points when necessary (8) be aware of your audience-notice their feedback (9) be enthusiastic-you don't have to be an entertainer but you should be excited by your topic.

Based on the above description it can be concluded that in the implementation of conventional learning the teacher gives apperception followed by explaining the teaching materials verbally followed by giving examples, the teacher opened the question and answer session and continued with the assignment, the teacher went on to confirm the tasks and teachers concluded core lesson.

#### **d. Advantages and Disadvantages of Conventional Teaching**

Using conventional teaching in learning process has some advantages, namely; (1) Various information not easily found elsewhere (2) Convey information quickly (3) Generating interest in information (4) Teach students the best way to learn listening (5) Easy to use in teaching and learning process.

Based the advantages, conventional strategy also has some disadvantages, namely (1) Not all students have the best way to learn by listening (2) It is often difficult to keep students interested in what they learn (3) Students do not know what their learning goals are on that day (4) Emphasis is often only on task completion (5) Absorption is low and quickly lost due to memorization.

### **3. Differences Between summarizing technique and Conventional Teaching**

<b>Summarizing Technique</b>	<b>Conventional Teaching</b>
<b>Procedure</b>	

<p><b>1. Introduction</b></p>	<p><b>1. Introduction</b></p>
<p>a. Learners have infinite access to unlimited information of varying degrees of quality.</p> <p>b. Students use higher order thinking skills to analyze and synthesize what they have read.</p>	<p>a. Access to limited information, selected by the teacher or the school library.</p> <p>b. Learners memorize facts and occasionally analyze information critically. There is little focus on applying facts or concepts to a variety of real world situation.</p>
<p><b>2. Development</b></p> <p>a. The teacher is the facilitator the guide on the side providing opportunities for learners to apply skills and construct their own knowledge.</p> <p>b. Teaching is a constructive process.</p>	<p>a. The teacher is the information giver the sage on the stage helping learners acquire skills and knowledge.</p> <p>b. Teaching is an instructive process.</p>
<p><b>3. Evaluation</b></p> <p>a. Learners take a paper and pencil exams, silently and alone. The questions are kept secret until test time, so learners have to learn all the material even though only part of it will be tested.</p>	<p>a. The teachers makes a conclusion from the lesson.</p>
<p><b>A. Learning Method</b></p>	

1. Topic/problem 2. Discussion 3. Drill 4. Problem solving	1. Topic/problem 2. Drill 3. Problemsolving
<b>B. Defenition</b>	
Summarizing technique is probably the simplest prewriting technique and is usually the first method writers use to generate ideas. It means to summary everything about the topic, the summary any source, keyword, phrase, etc. By this technique, students can easily get information and ideas to writing or composition since they will helped by summarizing of word or phrase. The students use higher order thinking skills to analyze and synthesize what they have read about text, the student make a summarizing one paragraph or more.	Conventional teaching emphasize on memorizing the textbook. In conventional teaching, students can not express their ideas, opinion, thoughts and experiences. They only accept what teacher to them. They can not develop their creativities. While in neighborhood walk, they can be motivated to be active. They not only accept what the teacher teaches to them but also develop what they get from the teacher.

### **B. Related Study**

1. Linda Sari 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 eight grade student of SMP N 1 Padang Bolak Julu which consists of 3 parallel class 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 -1 consisted of 30 students become the experimental group and the VIII -2 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.

### **C. Conceptual Framework**

Writing is one of the skills which inform the writers ideas in the written form by consider of the process, that also include content, vocabulary, mechanic, language use and organization. Writing is very crucial in humans life.

Some of the teaching writings techniques are summarazing technique. Summarazing is a technique used to obtain the essential part of an original source. In other words, it is a concise statement of the most important points taken from another text.

By applying the summarizing technique, it is hoped that the students can easily express their main ideas and ideas by giving a good grammatical order, in order to increase their competence in writing.

In conventional teaching English especially writing to students, the teacher must be able to present the lesson by conventional teaching without a media in the learning process, so that teachers explained the material without caring the students opinion with their ideas. The students only heard what the teacher said and took the lesson.

#### **D. Hypothesis**

Based on the theoretical and conceptual framework above the hypothesis of this research is:

1. The students' ability in writing taught by summarizing teaching is better than those who are taught by conventional teaching.



## CHAPTER III

### METHOD OF RESEARCH

#### A. Time and Place of Study

This research were conducted on march up to augus at MTS AL-Ulum Teterpadu Medan on Jl. Tuasa No 35 Medan the academic year 2016/2017. The reason for choosing this school because based on the researcher's observation, the student of the school had low abilities in writing.

#### B. Population and Sample

##### a. Population

A population is all the object that were researched.<sup>24</sup> The Population consisting of 4 class or 144 students. Will be the 4 clases in 8<sup>th</sup> grades student in junior high school they will VIII A consist of 38 student VIII B consist of 38 student VIII C consist of 38 student VIII D consist of 38 student. So, the total of the students are 152, the students of MTS AL-Ulum Terpadu Medan on Jl. Tuasa No 35 Medan 2016/2017 academic year.

##### b. Sample

The sample of this research were selected by using cluster random sampling two classes they were (VIII A and VIII D) so total sample were 2 classes, from the 4 class in population the classes.

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<sup>24</sup>Syahrum dan Salim, (2007), *Metodologi Penelitian Kuantitatif*, (Bandung: Cipta Pustaka Media), p. 113

### **C. Research Method**

The research method of this study is an experiment method of the study. This study has two variables; dependent and independent. In this case, learning by summarizing techniques was conventional teaching.

In this research, experimental group taught by learning summarizing technique, and the control group would be taught by lecturing technique. The design would be applied in order to investigate **“The Influence of Summarizing Technique to the Students Writing Ability at 8<sup>th</sup> Grade Perguruan Islam Al-Ulum Terpadu Medan”**

### **D. Instrumentation**

An instrument was used to collect data in order to know the significance on the students' writing. The instrument used was a written test. The writer used the participant doing the test. The writer used a written test and the student were asked to question. The data was taken from the students' writing score and the test was constructed in an essay form. The teacher controls the class during the test going on.

The steps to do the test were: (1) the teacher distributed the test to the student by explaining the instruction (2) teacher explained that the students were given a limited time to do the test, after the student answer about post-test the students collage to the teacher (3) teacher explaining to student about the what is summarizing technique and what is writing (4) the teacher give a post-test to students answer. Then, teacher explained that the students were given a limited

time to do the test, after the student answer about pre-test the studens collage to the teacher.

