

**TEACHING WRITING USING ELABORATION OF DEDUCTIVE
PARAGRAPH AT TWELFTH YEAR STUDENTS IN SENIOR HIGH
SCHOOL OF PESANTREN MODERN DATOK SULAEMAN PUTRI
PALOPO
(Classroom Action Research)**



A THESIS

**Submitted to the English Study Program of S1 Tarbiyah Departement of State
Collage for Islamic Studies of Palopo in Partial fulfillment of Requirement for
S.Pd Degree in English Education Study Program**

By,

**JULIARSI JUFRI
NIM: 08.16.3.0040**

IAIN PALOPO

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTEMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2013**

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Supervised By:

- 1. Dr. Dahlan, M. Hum**
- 2. Wisran, S.S. M.Pd**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTEMENT THE
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2013**

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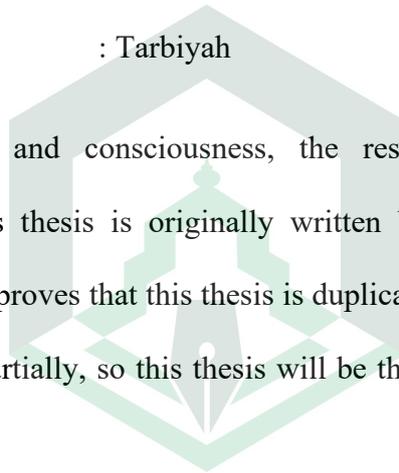
Name : Juliarsi Jufri

Reg.Number : 08.16.3.0040

Study Program : Tadris English

Department : Tarbiyah

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Reseacher

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Nama : Juliarsi Jufri
Nim : 07.16.3.0040
Program study : Bahasa Inggris
Jurusan : Tarbiyah
Judul Skripsi : *Teaching Writing through Elaboration of Deductive Paragraph at Twelfth Year of Students in Senior High School Pesantren Modern Datok Sulaeman Putri Palopo*

Menyatakan bahwa skripsi tersebut sudah layak untuk di ujikan.

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Wassalamu 'Alaikum Wr.Wb.

Pembimbing I

Dr. Dahlan, M.Hum
NIP 19721226 200212 1 002

CONSULTANT APPROVAL

Thesis Entittle *“Teaching Writing through Elaboration Deductive Paragraph at Twelfth year of Students in Senior High School Pesantren Modern Datok Sulaeman Putri Palopo”*

Written by

Name : JULIARSI JUFRI

Nim : 08.16.3.0040

Department : TARBIYAH

Study Program : TADRIS INGGRIS

Has been corrected and examined



Palopo, 5th of April 2013

Consultant I

Consultant II

Dr. Dahlan, M.Hum
Nip. 19721226 200212 1 002

Wisran,S.S. M.pd
Nip. 19720611200003 1 001

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All praise is due to Allah, the researcher express her gratitude to the almighty God, Allah SWT., That has given his guidance, inspiration, blessing and good health so that the researcher could finish this thesis, peace and salutation be upon to our prophet of Islam, Muhammad Saw., along with his family, his intimate and his follows.

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8. All of my friends in STAIN Palopo, especially for academic year two thousand and eight, Tadris A as my roommates, who have helped and participated in finishing this thesis and the other friend's cannot mention their name one by one, who have together while in learning, happiness, jokes and laugh during studying in STAIN Palopo.

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Finally, the researcher prays to the God, and may Allah give reward to all of the people, who have helped the researcher. The researcher hopes this thesis can be useful for the other.

May God always bless us, amin.

Palopo , April 5th 2013

The Researcher

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ABSTRACT

Juliarsi Jufri, 2013. *Teaching Writing using Elaboration of Deductive Paragraph at Twelfth Year Students in Senior High School of Pesantren Modern Datok Sulaeman Palopo*. Thesis, English Study Program Educational Department of State College for Islamic Studies (STAIN) Palopo. Under Supevisor (1) Dr. Dahlan, M.Hum (2) Wisran, S.S.,M.Pd

Key Words : Teaching Writing using Elaboration Deductive Paragraph

This research aims to find out the effective ways of using elaboration deductive paragraph in writing narrative essay. The problem statement of the research was “What Are the Effective Ways using Elaboration Deductive Paragraph in Teaching Writing?”

This research employed Classroom Action research (CAR) in which the implementation consisted of 2 cycles, the first and second cycle. Each cycle consist of four steps: planning, acting, observation and reflecting. The sample of this research was class XII IPA consist of 18 students. In collecting the data, the writer used observation and writing test in evaluating.

The result of this research showed that in cycle 1, the students' mean score is 63, 61 students were still less active in learning writing and in cycle 2 the students' mean score is 78, 27. And students were more active in learning writing than cycle 1, the percentage of observation of the students' activities is 72, 2% active and 27, 8% very active. This thesis showed that the effective procedures in using elaboration deductive paragraph in writing narrative essay are as follow: 1. The researcher Gave motivation to the students in order to be active in writing and learning process, like a wise word to build their self confidence and spirit to study hard and to be active in learning process. 2. The researcher Gave more explanations and intensive guidance to the students who got difficulties when writing. 3. The researcher Gave chance to the students who got good score to share their knowledge in writing to others friends. 4. The researcher Gave the independently to the all students to write a narrative essay in using elaboration of deductive paragraph. 5. The researcher gave independently to the students for the study in the outdoor.

CHAPTER I

INTRODUCTION

A. Background

Language and society are so intertwined that it is impossible to understand one without the other.¹ Language is one of the human communication tools. In their interaction, humans commonly use the language to deliver their ideas, needs, thoughts, etc. Without a language, we will find difficulties in our life especially in communication, because we cannot communicate with other people, we cannot express our feelings, thoughts, ideas and give a name for something. In this modern era, language which has become the key to enter the door of global communication is English.

English consists of four skills, namely Listening, Speaking, writing, and Reading. These four skills are usually considered as an integral system because they support each other's, among the four skills, Writing is often considered as the most difficult skill to be learned by the students, especially writing a deductive paragraph. Based on observation made by researcher to the student and teacher in Senior High School Pesantren Modern Datok Sulaeman Putri Palopo, especially the IPA Twelve Year Students. Problem often faced by students in writing is:

1. Getting idea. Finding a good idea is not easy. In fact, it needs a lot of hard work and practice before students can learn how to get a good idea. Usually, it takes

¹James Shoemaker, *The Sociology of Language Teaching*, (Makassar, 1997), P.2.

much time for students to get a single idea. From the writer's observation students spend half of the allocated time to do this.

2. Developing idea. After trying hard to get an idea, students are expected to develop it into paragraph. Most students find difficulties in this part because they do not know how to develop the idea into sentences, let alone into paragraph. They do not know how to express their thought or feeling in writing form and to give illustrations, examples and other information. In addition, students do not know how to construct a good paragraph with good coherence.

3. Using good grammar. Grammar, especially in writing, is of great importance. An idea can only be well communicated to others if it is presented by using good grammar.

To make a paragraph, especially deductive paragraph, Deductive paragraph structure which is initiated by sentence core, then followed by a description, explanation of the argument, and so on. Starting with the statement (which of course generally), then the next sentences to prove that statement by stating the particulars, or details as necessary. In deductive paragraph, student is demanded to decide the main idea of the paragraph and the supporting of the paragraph, but at class the student still upset to do that because of the problems in their weakness in writing, namely getting idea, developing idea, and using good grammar.

That is why, based on the theory above the researcher wants to make research at IPA Twelve Year Students in Senior High School of Pesantren Modern Datok Sulaeman Putri to find out what are the effective ways in teaching writing, and the

researcher does a research which entitled “*Teaching Writing Using Elaboration Of Deductive Paragraph at Twelfth Year Students Senior High School of Pesantren Modern Datok Sulaeman Putri Palopo*”

B. Problem Statement

Based on the description in the research background above, the researcher formulates with a question as follows “*what are the effective ways of using elaboration of deductive paragraph in teaching writing?*”

C. Objective of the Research

Based on the question above, the objective of this research to know effective ways for students in the learning of writing through using elaboration of deductive paragraph at IPA Twelve Years Students in Senior High School of Pesantren Modern Datok Sulaeman Putri Palopo.