In analytic scoring, scripts are related on several aspects of writing or criteria rather than given a single score. According to Sara Weigle, depending the purpose of the assesment, scripts might be rated on such feature as content, organization, cohesion, register, vocabulary, grammar. Or mechanics.<sup>25</sup>

In the Jacobs et al. Scales, script are related on five aspects of writing: content, organization, vocabulary, language use, and mechanics. The five aspect are differentially weighted to emphasize first content (30 points) and next language use (25 points), with organization and vocabulary weight equally (20 points), and mechanics very little emphasis (5 points).<sup>26</sup>

The following below is the Jacobs et al.s' scoring profile in Sara Cushing Weigle's book:

<b>Content</b>	30-27 EXCELLENT TO VERY GOOD: knowladgeable, substantive, thorough development of thesis, relevan to assigned topic.
	26-22 GOOD TO AVERAGE: some knowladge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	21-17 FAIR TO POOR: limited knowladge of subject, little substance, inadequate development of topic.

<sup>25</sup>Sara Cushing Weigle, (2002), *Assessing Writing*, (United Kingdom: Cambridge University Press), p. 114.

<sup>26</sup>Ibid, p. 115

	16-13 VERY POOR: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.
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<b>Organization</b>	20-18 EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive.
	17-14 GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10 FAIR TO POOR: non-fluent, ideas confused or disconnected, lack logical sequencing and development.
	9-7 VERY POOR: does not communicate, no organization, or not enough to evaluate.

<b>Vocabulary</b>	20-18 EXCELLENT TO VERY GOOD: sophisticated range, effective word, idiom choice and usage, word form mastery, appropriate register.
	17-14 GOOD TO AVERAGE: adequate range, occasional errors of words/idiom form, choice, usage but meaning not obscured.
	13-10 FAIR TO POOR: limited range, frequent errors of words/idiom form, choice, usage, meaning confused or obscured.

	9-7 VERY POOR: essentially translation, little knowledge of english vocabulary, idioms, word form, or not enough to evaluate.
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<b>Language Use</b>	25-22 EXCELLENT TO VERY POOR: effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition.
	21-18 GOOD TO AVERAGE: effective but simple construction, minor problem in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11 FAIR TO POOR: major problem in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions, and/or fragments, run-ons, deletion, meaning confused obscured.
	10-5 VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.

	5 EXCELLENT TO VERY GOOD: demonstrates master of conventions, few errors of spelling, punctuation,
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<b>Mechanics</b>		capitalization, paragraphing.
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate. <sup>27</sup>

## 1. Writing Tes

### a. Conceptual Definition

English writing is the art of speaking and writing the English language with propriety, concerned with how sentences and utterances are formed, and the whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics.

### b. Operational Definition

The students score of English writing. English writing there are recount, descriptive, narrative, argumentative, anecdote, and news item.

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<sup>27</sup>Ibid, p. 116.

### **c. Specification**

The test will give to the students' at Perguruan Islam Al-Ulum Terpadu Medan to the 36 students, the researcher use test only. the test give to the students is the from of text and then the students make the summarizing can through the main ideas and through of students. It will use to measure students' achievement after they will be given treatments. It hopes that by giving the test to the students, the researcher will access the degree of success in teaching and learning process, will be identify areas of weaknesses and difficulties, and to know the students achievement.

### **d. Calibration**

Writing is very important to be taught in schools only by writing, the students' can give a good account of themselves as a student and when applying for employment and in the career when they write letters, instructions, and reports. The purpose of the all education should teach students' to think and to write well so that they could express their thought effectively. The expression of ideas and thought write from for communication is the goal of writing.

In applying the technique summarizing the student can determine and find ideas and key word in the text or paragraph so that the students' can make a summary from the text that has been read and students can have creative the ideas of the students.

### **E. Technique of Analyzing the Data**

Before doing hypothesis test, there are two requirements that have to be done. They are normality and homogeneity tests.

### a. Normality Testing

Normality testing is done to know whether the data that got from the sample have a normal distribution or not. In this research, the normality test was done by using Lilifors test. After getting  $L_o$ , it was compared to  $L_t \alpha = 0,05$ .

The characteritic of Lilifors test is:

- If  $L_o < L_t$  = data is normal
- If  $L_o > L_t$  = data is not normal

### b. Homogenety Testing

Homogenuity testing is done to know whether the sample is homogeneous or not. Homogenety testing that is done in this research is Fisher test. Here is the formula:

Note :

$s_1^2$  = The biggest variant of both variabel

$s_2^2$  = The smallest variant of both variabel

After getting the  $F_o$ , it was compared to  $F_t \alpha = 0,05$ . The characteristic of Fisher test is :

- If  $F_o < F_t$  = sample is homogenous
- If  $F_o > F_t$  = sample is heterogeneous

### c. Hypothesis Testing



In analyzing the data, the research used t-test formula. The formula of t-test is expressed as follows<sup>28</sup>:

$$t = \frac{Mx - My}{\sqrt{\left( \frac{\sum x^2 + \sum y^2}{Nx + Ny - 2} \right) \left[ \frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

$Mx$  : the mean value of experimental group

$My$  : the mean value of control group

$\sum x$  : the standard deviation of experimental group

$\sum y$  : the standard deviation of control group

$Nx$  : the total number sample of experimental group

$Ny$  : the total number sample of control group

## F. Statistical Hypothesis

Based on the explanation above, the following statistical hypothesis were formulated by the writer:

Ho: there is a significant effect of the students' ability in writing by using summarizing technique .

Ha: there is no significant effect of the students ability in writing by using summarizing technique .

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<sup>28</sup>Suharsimi Arikunto, (2013), *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta), p. 354-356

$$H_0: Y_A = Y_B$$

$$H_1: Y_A > Y_B$$

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Research Finding

##### 1. Description of Data

In collecting the data, the researcher was observed to the students' second grade of Islamic senior High School Al-Ulum Terpadu Medan. In this research, the researcher was used two classes called by VIII – A and VIII – D. The VIII – D class was taught by summarizing technique as experiment class. The VIII – A class was taught by conventional teaching as control class. To collect the data, the researcher was given a test namely post test. This post test is a writing test in writing. After given the test, the researcher was analyzed each variable and was found the significant difference between summarizing technique and conventional teaching. (See appendix X ).

**Table 4.1**

#### Result Research Data

Statistic Source	Learning Method	
	Summarizing Technique	Conventional Teaching
N	38	38
$\bar{X}$	71,658	68,342
S	9,740	9,251

**a. The Data of the Students' Scores in Teaching Writing that was Taught by Using Summarizing Technique**

In collecting the data of the students' score in teaching Writing, the researcher was given an write in writing. It aimed to find out the result of the students' writing skill that was taught by using summarizing. The result of this research was revealed in score form that analyzed by statistic.

After analyzing the data used statistic description, the researcher was found the result score of students' writing that was taught by summarizing. The researcher found that the range of students' score were 56 to 90, the mean of this post test is 71,658, the standard deviation was 9,740, the lowest score were 56, and the highest score of post test were 90. (See appendix IX).

**Table 4.2**

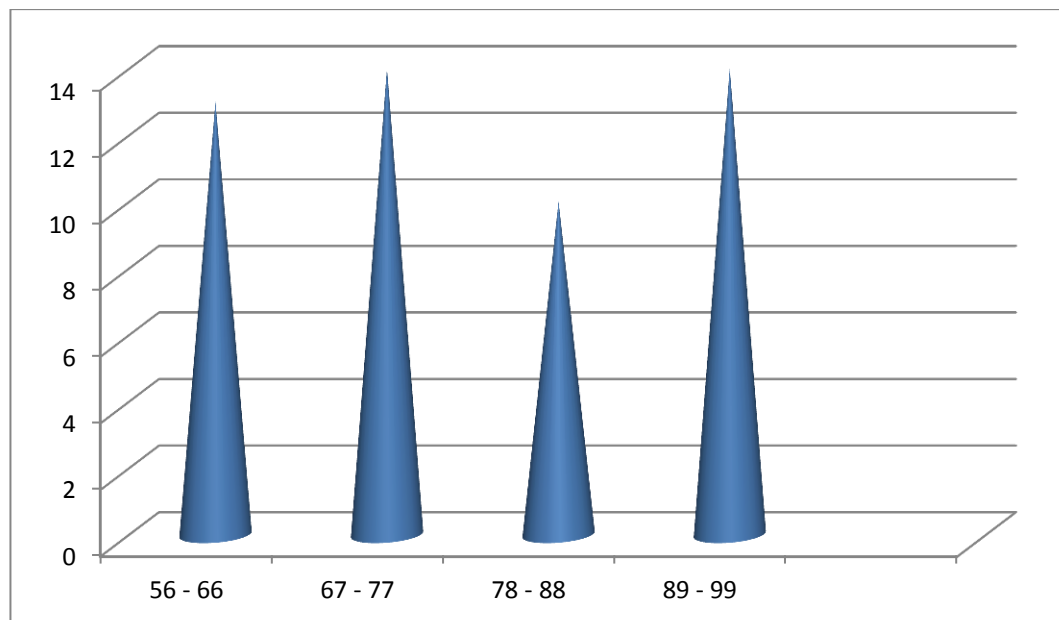
**The Frequency Distribution of The Students' Score in Teaching Writing that was taught by Using Summarizing Technique**

<b>No</b>	<b>Score Range</b>	<b>Absolute Frequency</b>	<b>Commulative Frequence</b>
1	56 – 66	13	0,34%
2	67 – 77	14	0.36%
3	78 – 88	10	0,26%
4	89 – 99	1	0,02%

The table 4.2 above shows the lowest and the highes scores that was taught by using summarizing technique in teaching students' Writing. So, the lowest scores were 56 and the highes score were 90

**Figure 1**

**The Frequency Distribution Histogram of the Students' Score in Writing that was Taught by Summarizing Technique**



**b. The Data of the Students' Score in Teaching Writing that was Taught by Using Conventional Teaching**

In collecting the data of the students' score in teaching writing, the researcher was given an write test in writing. It aimed to find out the result of the students' writing that was taught by using conventional teaching. The result of this research was revealed in score form that analyzed by rubric test.

After analyzed the data that used statistic description, the researcher was found the result score of students' writing that was taught by conventional teaching. The researcher found that the range of students' score was 52 to 82, the mean of this post test is 68,342, the standard deviation was 9,251, the lowest score was 52, and the highest score of post test was 82. (See appendix X).

Then, the researcher shows histogram to know the distribution frequency students' score in teaching writing that was taught by conceptual teaching, as follows:

**Table 4.3**

**The Frequency Distribution of The Students' Score in Teaching Writing that was taught by Using Conventional Teaching**

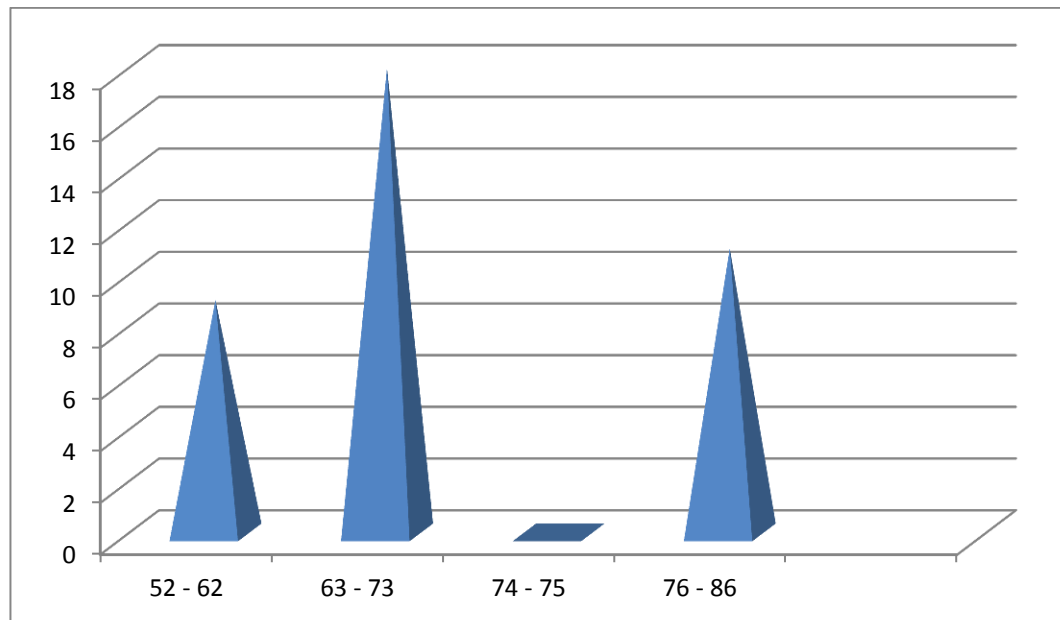
No	Score Range	Absolute Frequency	Commulative Frequence
1	52 - 62	9	0,23%
2	63 - 73	18	0,47%
3	74 - 75	0	0%
4	76 - 86	11	0,28%

The table 4.3 above shows the lowest and the highest scores that was taught by using conventional teaching in teaching students' writing. So, the lowest scores were 52 and the highest score were 82.

Then, the researcher shows histogram to know the distribution frequency students' score in teaching speaking skill that was taught by conventional teaching, as follows:

**Figure 2**

**The Frequency Distribution Histogram of the Students' Score in Writing that was Taught by Using Conventional Teaching**



## 2. Analysis Requirement Testing

### a. Normality Testing

Normality testing used to determine if a data set is well-modeled by a normal distribution and to compute how likely it is for a random variable underlying the data set to be normally distributed. (See appendix IX and X).