D. Significance of the Research

1. Practically

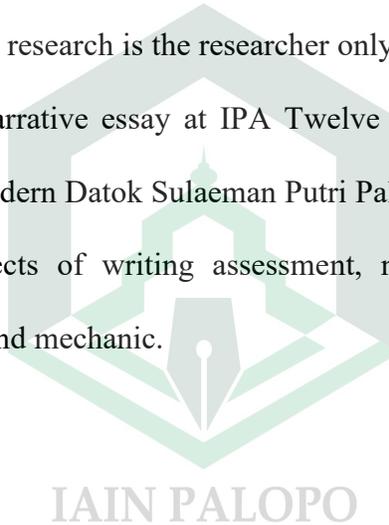
The result of this study is expected to be useful information for all teachers and learners of English as foreign language in general and especially for those who want to upgrade their English Writing through Elaboration of Deductive Paragraph.

2. Theoretically

- a. The result of the research can be used as an input in the instruction of teaching writing skill
- b. The result of this research can be used as the reference for those who want to conduct a research of English teaching and learning process.

E. Scope of the Research

The scope of the research is the researcher only using elaboration of deductive paragraph in writing narrative essay at IPA Twelve Year Students in Senior High School of Pesantren Modern Datok Sulaeman Putri Palopo. Where the researcher will be focus on five aspects of writing assessment, namely: content, organization, vocabulary, grammar, and mechanic.



CHAPTER II

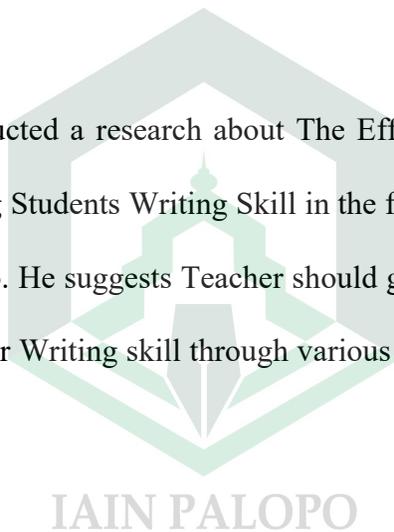
REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

In this writing proposal, researcher found some research which are closely related to this research, those researcher:

1. Nilmah conducted a research about contribution of parallel Writing Technique to Develop Students Writing Skill at the eleventh year students of SMUN 1 Bupon is give positive contribution to develop students writing skill with having a model of paragraph as guide writing to create a paragraph that similar with the text by using their words to make them easy to write paragraph and give the chance to express their idea.¹

2. Hasbullah conducted a research about The Effectiveness of using Dictoglos Technique in Improving Students Writing Skill in the fifth semester of English Study Program STAIN Palopo. He suggests Teacher should give enough opportunity to the Students to practice their Writing skill through various techniques, enjoyable way for learning.²



¹Nilmah, *Writing Technique Develop Students Writing Skill at the Eleventh Year Students of SMUN 1 Bupon*, Palopo. 2011.

²Hasbulla, *The Effectiveness of Using Dictologos Technique in Improving Students Writing Skill in the Fifth Semester of English Study Program Stain Palopo*, 2009.

3. Hanaria, developing Writing Skill of the eight class Students of Madrasah Tsanawiyah Bajo by Ordering Sentences activity into a paragraph. She suggests the Students should be given a lot of chance to practice the Writing Skills.³

B. *The Concept of Writing*

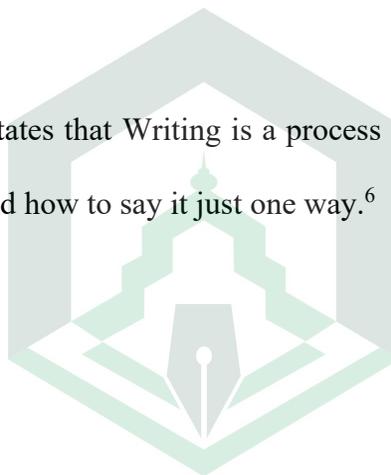
1. Definition of Writing

Many experts stated the definition of writing.

Keenan stated that writing is trying to put ideas on a paper. This means that when you try to write something you must have some ideas and from this will be one interesting topic.⁴

Crimmon states that writing is to communicate ideas to people beyond our immediate vicinity.⁵

Murray Kiefer states that Writing is a process of discovery. He will discover what you want to say and how to say it just one way.⁶



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³Hanariah, *Developing Writing Skill of the Eight Class Students of Madrasah Tsanawiyah Bajo*, 2009.

⁴John Keenan, *Feel Free to Write*, (New York: Wiley and Sons); Muhammad Iksan, *An Analysis Of Students' Error On Essay Writing At The Fifth Semester Of English Study Program Of Tarbiyah Department At Stain Palopo*. (Palopo:2008), p.4.

⁵*Ibid.*, p. 6.

⁶*Ibid.*

Peter T. Daniels say the Writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system).⁷

Based on the above definition, the writer concluded that writing is one way to express or deliver our ideas, opinion, feelings, and experiences. Through Writing we can express our mind freely and simply.

2. The components of writing

There are five components of writing namely: content, organization, language use, vocabulary, and mechanics.⁸

a. Content

The content of writing should be clear to a reader. So that the reader can understand message conveyed and gain information from it. There are at least think that can be measure in connecting with component, the composition should contain one central purpose only, should be developed.

b. Organization

In organization of writing concerns with the way he writes arrange and organization the ideas or the message in the writing. The purpose of the organizing materials in writing involves coherence, order of importance, general to specific, specific to general, cronological order which happened fom the beginning to the end.

⁷Peter T Daniels, “ *The study of writing systems*”,in *the world’s writing system*, E.d. Bright and Daniels, P.3.Online:en.wikipedia.org/wiki/writing.Accessed on september 20th 2012.

⁸ J.B. Heaton, *Writing English Language Test*, (New York Language, 1998), p.146.

c. Vocabulary

The effective use of words will always result good writing in both specific and technical writing, the dictionary is very considerable. Vocabulary is one of the components of writing. In expressing ideas, we always deal with vocabulary. The lack of vocabulary make someone fails to compose what they are going to say, because she/he feels difficult to choose what appropriate will help the writes to compose the writing and also make readers easy to understand.

d. Language use

Language use in writing description and other form of writing involves correct language and point of grammar. An adequate grammar should be one that is capable of producing grammar. We should not be able to do anything more than utter separate items of language for separate function. And also grammar can help students improve the use of formal language.

e. Mechanics

There are at least two-parts of mechanic in writing, namely function and capitalization. Function is important as they way to clarify meaning. In english writing capital letter have to participles. First they used to distinguish between particular and things. Second, it used as first word in quatations, a formal statement and proper adjectives, etc. This aspect is very important since it leads readers to understand or recognizes immediately what the write means to express definitely.

3. Types of Writing

Students are involved in a variety of writing experience throughout their education. The following list explains most of these forms of writing:

- a. Narrative writing tells a personal experience or story and always includes characters, setting, and plot (example: short stories, journals, autobiographical, writing about people).
- b. Descriptive writing, creates a vivid image in the reader's mind and uses precise details to paint "word picture" for the reader (example: menu, travel brochure, poster).
- c. Expository writing, informs, explains, clarifies, or defines (example: research paper, essay, report.)
- d. Persuasive writing informs and attempts to convince the reader to take the same stand (examples: movie review, restaurant critique, letter to editor, editorial).
- e. Technical writing, use research to present specialized information, but just because it is technical does not mean it has to be flat and dull (example : a VCR manual, driver's manual, a legal document, a cookbook)

4. Personal Writing

Personal Writing is expression of the writer's ideas of feeling based on his own experience, which written down for the sake of him or his pleasure or for the pleasure of his family and friends, According its form, personal writing can be classified as follow :

- a. Journal/diary
- b. Autobiographical narrative
- c. Personal essay
- d. Autobiographical anecdote.

Personal Writing should be:

- a. Lively
- b. Interesting, fascinating, attracting
- c. Refreshing
- d. Natural and honestly

Anything that is being written as personal experience of writing must be focused on the writer's idea or feeling, not other's. The benefits of personal writing are as follow:

- a. Personal writing allows us to analyze ourselves and we can recognize our own personality.
- b. Personal writing guides us to the activity of writing more complex written.

5. Theory and Practice of Writing skill

Writing is activity that needs special skill where people use it to express their idea. When dialing with writing, we make the best use of sentence to express our messages, our purpose communication. When we write, we intend to interact with our readers using writing language.

The primary consideration in the design of the program was firstly, how to motivate students to actually use and secondly how to enhance learning outcomes

and area of making report of an interview which is extremely resistant to change. The following aspects were considered as essential to increasing motivation:

- a. Making the program relevant by integrating it as much as possible into the curriculum, primarily by linking it to the first assessed assignment and providing example, models, and exercise base on reading students will encounter in the first few weeks of the course.
- b. Shifting the focus away from learning or rather re learning about sentence level grammar to editing of students own writing, and activity that all writers engage in.
- c. Providing a high level of interactivity both in the explanation part of the program and in exercise.
- d. Providing visual stimulus through color and animation to leaven the content which is essentially task-based.
- e. Providing an initial assessment or diagnosis of student competencies in editing, so they can make informed choices about which parts of the program to the ace.
- f. Providing exercise and feedback to show students the learning progression.
- g. Providing an exit text which shows the competency levels or learning outcomes students have attained by doing the program.
- h. Allowing students change for some personalized questioning and feedback through e-mail contact with a teacher collaboration with peers.