**Table 4.4**

**The Normality Testing**

No	Data	N	$\alpha$	$L_{\text{observed}}$	$L_{\text{table}}$	Conclusion
1	Post test of experiment class	38	0,05	0,837	0,143	Normal
2	Post test of control class	38	0,05	0,535	0,143	Normal

Based on the table 4.4 above, the researcher can be concluded that distribution all of the data was normal, because  $L_0 < L_t$  which  $0,837 < 0,144$  in

experiment class and  $0,535 < 0,144$  in control class. So, the all of data distribution was normal.

### b. Homogeneity Testing

Based on the normality testing, the researcher was also found the homogeneity testing of this research. Homogeneity testing used F-test to know what the samples come from the population that homogenous or not (See appendix IX).

**Table 4.5**

**Homogeneity Test of Post Test**

No.	Data	Variant	F <sub>observed</sub>	F <sub>table</sub>	Conclusion
1.	Posttest of experiment class	94, 8798	1,108	2,	Homogenous
2.	Posttest of control class	85, 5825			

So  $F_{\text{observed}} < F_{\text{table}}$  atau  $(1,108 < .)$  so it can be concluded that the variant is homogenous.

### 3. Hypothesis Testing

Hyphotesis testing was done to answer which was proposed before and to decide whether the hyphotesis was accepted or rejected is:



$$t_0 = \frac{71,658 - 68,342}{\sqrt{\left[ \frac{9,740^2 + 9,251^2}{38 + 38 - 2} \right] \left[ \frac{1}{38} + \frac{1}{38} \right]}}$$

$$t_0 = \frac{3,316}{\sqrt{\left[ \frac{94,8676 + 85,581001}{38 + 38 - 2} \right] \left[ \frac{1}{38} + \frac{1}{38} \right]}}$$

$$t_0 = \frac{3,316}{\sqrt{\left[ \frac{180,448601}{74} \right] \left[ \frac{2}{76} \right]}}$$

$$t_0 = \frac{3,316}{\sqrt{\left[ 2,4384946081 \right] \left[ 0,0263157895 \right]}}$$

$$t_0 = \frac{3,316}{\sqrt{0,0641709108}}$$

$$t_0 = \frac{3,316}{0,2533197797}$$

$$t_0 = 13,090174024$$

## B. Discussion

Based on the research of analysis data shows the average result of the students' test which was given to the students in selected class who was taught by using summarizing technique is higher than the average result of the students' test in writing who was taught by conventional teaching. This fact indicates that the application of assignment is proven more effective to increase the students' writing. It can be accepted because through teaching activity by application summarizing technique encourage the students to be more active and antusias in teaching and learning process.

Summarizing is better than conventional teaching can be seen from the average coefficient and result of hyphotesis test of both experiment and control class, the average coefficient of VIII - D taught by using summarizing technique with score 71,658 and the average coefficient of VIII - A taught by using direct conventional teaching with score 68,342, while the hyphotesis test that by using  $t_{\text{test}}$  the coefficient of  $t_{\text{observed}} = 13,090$ , so the researcher can be concluded that the students' writing was taught by using summarizing is better than was taught by using conventional teaching. It shows that the application of summarizing technique in teaching writing is important to do.

## CHAPTER V

### CONCLUSION AND SUGGESTION.

#### A. Conclusion

In the end of this skripsi writing, the writer takes the conclusion as follow:

1. There are significant difference of application summarizing technique and conventional teaching on the students' writing skill. This is support by result of hypothesis with t-test that got  $t_{observed} > t_{table} (2,167 > 1,99)$  . So, the alternative hypothesis ( $H_a$ ) is accepted and nul hypothesis is rejected.

#### B. Suggestion

Based on the conclusion, it is suggested that :

1. To the headmaster of Islamic Junior High School Perguruan Islam Al-Ulum Terpadu Medan must give motivation to the teacher especially English subject in order to get good result in teaching by using summarizing technique in teaching writing skill.
2. To the English teacher, to apply summarizing technique in teaching writing. It is proven from the result that has significant effect in the students' writing.
3. The students are also suggested to practice their writing skill which variety and exciting.
4. To other researcher to find out more deeper about of these strategy to develop a material as a variable of research.

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## APPENDIX I

### LESSON PLAN FOR EXPERIMENT CLASS

School's name	: SMP Islam Al-Ulum Terpadu Medan
Subject	: English
Class/semester	: VIII/1
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

Summarizing Technique

### 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> <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>	60 minutes
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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
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### IX. Evaluation

Technique : written test

Kind of instrument test : essay test

#### The Instructional Scoring

Content	Organisation	Vocabulary	Language Use	Mechanics

### X. Learning Sources

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

## **LESSON PLAN FOR EXPERIMENT CLASS**

School's name	: SMP Islam Al-Ulum Terpadu Medan
Subject	: English
Class/semester	: VIII/1
Kind of paragraph	: Argumentative Paragraph
Theme	: Having Breakfast
Aspect/skill	: Writing
Time allocation	: 2 x 40 minutes
Meeting	: II

### **I. Standard of Competence**

#### 2. Writing

The understanding and showing the information through of writing paragraph

### **II. Basic Competence**

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

### **III. 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

### **IV. 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

## V. 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.

## VI. Time Allotment

2 x 40'

## VII. Teaching Strategy

Summarizing Technique

## 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> </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
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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
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### IX. Evaluation

Technique : written test

Kind of instrument test : essay test

#### The Instructional Scoring

Content	Organisation	Vocabulary	Language Use	Mechanics

### X. Learning Sources

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

## **LESSON PLAN FOR EXPERIMENT CLASS**

School's name	: SMP Islam Al-Ulum Terpadu Medan
Subject	: English
Class/semester	: VIII/1
Kind of paragraph	: Argumentative Paragraph
Theme	: Drinking Milk
Aspect/skill	: Writing
Time allocation	: 2 x 40 minutes
Meeting	: III

### **I. Standard of Competence**

#### 3. Writing

The understanding and showing the information through of writing paragraph

### **II. Basic Competence**

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

### **III. 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

### **IV. 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

### **V. 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.

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

2 x 40'

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

Summarizing Technique

#### **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> </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 "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



**IX. Evaluation**

Technique : written test

Kind of instrument test : essay test

**The Instructional Scoring**

<b>Content</b>	<b>Organisation</b>	<b>Vocabulary</b>	<b>Language Use</b>	<b>Mechanics</b>

**X. Learning Sources**

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

## LESSON PLAN FOR EXPERIMENT CLASS

School's name	: SMP Islam Al-Ulum Terpadu Medan
Subject	: English
Class/semester	: VIII/1
Kind of paragraph	: Argumentative Paragraph
Theme	: Eating Vegetables
Aspect/skill	: Writing
Time allocation	: 2 x 40 minutes
Meeting	: IV

### I. Standard of Competence

#### 4. Writing

The understanding and showing the information through of writing paragraph

### II. Basic Competence

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

### III. 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

### IV. 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

### V. 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.

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

2 x 40'