The challenge for the future development of course ware that aims to teach writing skill Centre around the issues of authenticity and integration of computer based task. The present limitation of the technology means that when levels of

authenticity and integration are raised, student needs to receive feedback on their writing from a teacher. Even when considering learning editing skill, which can be considered low level writing skill, the challenge is to embed such skill an authentic context.

In addition, nature of learning any language related skill is show to decide on where to begin and where to end since language is a continue. For example, where does the problem are of sentence structure begin and end, when certain sentence level choices have consequences for the paragraph and the text as a whole. Language does not lend itself to be learning in discrete parts and is possible that the new technology has the potential to overcome this problem by showing the interconnection and the complexity as one moves the micro the macro level, from the sentence to the whole text.

The criteria authenticity is applied to the selection of problem areas in grammatical corrections, the subjects' matters of the self-edit program.

6. Testing the Writing Skill

The writing skill are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical, but also conceptual and judgment element. The following analysis attempts to group the many varied skill necessary for writing good prose five general components or main areas:

- a. Language use, the ability to write correct and appropriate sentence.
- b. Mechanical skill, the ability to use correctly those conventions peculiar to the written language.

- c. Treatment of content, the ability to think creatively and develop thoughts, excluding all irrelevant information.
- d. Stylistic skill, the ability to manipulate sentence and paragraph and use language effectively.
- e. Judgment skill, the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information⁹

The ability to write for a particular audience using the most appropriate kind of language is essential for both native speaking and foreign students alike. The uses of correct register become an important skill at advanced level operation students of foreign language usually experience problem in mastering this complex area of language. The purpose operating will also to establish a particular register.

A piece of continuous writing may take form of narrative, description, survey, record, discussion, argument, or by interview. In addition to the subject and the format, the actual audience will also determine which of the various register is to be used. Consequently, the use of appropriate register in writing implies awareness not only of writing goal but also of particular audience.

After the purpose of writing and the nature of the audience have been established, judgment is again required to determine the selection of the material which is most relevant to the task and organization and ordering skill then follow selection.

⁹J. B. Heaton, *Writing English language test (new edition)*, Longman Inc: New York 1978, p.135

7. Stages of Writing

The stages of writing are:

- a. Pre-writing
- b. Drafting
- c. Revising
- d. Editing
- e. Final draft ¹⁰

1) Pre-writing

Whenever we write, we first need to have some ideas to write about. This is the process of preparing the mind through listening, experiencing, and reading for the task ahead. Pre-writing enables you to find something to say and consider ways of saying it.

- a) Think about what you will write
- b) Gather many ideas
- c) Choose the ideas you want to write about
- d) Jot down ideas and information

2) Drafting

This is the first attempt to get ideas on paper. Learning to write well involves developing increasing skill and sensitivity in electing and combining language and form appropriate to the subject, purpose and audience.

¹⁰Claire Jordan Mohan. *The Writing Process*. [http:// www.ebook-search-engine .com/ The writing Process / article /](http://www.ebook-search-engine.com/The-writing-Process/article/) accessed on June 2nd 2012.

- a) Put ideas on paper
- b) Write on every other line
- c) Do not erase or be concerned about spelling or grammar
- d) Write your own thoughts
- e) Focus on content
- f) Compose freely, without concern for mechanics

3) Revising

Revising helps the writer improve the final product. It may mean making changes in organization, sentence structure and style.

In this way, the student changes their paper in some way to make it better. They rewrite their draft and make as many revisions as they need.

- a) Maintain focus on content vs mechanics
- b) Share draft with peer group
- c) Invite discussion, accept response and helpful input from peers
- d) Add to, delete from, rearrange and revise first draft.

4) Editing

When the students are satisfied with the content of their work, it is time to be certain that the form is correct. This is the time to check their spelling and punctuation in the writing they can take out their dictionary and grammar book.

5) Final draft

- a) Share the product with peer group (dramatization small group reports, individual oral presentation, etc)

- b) Invite evaluation by peer group
- c) Submit for final evaluation by teacher.

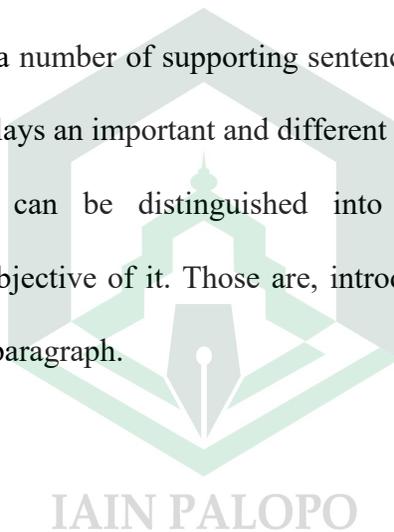
C. The Concept of Paragraph

Paragraph is a collection of a higher unity of mind and more spacious than the sentence.¹¹ Paragraph is a group of sentences about on main idea.¹² Barli Bram stated that Paragraph is a group of sentences which contain relevant information about one main or central idea.¹³

1. Parts of Paragraph

Barli Bram stated basically, paragraph consists of three parts, namely: 1. Introduction, 2. Body, 3. Conclusion. In a good a paragraph there should be topic sentences, followed by a number of supporting sentence, and a concluding sentence. Each type of sentence plays an important and different role.¹⁴

The paragraph can be distinguished into three kinds based on the characteristic and the objective of it. Those are, introduction paragraph, connecting paragraph, and closing paragraph.



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¹¹Raizone. *pengertian paragraf deduktif*. 2011. Online: <http://raipeza24.Blospot.com/2011/10>. Accessed on September 20th 2012.

¹²Ashar Arsyad, *Step by Step*, (Second edition ; Yogyakarta: pustaka Belajar, 2003), P.142.

¹³Barli Bram, *Write well Improving writing skill*, (cet.VIII, Yogyakarta: Kanisius 1995), P.13

¹⁴ *Ibid.*

a. Introduction Paragraph

This paragraph is aimed to introduce the composition. This is paragraph should be interesting and can guide the readers into the main of the composition.

b. Connecting paragraph

The connecting paragraph is whole of the paragraph which exist between the introduction and the closing paragraph. These paragraph contain the main topic of the composition which writer wants to write. That is way this paragraph should be well structured and arranged logically.

c. Closing paragraph

The closing paragraph is a paragraph which aimed to end the composition or the part of the composition. The conclusion of the discussed idea in connecting paragraph is contained here.¹⁵

2. Kinds of Paragraph

There are seven types of paragraph, such as:

a. Narration

Some comments of narration:

- 1) Normally chronological (through sometimes uses flashbacks)
- 2) A sequential presentation of the events that add up to a story.
- 3) A narrative diner from a mere listing of events. Narration usually contains character, a setting, a co conflict, and a resolution. Time and place and person are

¹⁵Gorys Keraf, *Komposisi*,p.63; Muhammad Iksan.*An Analysis of Students' Error on Essay Writing at the Second year of English Study Program of Tarbiyah department at Stain Palopo.*(Palopo 2008), P.7.

normally established. In this paragraph, the story components are setting a goal, an obstacle, a climax, and a resolution.

4) Specific details always help a story, but so does interpretative language. You don't not just lay the words on the page; you point them in the direction of a story.

5) This narrative serves as the opening anecdote that illustrates the topic of the story.

b. Exposition

Some comments exposition:

1) Exposition is explanatory writing

2) Exposition can be an incidental part of a description or a narration, or it can be the heart of an article

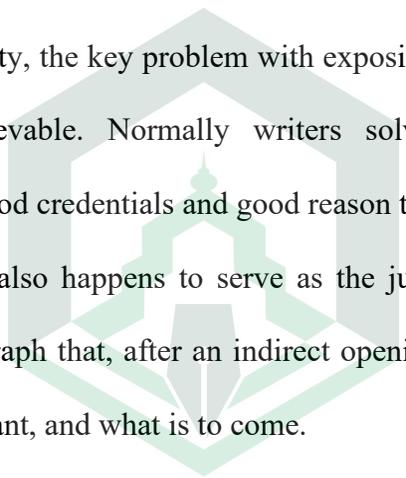
3) Aside from clarity, the key problem with exposition is credibility, what makes your explanation believable. Normally writers solve this problem by citing authorities who have good credentials and good reason to be experts in the subject.

4) This paragraph also happens to serve as the justifier or "nut graft" for the little article: The paragraph that, after an indirect opening, specifies the topic of the article, why it is important, and what is to come.

c. Definition

Comments of definitions

1) Never define anything by the according to Webster's method. Meaning is found in the world, not in the dictionary: bring the world into your story and use it to define your terms.



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2) Saying what something is not can help readers; but make a strong effort to say what it is.

d. Description

Some comments on description:

1) Description is not what you see, but what readers need to see in order to imagine the scene, person, object, etc.

2) Description requires you to record a series of detailed observation. Be especially carefully to make real observation

3) Using sensory language. Going light on adjectives and adverb. Looking for ways to describe action.

4) The thing that your language is not so much describing a frame around the thing

5) The key problem in description is to avoid being or flat. Adopting a strategy that makes your description into a little story.

6) The thing of description as a little narrative in which the visual characteristic unfold in a natural interesting dramatic order.

7) Never tease reader or withhold descriptive detail, unless for some strange reason that is the nature of writing.

8) The cognitive difficulty in description is smile: people see all-at once

9) Remember, you never just describe something: the description is always part of a larger point.

e. Comparison

Some comments of comparison:

1) There is a helpful technique for writing a comparison if you follow it your comparisons will benefit.

2) Before writing a comparison, draw up a chart and fill it in, to make certain you have all the elements necessary to write a comparison.

3) Then choose whether to do “down” or “across” strategy stick with it till the end of the comparison.

f. Process Analysis

Some comments on process analysis:

1) In describing how a process happens or how to perform a series of actions, always think of your reader: can they follow this?

2) Analyzing the process into a series of steps put them into sequence.

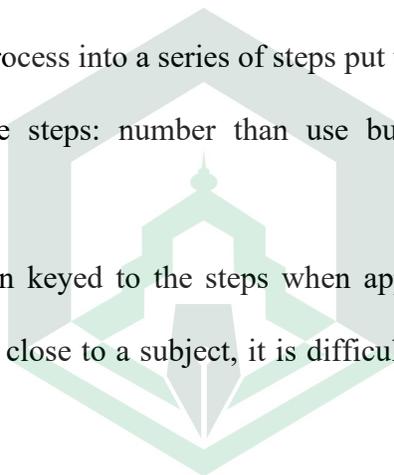
3) Then isolate the steps: number than use bullets put them in separating paragraphs.

4) Using illustration keyed to the steps when appropriate: people can read be followed. Once you are close to a subject, it is difficult to know when you have left something out.

g. Persuasion

Some comments of persuasion:

1) This paragraph is out a small example of the kind of writing used widely in editorials and columns, and it uses a direct, exhortatory approach.



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2) This persuasive paragraph also serves as the ending to this little article and brings sense of closure in the form of.

3) To persuade people to change their minds or take an action, more is needed than your opinion or sense of conviction you need to supply them with the information, analysis, and context they need from their own opinions, make their own judgments and take actions.

4) Remember: readers are interested in only one opinion, they will be glad they read your article.¹⁶

D. Elaborate deductive paragraph in writing narrative essay

Elaboration is the creative thinking behavior that results in adding to or embellishing an idea.¹⁷ Elaboration is a process creative in thinking, the process also lead us to give something into detail. Therefore, when one constructs the paragraph elaboration becomes one of the solution, particularly when a student is asked to develop main idea and deductive paragraph. This can facilitate them to think freely and independently.

The main idea which is traditionally put in the beginning of a sentence that is followed by the other supporting sentences, in this case students construct the other sentences to support the main idea. Practically, through such a habit student gradually can both elaborate how to develop main idea and support it by the other

¹⁶Pahira, *Developing Students' writing Skill Through Grammar Translation Method at the tenth class of MAN Palopo (2010)*.

¹⁷Judi Lembach, *Imagination Celebration*, online: [www. Searchdictionary.com/? Q = elaboration](http://www.Searchdictionary.com/?Q=elaboration), Accessed April 1st 2013.

sentences. The elaboration base on the destination of main idea, in here the students are learned to think about an idea, so that they can make a by focusing from the main idea. It is good for students because students can increase their understanding in other that they can get idea from something and developing idea by seeing meaning from the main idea in deductive paragraph.

Writing is important things on teaching learning process. Writing ability on teaching and learning process has many types to learned, some of them is narrative. Narrative is one type of paragraph that easily written. A narrative is a short story taken from personal experience, using a chronological sequence of event.¹⁸ To write narrative paragraph, we have many approaches that make students to learn. Some approach are used in

Writing narrative paragraph process is a deductive. According to Rahardi the main idea of the paragraph on the beginning called deductive. When writing about a topic that involves many layers of details, you can start the paragraph with a general statement, followed by statements that become more and more specific.¹⁹

1. The Concept of Deductive Paragraph

a. Definition of Deductive Paragraph

There are many definition of Deductive stated by the experts. However, there are only some definitions of Deductive that will be written in this research. They are as follows:

¹⁸*Ibid.*, p. 17.

¹⁹ Adityamahendra88Blogspot.com/2012/5effect-of-deductive-approach-on-html. Accessed on October 2nd 2012.

1) Deductive paragraph start from general statements and followed by specific statements. It means that the exposure of deductive paragraph start from general statement, then followed by specific detail.

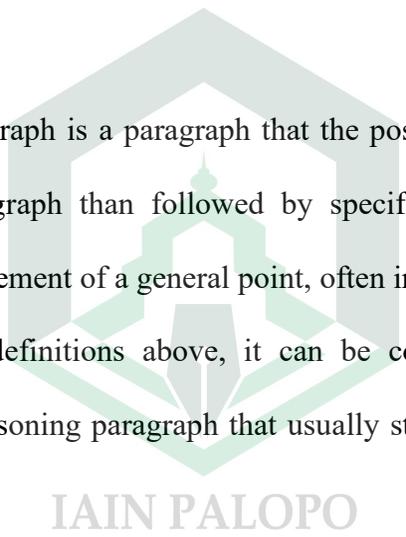
2) Deductive is a reasoning process by general statements and followed by specific statements. It means that the deductive reasoning paragraph start from general statement, then followed by specific detail.

3) A topic sentence, usually the first sentence of paragraph, summarizes the content of the paragraph, telling the reader what the expect. It can be concluded that most paragraph are deductive.

4) The preceding paragraph, like many effective paragraph, starts by stating a main idea, or point. In this case, the effective paragraph usually starts by the main idea.

5) Deductive paragraph is a paragraph that the position of the main idea in the beginning of the paragraph than followed by specific details. Some paragraphs consist of nothing a statement of a general point, often in single sentence.²⁰

Based on the definitions above, it can be concluded that the deductive paragraph are some reasoning paragraph that usually starts from general idea to the specific idea.



²⁰Aditya Mahendra, *The Effect of Deductive Approach on Narrative Ability at 10th Grade of SMA Sultan AgungPugerJember in the Academic year 2012, 2012*, Online: [adityamahendra8., blogspot..Com/2012/05/effect-of-deductive approach on.html](http://adityamahendra8.blogspot..Com/2012/05/effect-of-deductive-approach-on.html). Accessed on October 2nd 2012.

b. The characteristic of the deductive paragraph

- 1) The lead was in the beginning paragraph.
- 2) The sentence is composed of a general statement followed by specific explanation.

c. How to Write a deductive Paragraph

- 1) Determining the topic or theme of the paragraph to be made.
- 2) Developing a central idea or topic sentence properly and clearly.
- 3) Arranging explanatory sentences to explain the main idea. Put the following sentences explanatory key ideas
- 4) Drawing the outline.
- 5) Developing a deductive framework into a deductive paragraph, use effective sentences, proper diction and spelling.²¹

d. The Function of Deductive Paragraph

Some reasons the function of deductive:

- 1) The paragraph is more effective

The function of the main idea to introduce paragraph, should have been in the beginning of paragraph. A point is a general idea that contains an opinion. In everyday lives, we constantly make points about all kinds of matters.

- 2) The paragraph is easier to develop

The function of development paragraph to support and give illustration to the points on main idea that use the example. Generalizations break up the topic into

²¹Amisriutami.*Paragrafdeduktif*.Online:[http://amisriutami.Blogspot.com/2011/06/ paragraph -deduktif. html](http://amisriutami.Blogspot.com/2011/06/paragraph-deduktif.html). Accessed on September 20th 2012.

smaller, less general parts, but these parts are still too general to stand by themselves: generalizations need details to prove their validity. If we use deductive approach on writing, we will easy to development.²²

2. The Concept of Narrative Essay

a. Definition of Narrative Essay

The narrative is a form of speech or writing that aims to convey or tell the sequence of events or human experience based on developments from time to time.