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

Summarizing Technique

#### **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> </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

**IX. Evaluation**

Technique : written test

Kind of instrument test : essay test

**The Instructional Scoring**

<b>Content</b>	<b>Organisation</b>	<b>Vocabulary</b>	<b>Language Use</b>	<b>Mechanics</b>

**X. Learning Sources**

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

## LESSON PLAN FOR EXPERIMENT CLASS

School's name	: SMP Islam Al-Ulum Terpadu
Subject	: English
Class/semester	: VIII/1
Kind of paragraph	: Argumentative Paragraph
Theme	: Reading Books
Aspect/skill	: Writing
Time allocation	: 2 x 40 minutes
Meeting	: V

### I. Standard of Competence

#### 5. Writing

The understanding and showing the information through of writing paragraph

### II. Basic Competence

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

### III. 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

### IV. 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

### V. 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.

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

2 x 40'

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

Summarizing Technique

#### **VIII. 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 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 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**

<b>Content</b>	<b>Organisation</b>	<b>Vocabulary</b>	<b>Language Use</b>	<b>Mechanics</b>

**X. Learning Sources**

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

## LESSON PLAN FOR EXPERIMENT CLASS

School's name	: SMP Islam Al-Ulum Terpadu Medan
Subject	: English
Class/semester	: VIII/1
Kind of paragraph	: Argumentative Paragraph
Theme	: Watching Television
Aspect/skill	: Writing
Time allocation	: 2 x 40 minutes
Meeting	: VI

### I. Standard of Competence

#### 6. Writing

The understanding and showing the information through of writing paragraph

### II. Basic Competence

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

### III. 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

### IV. 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

### V. 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.

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

2 x 40'

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

Summarizing Technique

#### **VIII. 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 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 “watching television “</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

## IX. Evaluation

Technique : written test

Kind of instrument test : essay test

### **The Instructional Scoring**

<b>Content</b>	<b>Organisation</b>	<b>Vocabulary</b>	<b>Language Use</b>	<b>Mechanics</b>

### **X. Learning Sources**

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

## **LESSON PLAN FOR EXPERIMENT CLASS**

School's name	: SMP Islam Al-Ulum Terpadu Medan
Subject	: English
Class/semester	: VIII/1
Kind of paragraph	: Argumentative Paragraph
Theme	: Sitting In front of
Aspect/skill	: Writing
Time allocation	: 2 x 40 minutes
Meeting	: VII

### **I. Standard of Competence**

#### 7. Writing

The understanding and showing the information through of writing paragraph

### **II. Basic Competence**

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

### **III. 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

### **IV. 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

### **V. 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.

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

2 x 40'

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

Summarizing Technique

#### **VIII. 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 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 "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

## IX. Evaluation

Technique : written test



Kind of instrument test : essay test

### **The Instructional Scoring**

<b>Content</b>	<b>Organisation</b>	<b>Vocabulary</b>	<b>Language Use</b>	<b>Mechanics</b>

### **X. Learning Sources**

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

## **LESSON PLAN FOR EXPERIMENT CLASS**

School's name	: SMP Islam Al-Ulum Terpadu
Subject	: English
Class/semester	: VIII/1
Kind of paragraph	: Having Holiday
Aspect/skill	: Writing
Time allocation	: 2 x 40 minutes
Meeting	: VIII

### **I. Standard of Competence**

#### 8. Writing

The understanding and showing the information through of writing paragraph

### **II. Basic Competence**

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

### **III. 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

### **IV. 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

### **V. 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.

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

2 x 40'

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

Summarizing Technique

#### **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> </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> <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**

<b>Content</b>	<b>Organisation</b>	<b>Vocabulary</b>	<b>Language Use</b>	<b>Mechanics</b>

### **X. Learning Sources**

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

## **LESSON PLAN FOR EXPERIMENT CLASS**

School's name	: SMP Islam Al-Ulum Terpadu
Subject	: English
Class/semester	: VIII/1
Kind of paragraph	: Having Close Friend
Aspect/skill	: Writing
Time allocation	: 2 x 40 minutes
Meeting	: IX

### **I. Standard of Competence**

#### 9. Writing

The understanding and showing the information through of writing paragraph

### **II. Basic Competence**

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

### **III. 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

### **IV. 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

### **V. 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.

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

2 x 40'

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

Summarizing technique

#### **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> </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 close friend "</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

## IX. Evaluation

Technique : written test



Kind of instrument test : essay test

### **The Instructional Scoring**

<b>Content</b>	<b>Organisation</b>	<b>Vocabulary</b>	<b>Language Use</b>	<b>Mechanics</b>

### **X. Learning Sources**

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

## APPENDIX II

### LESSON PLAN FOR CONTROL CLASS

School's name	: SMP Islam Al-Ulum Terpadu Medan
Subject	: English
Class/semester	: VIII/1
Kind of paragraph	: Argumentative Paragraph
Theme	: Having Lunch
Aspect/skill	: Writing
Time allocation	: 2 x 40 minutes
Meeting	: I

#### I. Standard of Competence

##### 10. Writing

The understanding and showing the information through of writing paragraph

#### II. Basic Competence

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

#### III. 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

#### IV. 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

#### V. 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.

### VI. Time Allotment

2 x 40'

### VII. Teaching Strategy

Conventional teaching

### 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> <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>	60 minutes
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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
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### IX. Evaluation

Technique : written test

Kind of instrument test : essay test

#### The Instructional Scoring

Content	Organisation	Vocabulary	Language Use	Mechanics

### X. Learning Sources

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

## LESSON PLAN FOR CONTROL CLASS

School's name	: SMP Islam Al-Ulum Terpadu Medan
Subject	: English
Class/semester	: VIII/1
Kind of paragraph	: Argumentative Paragraph
Theme	: Having Breakfast
Aspect/skill	: Writing
Time allocation	: 2 x 40 minutes
Meeting	: II

### I. Standard of Competence

#### 11. Writing

The understanding and showing the information through of writing paragraph

### II. Basic Competence

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

### III. 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

### IV. 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

## V. 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.

## VI. Time Allotment

2 x 40'

## VII. Teaching Strategy

Conventional Teaching

## 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> </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
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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
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### IX. Evaluation

Technique : written test

Kind of instrument test : essay test

#### The Instructional Scoring

Content	Organisation	Vocabulary	Language Use	Mechanics

### X. Learning Sources

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

## LESSON PLAN FOR CONTROL CLASS

School's name	: SMP Islam Al-Ulum Terpadu Medan
Subject	: English
Class/semester	: VIII/1
Kind of paragraph	: Argumentative Paragraph
Theme	: Drinking Milk
Aspect/skill	: Writing
Time allocation	: 2 x 40 minutes
Meeting	: III

### **I. Standard of Competence**

#### 12. Writing

The understanding and showing the information through of writing paragraph

### **II. Basic Competence**

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

### **III. 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

### **IV. 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

### **V. 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.

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

2 x 40'

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

Conventional Teaching

#### **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> </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 "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

**IX. Evaluation**

Technique : written test

Kind of instrument test : essay test

**The Instructional Scoring**

<b>Content</b>	<b>Organisation</b>	<b>Vocabulary</b>	<b>Language Use</b>	<b>Mechanics</b>

**X. Learning Sources**

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

## LESSON PLAN FOR CONTROL CLASS

School's name	: SMP Islam Al-Ulum Terpadu Medan
Subject	: English
Class/semester	: VIII/1
Kind of paragraph	: Argumentative Paragraph
Theme	: Eating Vegetables
Aspect/skill	: Writing
Time allocation	: 2 x 40 minutes
Meeting	: IV

### **I. Standard of Competence**

#### 13. Writing

The understanding and showing the information through of writing paragraph

### **II. Basic Competence**

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

### **III. 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

### **IV. 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

### **V. 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 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**

Conventional Teaching

#### **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> </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



**IX. Evaluation**

Technique : written test

Kind of instrument test : essay test

**The Instructional Scoring**

<b>Content</b>	<b>Organisation</b>	<b>Vocabulary</b>	<b>Language Use</b>	<b>Mechanics</b>

**X. Learning Sources**

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

## LESSON PLAN FOR CONTROL CLASS

School's name	: SMP Islam Al-Ulum Terpadu
Subject	: English
Class/semester	: VIII/1
Kind of paragraph	: Argumentative Paragraph
Theme	: Reading Books
Aspect/skill	: Writing
Time allocation	: 2 x 40 minutes
Meeting	: V

### I. Standard of Competence

#### 14. Writing

The understanding and showing the information through of writing paragraph

### II. Basic Competence

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

### III. 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

### IV. 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

### V. 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.

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

2 x 40'

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

Conventional Teaching

#### **VIII. 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 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 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**

<b>Content</b>	<b>Organisation</b>	<b>Vocabulary</b>	<b>Language Use</b>	<b>Mechanics</b>

**X. Learning Sources**

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

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

School's name	: SMP Islam Al-Ulum Terpadu Medan
Subject	: English
Class/semester	: VIII/1
Kind of paragraph	: Argumentative Paragraph
Theme	: Watching Television
Aspect/skill	: Writing
Time allocation	: 2 x 40 minutes
Meeting	: VI

#### **I. Standard of Competence**

##### 15. Writing

The understanding and showing the information through of writing paragraph

#### **II. Basic Competence**

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

#### **III. 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

#### **IV. 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

#### **V. 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.

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

2 x 40'

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

Conventional Teaching

#### **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> </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 “watching television “</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

## IX. Evaluation

Technique : written test



Kind of instrument test : essay test

### **The Instructional Scoring**

<b>Content</b>	<b>Organisation</b>	<b>Vocabulary</b>	<b>Language Use</b>	<b>Mechanics</b>

### **X. Learning Sources**

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

## LESSON PLAN FOR CONTROL CLASS

School's name	: SMP Islam Al-Ulum Terpadu Medan
Subject	: English
Class/semester	: VIII/1
Kind of paragraph	: Argumentative Paragraph
Theme	: Sitting In front of
Aspect/skill	: Writing
Time allocation	: 2 x 40 minutes
Meeting	: VII

### I. Standard of Competence

#### 16. Writing

The understanding and showing the information through of writing paragraph

### II. Basic Competence

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

### III. 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

### IV. 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

### V. 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.

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

2 x 40'

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

Coventional Teaching

#### **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> </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 "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

## IX. Evaluation

Technique : written test

Kind of instrument test : essay test

### **The Instructional Scoring**

<b>Content</b>	<b>Organisation</b>	<b>Vocabulary</b>	<b>Language Use</b>	<b>Mechanics</b>

### **X. Learning Sources**

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

## LESSON PLAN FOR CONTROL CLASS

School's name	: SMP Islam Al-Ulum Terpadu
Subject	: English
Class/semester	: VIII/1
Kind of paragraph	: Having Holiday
Aspect/skill	: Writing
Time allocation	: 2 x 40 minutes
Meeting	: VIII

### I. Standard of Competence

#### 17. Writing

The understanding and showing the information through of writing paragraph

### II. Basic Competence

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

### III. 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

### IV. 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

### V. 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.

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

2 x 40'

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

Conventional Teaching

#### **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> </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> <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**

<b>Content</b>	<b>Organisation</b>	<b>Vocabulary</b>	<b>Language Use</b>	<b>Mechanics</b>

### **X. Learning Sources**

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

## LESSON PLAN FOR CONTROL CLASS

School's name	: SMP Islam Al-Ulum Terpadu
Subject	: English
Class/semester	: VIII/1
Kind of paragraph	: Having Close Friend
Aspect/skill	: Writing
Time allocation	: 2 x 40 minutes
Meeting	: IX

### I. Standard of Competence

#### 18. Writing

The understanding and showing the information through of writing paragraph

### II. Basic Competence

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

### III. 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

### IV. 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

### V. 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.

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

2 x 40'

#### **VII. Teaching Strateg**

Conventional Teaching

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

<b>No</b>	<b>Learning Activities</b>	<b>Time Allotment</b>
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> <b>Motivation</b> <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	<b>Main activities</b> <b>Exploration</b>	

	<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 close friend "</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

## IX. Evaluation

Technique : written test

Kind of instrument test : essay test

### **The Instructional Scoring**

<b>Content</b>	<b>Organisation</b>	<b>Vocabulary</b>	<b>Language Use</b>	<b>Mechanics</b>

### **X. Learning Sources**

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

## APPENDIX VI

## THE STUDENTS' INITIAL NAME

## OF CONTROL CLASS (VIII A)

No	Initial Name	Real Name
1	AFR	Ade Fitri Rahmadhani
2	AP	Agung Prayuda
3	AMS	Ajeng Mestika Sari
4	AH	Akmal Husain
5	ARS	Apriyandi Raihan Saragih
6	AFD	Arya Frandika Daulay
7	BAL	Balqis Azwar Lubis
8	DNB	Daffah Nabillah Br P
9	DND	Dara Naura Dhinanti
10	DP	Dimas Prasetyo
11	FMS	Fariz Muthasir Sirait
12	FAS	Firza Ananda Syaputra
13	HHP	Haikal Harisfandi Pasaribu
14	IF	Imel Fadhlullah
15	JH	Jasmin Handayani
16	KH	Keval Hamdillah
17	MBBFN	M Bagus Budiman F Nst
18	MHW	M Hasan Wijaya
19	MS	M Saddam
20	MS	Masdulhaq Satria
21	MF	Mazaya Farzana
22	ML	Mhd Luthfiansyah
23	MR	Mhd Rifqy
24	NMP	Nadhirah Mutiara Putri