Narrative is a form of discourse that seeks to clearly illustrate to the reader about an event that has occurred. We can know that the narrative attempts to answer a process that occurs on human experience or event, and is described in detail based on developments from time to time.

The narrative is an essay that is usually linked with the story. Therefore a narrative essay or paragraph narrative only is found in the novel. Short story or a tale. The narrative is a narrative essay that describes the occurrence of an event, whether the event a reality, as well as custom events.

From the opinions of the above, it can be seen there are a few things related to the narrative. It includes: 1.) Form of stories or narratives, 2.) Includes actors, 3.) Under development from time to time, 4.) Systematically arranged.

b. Characteristics of Narrative Essays

- 1) High lighting elements of the actor acts.
- 2) Arranged in chronological order.

²² *Ibid.*, p.17

- 3) Trying to answer the question, what happened?
- 4) There conflict.

The narrative constructed by a storyline. These grooves will not be interesting if there is no conflict. In addition to the story line, conflict and chronologist composition, characteristics more complete narrative as follows:

- 1) The form of a story about an event or experience of the author.
- 2) Incident or event that was delivered in the form of events that actually occurs, it can be merely imagination or a combination of both.
- 3) Based conflicts, because without conflict usually uninteresting narrative.
- 4) It has aesthetic value.
- 5) Emphasizing the chronological arrangement

c. Purpose of writing a narrative essay is fundamentally namely:

- 1) Interlocking provide information or insight and expand knowledge.
- 2) Provide aesthetic experience to the reader.

d. Steps to write a narrative essay

- 1) Determining the first theme and the message to be delivered.
- 2) Setting our readership
- 3) Design of the main events are shown in schematic form grooves.
- 4) For the main event into the beginning, development and end of story.
- 5) Details of the main events in the event details as support story.
- 6) Stacking character and characterization, setting, and point of view.

e. How to Create a Narrative Essay

How to create a narrative essay is not too difficult because the composition of this type can be drawn from the author's personal experience, often in the form of a story. When the authors reveal what was on his mind then it should be able to include the entire convention story: plot, character, setting, climax, and end of story. Authorship narrative should match the flow so as to make the reader feel the story is read directly from it.

Before creating a narrative essay, there are some things we need to consider are:

- 1) Told from the point of view
- 2) Create and support a point of view.
- 3) Filled with precise detail.
- 4) Use verbs that clear.
- 5) Using conflict and the narrative sequence.

f. Can use the dialog.

The purpose of the narrative essay is to describe something. Many students assume that narrative essay as in the manufacture of paper. While the information in this essay is the basis for other forms of writing. Narrative writing sample is a "book entry work activities" not only as a regular notebook, but also includes characters,

their actions, plot and some scenes that occurred during the activity. That is, it is a description of "what happened in the book."²³

E. The Concept of Classroom Action Research

1. What is Classroom Action Research

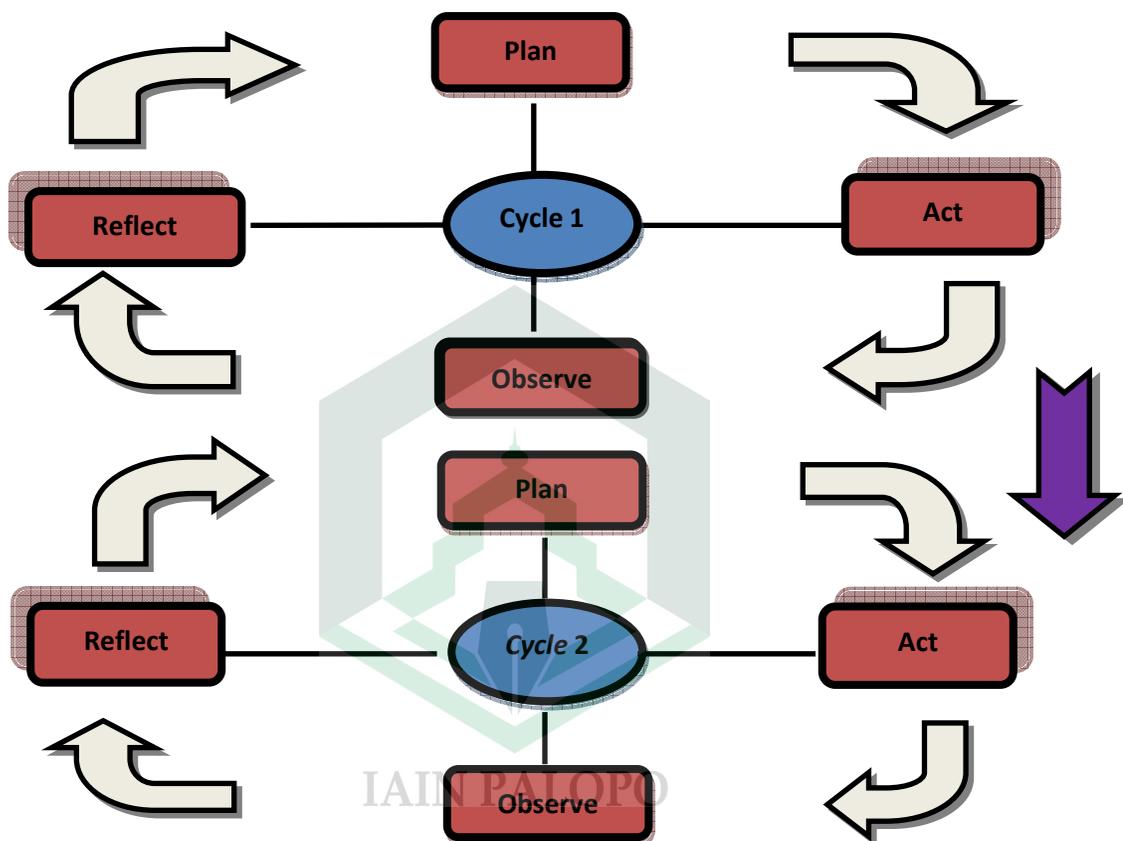
Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning. There are many ways to improve knowledge about teaching. Many teachers practice personal reflection on teaching, others conduct formal empirical studies on teaching and learning. Classroom Action Research is more systematic than personal reflection but it is more informal and personal than formal educational research.

The goal of Classroom Action Research is to improve your own teaching in your own classroom, department, or school. While there is no requirement that the findings be generalized to other situations the results can add to knowledge base. Classroom Action Research goes beyond personal reflection to use informal research practices such as a brief literature review, group comparisons, and data collection and analysis. Validity is achieved through the triangulation of data. The focus is on the practical significance of findings, rather than statistical or theoretical significance.

Findings are usually disseminated through brief reports or presentations to local colleagues or administrators.

²³[http://bocillabura.blogspot.com./2012/6/pengertian karangan narasi.html](http://bocillabura.blogspot.com./2012/6/pengertian%20karangan%20narasi.html). Accessed on march 15th 2013.

The method that was used in this research was classroom action research (CAR) method, it has four stages those are: Planning, Action, Observation, Evaluation or Reflection. This research was held around two cycles. They were first and second cycle and each cycle was the series of activity which had close relation. Where, the realization of the second was continued and repaired from the first cycle. And this is classroom action research according to Kemmis & Mc Taggart²⁴

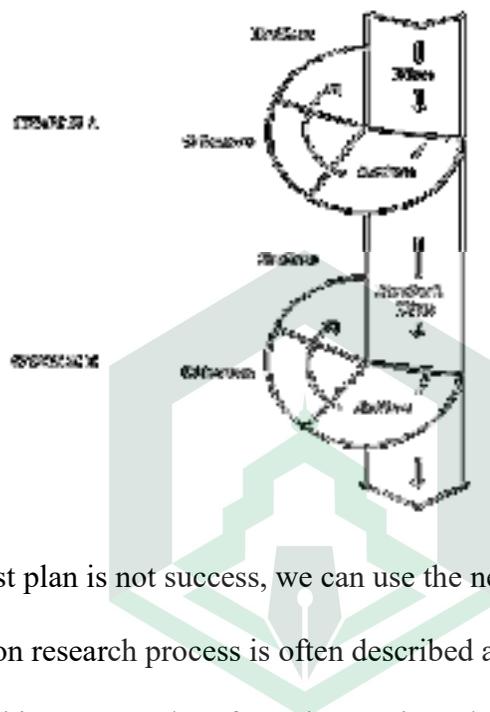


²⁴ Prof. Dr. Suharsini Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta), p. 97.

In accordance with the essence of which is reflected by the name of action research spiral, classroom action research can be started from anywhere of the four phases namely: planning, action, observing, and reflection.²⁵

2. Procedure of Classroom Action Research

Classroom action research design shaped cycles. A cycle consists of four phases, namely, planning, action, observation and reflection. And as for the fourth phase relationship can be described as follows:



If the first plan is not success, we can use the next plan or the next cycle

The action research process is often described as:

- a. Planning in this case need to formulate action plans that will be taken. Actions taken can be formulated into a form hypothesis about the alleged action in the sense of change that wills occurif an action from happening.

²⁵AndiYuniUtamiIdris, *Developing student's writing ability of the fifth (5th) semester students at STAIN Palopo through critical thinking skill*, A published Thesis : 2011.

- b. Acting on this draft strategy and set of learning scenarios. Scenarios of action must be implemented correctly and fairly.
- c. Observation in this case is actually running concurrently at the time of exercise of the action. Observations were made at the time the action is running, both took place at the same time.
- d. Reflection in this case as a whole is intended to examine the actions that have been implemented. based on the data collected, and then conduct an evaluation to improve the follow-up, reflection in the CAR include analysis, synthesis, and evaluation of the results of observations on the action taken. If there are problems and the process of reflection, then re-tested through the next cycle.²⁶

3. Why Classroom Action Research Important?

According to Sunendar/ Sudrajad. There are several reasons why CAR is a need for teachers to improve the professional a teacher.

- a. CAR is very conducive to making teachers become sensitive responsiveness to the dynamics of learning in his class.
- b. CAR can improve the performance of teachers to become professionals. Teachers are no longer as a practical, who already feel satisfied with what is done for many years without any improvement and innovation, but also as researcher in its field.
- c. By carrying out the stages in the CAR, teachers are able to improve the learning process through a review in to what is to what happens in class. Acts committed teachers solely based on the actual and factual issues that developed in its class.

²⁶Baedhowi, *bimbingan guru dalam penelitian tindakankelas*, (Jakarta, 2010), P.19.

d. Implementation of CAR does not interfere with the main task of a teacher because he does not need to leave class. CAR is an integrated research activities with the implementation of the learning process.

1) By implementing CAR teachers to be creative because it is always required to make efforts in innovation as the implementation and adaptation to various theories and techniques of learning and teaching materials he uses.

2) Implementation of CAR in education and learning has a purpose to improve and or enhance the practice of continuous learning so that the quality of the results of instructional skills of teachers, improving the relevance, improve management efficiency and grow the culture of instructional research on teacher communities.

4. Type of Classroom Action Research

There are four types of CAR, namely: (1) CAR diagnostic, (2) CAR participants, (3) CAR empirical, and (4) experimental CAR.²⁷

For more details, here presented in brief about the four types of CAR. They are:

a. CAR diagnostic; is meant by CAR diagnostic research is designed to guide researchers toward an action. In this case researchers to diagnosis and into situations that are in the background research. As an example is when researchers attempt to deal with disputes, quarrels, conflicts between students who have performed at a school or classroom.

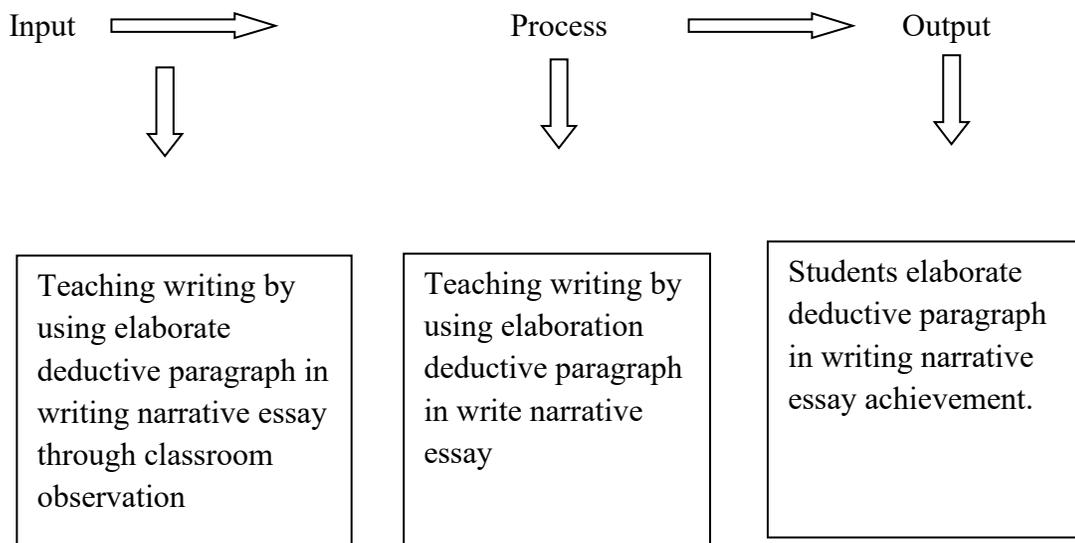
²⁷ Iskandar, *Penelitian Tindakan Kelas*, (GP, Press, Ciputat, 2009), p.28-29.

b. CAR participants; a study participant was described as CAR if the person who will carry out study presented should be directly involved in the research process from the beginning until the results of the research are reported. Thus, since research planning researchers always involved, subsequent researchers to monitor, criticize, and collect data, then analyze the data and ended with the reported results their research. CAR participation can also be done at school as well as examples in item a above. Only, here the researchers claimed involvement directly and continuously since the beginning to the end of the study.

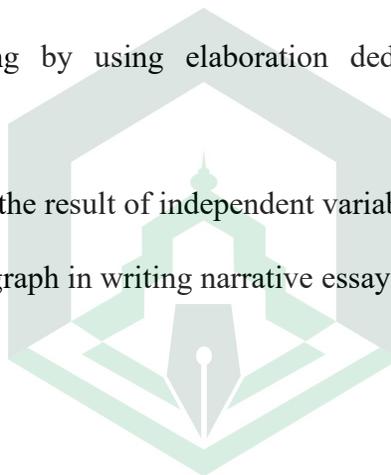
c. Empirical CAR; is meant by empirical CAR is when researchers attempt to perform any act or action and opened what it does and what happens during the action. In principle, the researcher is pleased with the record keeping and collection researcher experience in their daily work.

d. Experimental CAR, which is categorized as experimental if CAR held by seeking to apply the various techniques or strategies to effectively and efficiently in a activity teaching and learning. In relation to activity of teaching and learning, it is possible there is more than one strategy or technique that is set to achieve an Instructional goal. With the implementation of CAR is expected that researchers can determine which method is most effective in order to achieve the goal of teaching.

F. Theoretical Framework



1. Input refers to the material provided for the students.
2. Teaching writing by using elaboration deductive paragraph in writing narrative essay.
3. Output refers to the result of independent variable that is students elaborate or develop deductive paragraph in writing narrative essay achievement.



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CHAPTER III

METHODOLOGY

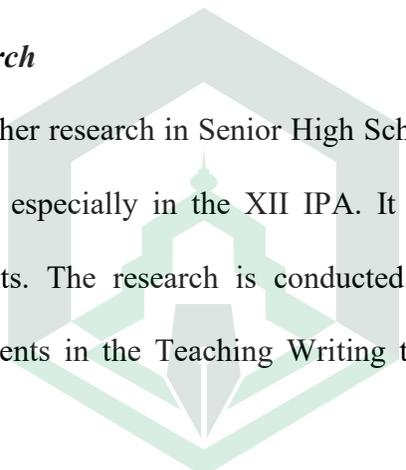
A. Type of research

This research follows the principal working of Classroom Action Research (CAR) that contains of four stages; they are: Planning, Implementation of Action, Observation, and Reflection.

This research is held around two cycles. They are first and second cycle and each cycle is the series of activities which has close relation. Where, the realization of the second cycle is continued and repaired from the first cycle.

B. Setting of the research

The writer does her research in Senior High School Pesantren Modern Datok Sulaeman Putri Palopo especially in the XII IPA. It has a class and numbers of students are 18 students. The research is conducted in two cycles to know an effective ways for students in the Teaching Writing through using Elaboration of Deductive Paragraph.