25	NWP	Nafa Wardani Putri
26	NAR	Nahdansyah Abdul Ralif
27	NAP	Nazua Aliya Pratiwi
28	PD	Putri Diningrum
29	RAS	RajaAli Sakti
30	RSF	Rifdah Sari Fauziah
31	RABPR	Ryadh Al-ariz B P Rambe
32	SSD	Shafwan Syafiq Damanik
33	SN	Siti Nuraisyah
34	SM	Sultan Maulana
35	VDA	Vyola Devi Armansyah
36	AN	Alya Nafisa
37	ZS	Zahwa Salsabila
38	ZSL	Zihan Salwa Lubis

## APPENDIX V

**THE STUDENT'S INITIAL AND REAL NAME  
OF EXPERIMENT CLASS (VIII D)**

No	Initial Name	Real Name
1	AFR	Aditya Pratama
2	AP	Afif mursyid
3	AMS	Ahmad Abdullah Aziz
4	AH	Akbar Hidayat
5	ARS	Alisha Sahrani Srg
6	AFD	Amanda Ulayyah M
7	BAL	Amira Yasmine Nurrizal
8	DNB	Arif Maulana
9	DND	Ghalyanza Naufal
10	DP	Lutfhi Andikha S
11	FMS	Salsa Aulia
12	FAS	M Rizki Agung Lubis
13	HHP	M Farhan Adha
14	IF	M Reyhan Adrian
15	JH	M Rizki
16	KH	M Shandy Nugraha
17	MBBFN	Nabilla Azzahra
18	MHW	Nabila Najwa
19	MS	Nadhira Nasywa Putri
20	MS	Nazla Khirunnisa Lbs
21	MF	Nazwa Fahyudillah Hrp
22	ML	Nasya Rahmadina
23	MR	Naby Gladisyah
24	NMP	Nisrina Widad Putri A



25	NWP	Putri Artanti Parinduri
26	NAR	Rafli Rizlind
27	NAP	Rifqy Nurhisyam
28	PD	Riyanda Azas Febrian
29	RAS	Roziana Ramadhani P
30	RSF	Subhana Arfin Syady
31	RABPR	Tarishah Dwi Nabila
32	SSD	Ulta Cia Sadema
33	SN	Wahyu Hadi Purnomo
34	SM	Wahyu Taufany
35	VDA	Wanda Zaskia Paulina
36	AN	Yasmin Zahara S
37	ZN	Zahra Nabila
38	ZI	Zahra Inayah

## APPENDIX VII

Table 1. the Scoring of Test of Experimental

Group

No	Student's Names	Indicators					TOTAL SCORES
		C	O	V	LU	M	
1	Aditya Pratama	18	10	18	15	17	78
2	Afif mursyid	20	16	18	16	17	87
3	Ahmad Abdullah Aziz	14	13	13	15	10	65
4	Akbar Hidayat	16	13	16	12	11	68
5	Alisha Sahrani Srg	13	12	11	12	10	58
6	Amanda Ulayyah M	18	17	19	16	16	86
7	Amira Yasmine Nurrizal	16	14	17	11	12	70
8	Arif Maulana	18	15	17	13	13	76
9	Ghalyanza Naufal	18	17	19	15	17	86
10	Lutfhi Andikha S	13	10	14	11	10	58
11	Salsa Aulia	16	12	17	11	11	67
12	M Rizki Agung Lubis	14	15	20	15	17	81
13	M Farhan Adha	13	10	13	10	10	56
14	M Reyhan Adrian	15	10	16	11	11	63
15	M Rizki	12	11	12	13	10	58
16	M Shandy Nugraha	16	14	16	12	12	70
17	Nabilla Azzahra	14	13	15	12	11	65
18	Nabila Najwa	18	11	19	14	15	77
19	Nadhira Nasywa Putri	13	11	13	11	12	60
20	Nazla Khirunnisa Lbs	15	11	17	10	10	63
21	Nazwa Fahyudillah Hrp	14	9	16	9	9	57
22	Nasya Rahmadina	13	8	16	10	16	63
23	Naby Gladisyah	20	18	20	18	14	90
24	Nisrina Widad Putri A	20	10	18	12	17	77
25	Putri Artanti Parinduri	19	16	20	16	16	87
26	Rafli Rizlind	17	9	19	14	14	73
27	Rifqy Nurhisyam	15	13	19	9	13	69
28	Riyanda Azas Febrian	17	11	19	9	16	72
29	Roziana Ramadhani P	17	14	19	12	13	75
30	Subhana Arfin Syady	17	12	19	15	13	76
31	Tarishah Dwi Nabila	18	16	20	13	15	82
32	Ulta Cia Sadema	17	11	19	14	13	74
33	Wahyu Hadi Purnomo	18	10	19	16	17	80

34	Wahyu Taufany	16	13	19	14	10	72
35	Wanda Zaskia Paulina	14	11	11	12	10	58
36	Yasmin Zahara S	20	13	15	8	10	66
37	Zahra Nabila	18	10	19	16	17	80
38	Zahrah Inayah	18	10	19	16	17	80
TOTAL							2.723

## APPENDIX VIII

Table 1. The Result Of Test Of Control Group

No	Student's Name	Indicators					TOTAL SCORES
		C	O	V	LU	M	
1	Ade Fitri Rafmadani	13	10	16	12	9	60
2	Agung Prayuda	16	15	17	10	12	70
3	Ajeng Mestika Sari	16	12	17	15	10	70
4	Akmal Husain	15	12	16	9	11	63
5	Apriyandi Raihan Saragih	11	16	15	16	10	68
6	Arya Frandika Daulay	15	13	17	10	15	70
7	Balqis Azwar Lubis	15	9	16	12	11	63
8	Daffa Nabillah Br p	13	10	16	12	9	60
9	Dara Naura Dhinanti	15	10	18	9	13	65
10	Dimas Prasetyo	16	12	17	15	10	70
11	Fariz Muthasir Sirait	17	15	19	13	14	78
12	Firza Ananda Syahputra	15	16	9	8	10	58
13	Haikal Harisfani Pasaribu	15	11	17	9	6	58
14	Imel Fadhlullah	18	15	19	16	14	82
15	Jasmine Handayani	17	17	18	16	14	82
16	Keval Hamdillah	16	10	14	13	10	63
17	M Bagus Budiman F Nst	17	11	17	14	11	70
18	M Hasan Wijaya	19	13	17	14	15	78
19	M Saddam	14	17	18	15	15	79
20	Masdulhag Satria	16	13	10	12	9	60
21	Mazaya Farzana	13	11	15	14	10	63
22	Mhd Luthfiansyah	17	18	15	13	15	78
23	Mhd Rifqy	15	16	18	16	13	78
24	Nadhirah Mutiara Putri	14	11	14	14	10	63
25	Nafa Wardani Putri	18	16	15	16	13	78
26	Nahdansyah Abdul Ralif	19	17	18	14	14	82
27	Nazua Aliya Pratiwi	17	13	16	14	10	70
28	Putri Diningrum	16	10	15	17	11	69
29	Raja Ali Sakti	19	13	17	16	17	82
30	Rifdah Sari Fauziah	15	17	14	15	17	78