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C. Source of Data

1. Teacher
2. Student
3. Partners/Collaborators

D. Instrument of the Researcher

The researcher used writing test. The objective score was modified into five scales. The components that involved:

- a. Content is the substance of writing, the ideal expressed
- b. Organization is the purpose of organization material in writing which happen from beginning to the end
- c. Vocabulary is all the word that used by students
- d. Grammar is the correct use of syntactic pattern and structural words
- e. Mechanic is use of graphic convention of the language.¹

1. Content

No	Score	Classifications	Criteria
1	27-30	Very Good	Clear, focused, and interesting detail, complete, rich. Well focus, main idea stand out secondary ideas do not usurp to much attention.
2	23-26	Good	Clear and focus, even though the overall result may not be especially captivating. Support is attempt but in may be limited or obvious insubstantantial, too general.
3	12-22	Fair	Lact of logical sequencing and development ideas confusing or disconnected, lacking 1 purpose or not.
4	9-11	Poor	Not fluent, does not communicated information is very limited, boring.
5	5-8	Very Poor	Not organization, not enough to evaluate because not meaningful.

¹J. B Heaton, *Writing English Language Test*, (New York: Longman 1988), p. 146.

2. Organization

No	Score	Classifications	Criteria
1	18-20	Very Good	Effective word, choice, and usage specific and accurate
2	14-17	Good	Adequate range occasional error of word/idiom, choice and usage the language communicated but rarely captures the reader imagination, while the overall meaning
3	10-13	Fair	Is quiet creel, some words may lack precision the writer struggle with eliminated vocabulary, grouping for words
4	7-9	Poor	Many error words/idiom, choice and usage. Language is so vague and abstract. So redundant, devoid or detail that only the broadest, many repetitions, often word simply do not feat the test, verb are weak and view in number: is, are, were, and dominated.
5	5-7	Very Poor	Almost the words used are wrong, colorless, not enough to evaluate, and many wrong spelling.

3. Vocabulary

No	Score	Classifications	Criteria
1	18-20	Very Good	Effective word, choice, and usage specific and accurate
2	15-17	Good	Adequate range occasional error of word/idiom, choice and usage. The language communicated but rarely captures the reader imagination, while the

			overall meaning is quite clear, some words may lack precision.
3	12-14	Fair	The writer struggle with a limited vocabulary, grouping for words
4	9-11	Poor	Many errors word/idiom, choice and usage. Language is so vague and abstract. So redundant, devoid of detail that only the broadest, many repetitions, often word simply do not feat the test, verb are weak and view in number; is, are, were dominated.
5	5-8	Very Poor	Almost the words used are wrong, colorless not enough to evaluate, and many wrong spelling

4. Grammar

No	Score	Classifications	Criteria
1	23-25	Very Good	Effective complex construction few error of agreement, tenses, number, word order/function, pronouns proposition
2	20-22	Good	Effective but simple construction minor problem in complex construction several error of tense, word order, function, pronouns, and prepositions but meaning seldom or cured.
3	16-19	Fair	Major problem in simple construction, frequent error of negative, agreement, tense, word order/function. Pronoun, preposition, and or fragment does not communication
4	9-15	Poor	Dominated by error of grammar, cannot be understand and evaluated

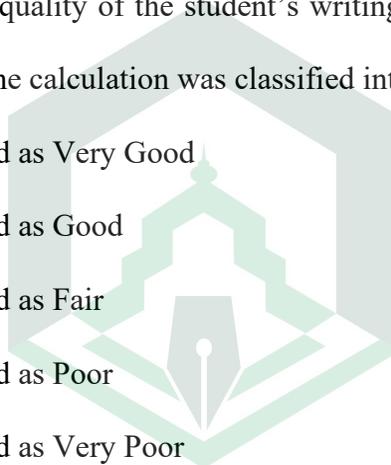
5	5-8	Very Poor	Virtually no mastery of sentences construction rules.
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5. Mechanic

No	Score	Classifications	Criteria
1	5	Very Good	Demonstration mastery of convention, not problem of spelling, punctuation, capitalization, paragraph.
2	4	Good	Few errors of spelling, capitalization, paragraphing but not observed.
3	3	Fair	Some error spelling, punctuation, capitalization
4	2	Poor	Many errors of spelling, punctuation, capitalization
5	1	Very Poor	Illegible writing. ²

To measure the quality of the student's writing score on the five component observed, the result of the calculation was classified into classification as follows:

91-100	Classified as Very Good
70-90	Classified as Good
60-69	Classified as Fair
50-59	Classified as Poor
0-49	Classified as Very Poor



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²*Ibid.*

E. *Technique of Data Analysis*

The data which collected in every observation in each cycle was analyzed descriptively through percentage technique and by considering the tendency happened during the learning process.

a. Writing test result: Students' score of writing test are classified into some criteria based scoring classification namely spelling of words and meaning. Then determining the mean score, which classified into high, average and low classification.

$$X = \frac{\sum x}{N}$$

Note: $\sum x$: The Total Raw Score

X : Means Score

N : Total Sample³

b. Activities of students during the learning process: it is analyzed by considering the students' participation and classified into very active, active, less active and not active.

F. *Procedure of the Researcher*

The method that is used in this research is classroom action research (CAR) method, it has four stages those are: Planning, Action, Observation, Evaluation or Reflection. This research is held around two cycles. They are first and second cycle

³Suharsimi Arikanto, *Prosedure Penelitian Suatu Praktek*, (Cet, XI; Jakarta: PT. Rineka Cipta, 1998) P.306

and each cycle is the series of activity which has close relation. Where, the realization of the second is continued and repaired from the first cycle.

Cycle I

The first cycle of classroom based research consists of planning, acting, observation and reflection.

a. Plan

1) Analyzing the basic competency curriculum especially after analyzing the needs of students.

2) Make a plan to learn about the problems faced by students in writing in making deductive paragraph in writing narrative essay.

3) Classroom management: the number of 18 students, making the classroom comfortable.

4) Prepare the test.

5) Make the instruments used in the classroom action research cycle.

b. Action

1) Researchers set up all the instruments in the class before beginning the teaching of writing such material.

2) Researchers describe how to develop or elaborate deductive paragraph in writing narrative essay

3) Researchers guide students to write deductive paragraph by some example of deductive paragraph.

4) Researchers ask students to make simple deductive paragraph in writing essay

5) In the close-class

c. Observation

There are some important things that researcher will observe, they are:

1) Writing test

2) Students' Participation during the learning process

d. Reflection

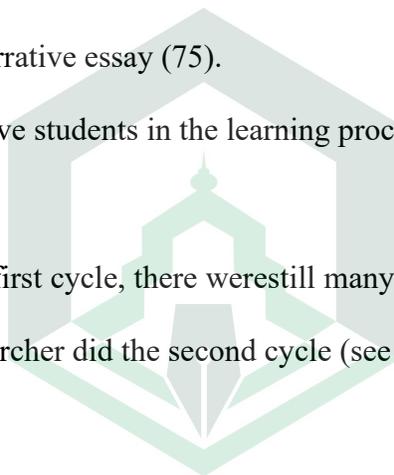
Classroom action research is a success if some of the following conditions are found out:

1) Most students have a good score in the evaluation (make paragraph deductive in Writing narrative essay (75)).

2) Most of the active students in the learning process (75%)

Cycle II

After doing the first cycle, there werestill many weaknesses then based on the reflection part, the researcher did the second cycle (see the findings in chapter IV).



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CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

Cycle 1

1. Planning

- a. The researcher explained about definition of elaboration, definition of deductive paragraph, definition of narrative essay, and the examples.
- b. The researcher explained about five aspect of writing assessment, namely: content, organization, vocabulary, grammar, and mechanic.
- c. The researcher explained how to elaboration a deductive paragraph.
- d. The researcher gave the students a few minutes to write narrative essay by using elaboration deductive paragraph.

2. Acting

In this action, the researcher started by explaining the material about the definition of elaboration, paragraph, deductive paragraph, narrative essay, and examples of narration essay in using elaboration deductive paragraph. After explaining the material, researcher and students together to discuss the material. After that, the researcher gave the students a few minutes to write narrative essay by using elaboration deductive paragraph. As well as explaining things to consider in writing in this regard are the content, organization, vocabulary, grammar, and mechanic.