31	Ryadh Al-ariz B P Rambe	13	12	14	13	11	63
32	Shafwan Syafiq Damanik	15	11	14	14	11	65
33	Siti Nuraisyah	15	11	15	9	6	56
34	Sultan Maulana	17	11	12	14	11	65
35	Vyola Devi Armansyah	17	11	14	9	7	58
36	Alya Nafisah	17	13	15	14	11	70
37	Zahwa salsabila	10	15	8	10	9	52
38	Zihan Salwa Lubis	10	10	9	14	11	54
TOTAL							2.591

## APPENDIX IX

**THE RESULT OF STUDENTS' WRITING THAT WAS TAUGHT BY SUMMARIZING TECHNIQUE**

No	A2	A2 <sup>2</sup>	F	Zi	Fzi	Szi	Fzi-Szi
1	78	6084	1	0.651	0.743	0.026	0.716
2	87	7569	3	1.575	0.942	0.105	0.837
3	65	4225		-0.684	0.247	0.105	0.142
4	68	4624		-0.376	0.354	0.105	0.248
5	58	3364	2	-1.402	0.080	0.158	-0.077
6	86	7396		1.472	0.930	0.158	0.772
7	70	4900	3	-0.170	0.432	0.237	0.196
8	76	5776		0.446	0.672	0.237	0.435
9	86	7396		1.472	0.930	0.237	0.693
10	58	3364	3	-1.402	0.080	0.316	-0.235
11	67	4489		-0.478	0.316	0.316	0.000
12	81	6561		0.959	0.831	0.316	0.515
13	56	3136	3	-1.607	0.054	0.395	-0.341
14	63	3969		-0.889	0.187	0.395	-0.208
15	58	3364		-1.402	0.080	0.395	-0.314
16	70	4900	2	-0.170	0.432	0.447	-0.015
17	65	4225		-0.684	0.247	0.447	-0.200
18	77	5929	3	0.548	0.708	0.526	0.182
19	60	3600		-1.197	0.116	0.526	-0.411
20	63	3969		-0.889	0.187	0.526	-0.339
21	57	3249	2	-1.505	0.066	0.579	-0.513
22	63	3969		-0.889	0.187	0.579	-0.392
23	90	8100	3	1.883	0.970	0.658	0.312
24	77	5929		1.883	0.970	0.658	0.312
25	87	7569		1.575	0.942	0.658	0.284
26	73	5329	2	0.138	0.555	0.711	-0.156
27	69	4761		-0.273	0.392	0.711	-0.318
28	72	5184	2	0.035	0.514	0.763	-0.249
29	75	5625		0.343	0.634	0.763	-0.129
30	76	5776	1	0.446	0.672	0.789	-0.117
31	82	6724	1	1.062	0.856	0.816	0.040
32	74	5476	1	0.240	0.595	0.842	-0.247
33	80	6400	5	0.856	0.804	0.974	-0.170
34	72	5184		0.035	0.514	0.974	-0.460
35	58	3364		-1.402	0.080	0.974	-0.893

36	66	4356		-0.581	0.281	0.974	-0.693
37	80	6400		0.856	0.804	0.974	-0.170
38	80	6400	1	0.856	0.804	1.000	-0.196
SD	9.740626	198635					
total	2723		38			T- hitung	0.837
mean	71.658					T-tabel	0.1437

Variant 94.8798

Kesimpulan :

$L_{hitung} = 0.837$

$L_{tabel} = 0.1437$  ; Karena  $L_{hitung} < L_{tabel}$

Simpulan : **Sebaran Data Berdistribusi Normal**

## APPENDIX X

**THE RESULT OF STUDENTS' WRITING SKILL TEACHING BY CONVENTIONAL TEACHING**

No	A1B2	A1B2 <sup>2</sup>	F	Zi	Fzi	Szi	Fzi-Szi
1	52	2704	1	-1.767	0.039	0.026	0.012
2	54	2916	3	-1.550	0.061	0.105	-0.045
3	56	3136		-1.334	0.091	0.105	-0.014
4	58	3364		-1.118	0.132	0.105	0.027
5	58	3364	7	-1.118	0.132	0.289	-0.158
6	58	3364		-1.118	0.132	0.289	-0.158
7	60	3600		-0.902	0.184	0.289	-0.106
8	60	3600		-0.902	0.184	0.289	-0.106
9	60	3600		-0.902	0.184	0.289	-0.106
10	60	3600		-0.902	0.184	0.289	-0.106
11	63	3969		-0.577	0.282	0.289	-0.008
12	63	3969	3	-0.577	0.282	0.368	-0.087
13	63	3969		-0.577	0.282	0.368	-0.087
14	63	3969		-0.577	0.282	0.368	-0.087
15	63	3969	4	-0.577	0.282	0.474	-0.192
16	65	4225		-0.577	0.282	0.474	-0.192
17	65	4225		-0.361	0.359	0.474	-0.115
18	65	4225		-0.361	0.359	0.474	-0.115
19	68	4624	2	-0.037	0.485	0.526	-0.041
20	69	4761		0.071	0.528	0.526	0.002
21	70	4900	2	0.179	0.571	0.579	-0.008
22	70	4900		0.179	0.571	0.579	-0.008
23	70	4900	1	0.179	0.571	0.605	-0.034
24	70	4900	2	0.179	0.571	0.658	-0.087
25	70	4900		0.179	0.571	0.658	-0.087
26	70	4900	2	0.179	0.571	0.711	-0.139
27	70	4900		0.179	0.571	0.711	-0.139
28	78	6084	2	1.044	0.852	0.763	0.089
29	78	6084		1.044	0.852	0.763	0.089
30	78	6084	1	1.044	0.852	0.789	0.062
31	78	6084	1	1.044	0.852	0.816	0.036
32	78	6084	2	1.044	0.852	0.868	-0.017
33	78	6084		1.044	0.852	0.868	-0.017
34	79	6241	2	1.152	0.875	0.921	-0.046
35	82	6724		1.476	0.930	0.921	0.009
36	82	6724	1	1.476	0.930	0.947	-0.017
37	82	6724	1	1.476	0.930	0.974	-0.044



38	91	8281	1	2.449	0.993	1.000	-0.007
Jumlah	2597	180651	38	L-Hitung			0.089
Mean	68.342				L-Tabel		0.143728
SD	9.251						
Variant	85.5825						