3. Observation

- a. There are some grammatical errors and lack of ideas in developing their writing
- b. Evaluation the student's writing ability showed that the student's mastery on writing was mostly in low score. The mean score was only **63,61**. (See table I)

Table 1

The raw score of student's writing in Cycle 1

Respondents	Content	Organization	Vocabulary	Grammar	Mechanic	Total (X)
001	15	13	11	19	3	61
002	18	17	16	13	1	65
003	18	14	17	18	1	68
004	22	14	14	17	3	70
005	17	15	16	10	1	59
006	19	15	15	15	1	65
007	19	14	14	17	3	67
008	19	14	14	15	3	65
009	22	13	15	16	3	69
010	19	14	14	17	3	67
011	23	14	14	16	2	69
012	17	17	15	19	3	71
013	15	17	15	16	1	64

014	11	9	11	15	1	47
015	19	15	17	10	1	62
016	15	17	17	10	1	60
017	19	12	10	16	2	59
018	12	13	12	17	3	57
Total	319	257	257	276	36	1145
Mean Score	17,22	14,27	14,27	15,33	2	63,61

- Mean Score of Content :

$$X = \frac{\sum x}{N} = \frac{319}{18} = 17,22$$

- Mean Score of Organization :

$$X = \frac{\sum x}{N} = \frac{257}{18} = 14,27$$

- Mean Score of Vocabulary :

$$X = \frac{\sum x}{N} = \frac{257}{18} = 14,27$$

- Mean Score of Grammar :

$$X = \frac{\sum x}{N} = \frac{276}{18} = 15,33$$

- Mean Score of Mechanic :

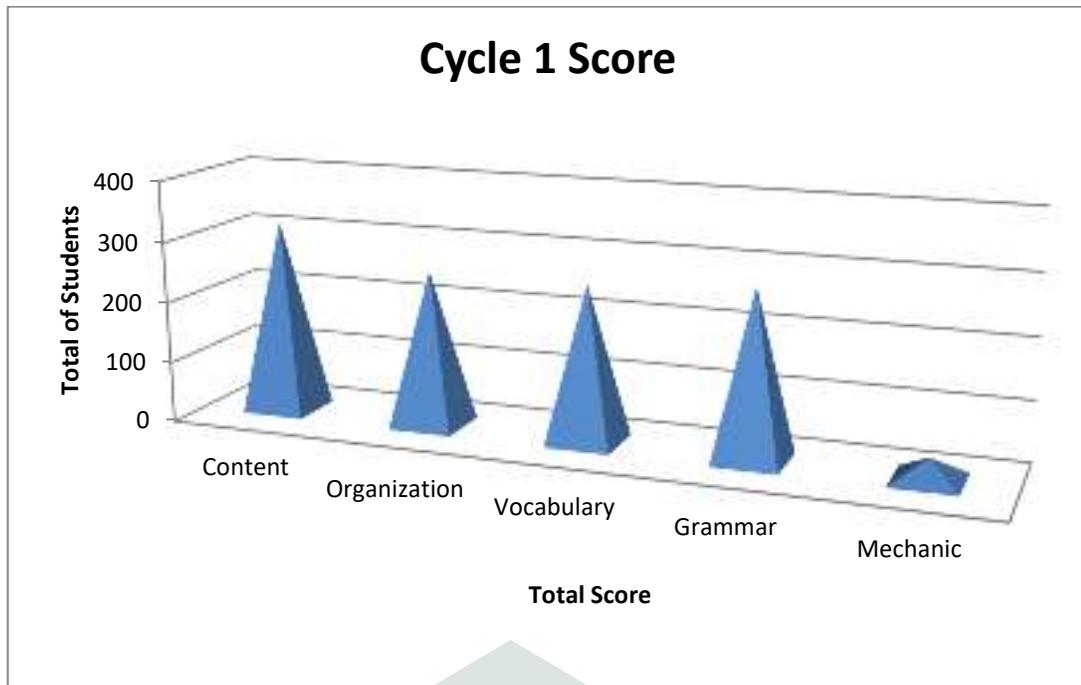
$$X = \frac{\sum x}{N} = \frac{36}{18} = 2$$

- The mean score of all components in cycle 1 :

$$X = \frac{\sum x}{N} = \frac{1145}{18} = \mathbf{63,61}$$

CHART 1:

THE RAW SCORE OF STUDENT'S WRITING IN THE CYCLE 1



c. The scoring classification of the students in cycle 1

1) Content

Table 2

The Criteria and Percentage of the Students' in the cycle 1

No	Clasification	Score	Frequency	Percentage
1	Very Good	27-30	-	-
2	Good	23-26	1	5,6%
3	Fair	12-22	16	88,8%
4	Poor	9-11	1	5,6%
5	Very poor	5-8	-	-
			18	100%

Table above indicates that criteria and percentage of the students content in the first cycle shows that there was none student (0) got “very good” score for content, there were 1 student (5,6%) got “ good” scores, 16 students (88,8%) got “fair” scores, 1 students (5,6%) got “poor” scores, and none student (0) got “very poor”.

2) Organization

Table 3

The Criteria and Percentage of the Students’ in the cycle 1

No	Clasification	Score	Frequency	Percentage
1	Very Good	18-20	-	-
2	Good	14-17	13	72,2%
3	Fair	10-13	5	27,8%
4	Poor	7-9	-	-
5	Very poor	5-6	-	-
			18	100%

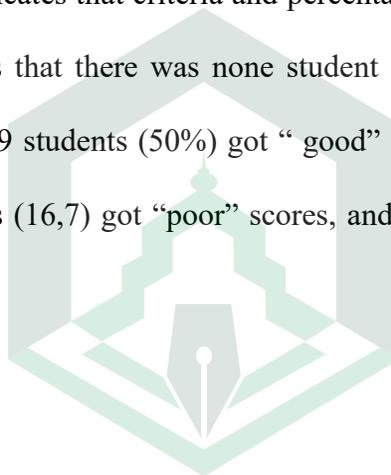
Table above indicates that criteria and percentage of the students organization in the first cycle shows that there was none student (0) got “ very good” score for organization, there were 13 students (72,2%) got “ good” scores, 5 students (27,8%) got “fair” scores, and none poor, very poor in score organization.

3) Vocabulary

Table 4**The Criteria and Percentage of the Students' in the cycle 1**

No	Clasification	Score	Frequency	Percentage
1	Very Good	18-20	-	-
2	Good	15-17	9	50%
3	Fair	12-14	6	33,3%
4	Poor	9-11	3	16,7%
5	Very poor	5-8	-	-
			18	100%

Table above indicates that criteria and percentage of the student's vocabulary in the first cycle shows that there was none student (0) got "very good" score for vocabulary, there were 9 students (50%) got "good" scores, 6 students (33,3%) got "fair" scores, 3 students (16,7) got "poor" scores, and none student got "very poor" score.



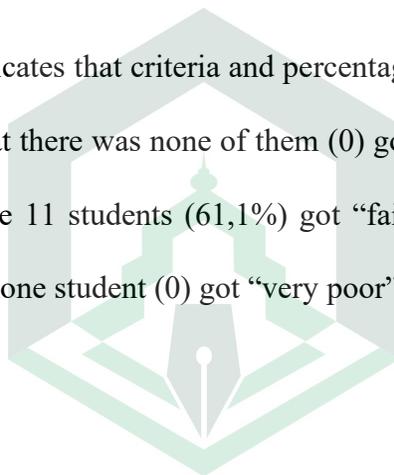
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4) Grammar

Table 5**The Criteria and Percentage of the Students' in the cycle 1**

No	Clasification	Score	Frequency	Percentage
1	Very Good	23-25	-	-
2	Good	20-22	-	-
3	Fair	16-19	11	61,1%
4	Poor	9-15	7	38,9%
5	Very poor	5-8	-	-
			18	100%

Table above indicates that criteria and percentage of the student's grammar in the first cycle shows that there was none of them (0) got "very good and good" score for grammar, there were 11 students (61,1%) got "fair" scores, 7 students (38,9%) got "poor" scores, and none student (0) got "very poor" score.



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5) Mechanic

Table 6**The Criteria and Percentage of the Students' in the cycle 1**

No	Clasification	Score	Frequency	Percentage
1	Very Good	5	-	-
2	Good	4	-	-
3	Fair	3	8	44,4%
4	Poor	2	2	11,2%
5	Very poor	1	8	44,4%
			18	100%

Table above indicates that criteria and percentage of the student's mechanic in the first cycle shows that there was none of them (0) got "very good and good" score for mechanic, there were 8 students (44,4%) got "fair" scores, 2 students (11,2%) got "poor" scores, and 8 students (44,4%) got "very poor" scores.

d. The result of observation student's activities during the teaching and learning process. It can be seen in the table 7.

Table 7

The result of observation on student's activities in Cycle 1

No	Respondents	Not Active	Less Active	Active	Very Active
1	001				
2	002				
3	003				
4	004				
5	005				
6	006				
7	007				
8	008				
9	009				
10	010				
11	011				
12	012				
13	013				
14	014				
15	015				
16	016				
17	017				
18	018				
	Total	3	10	5	
	Percentage	16,7%	55,5%	27,8%	

Explanation of observing the students' activity are:

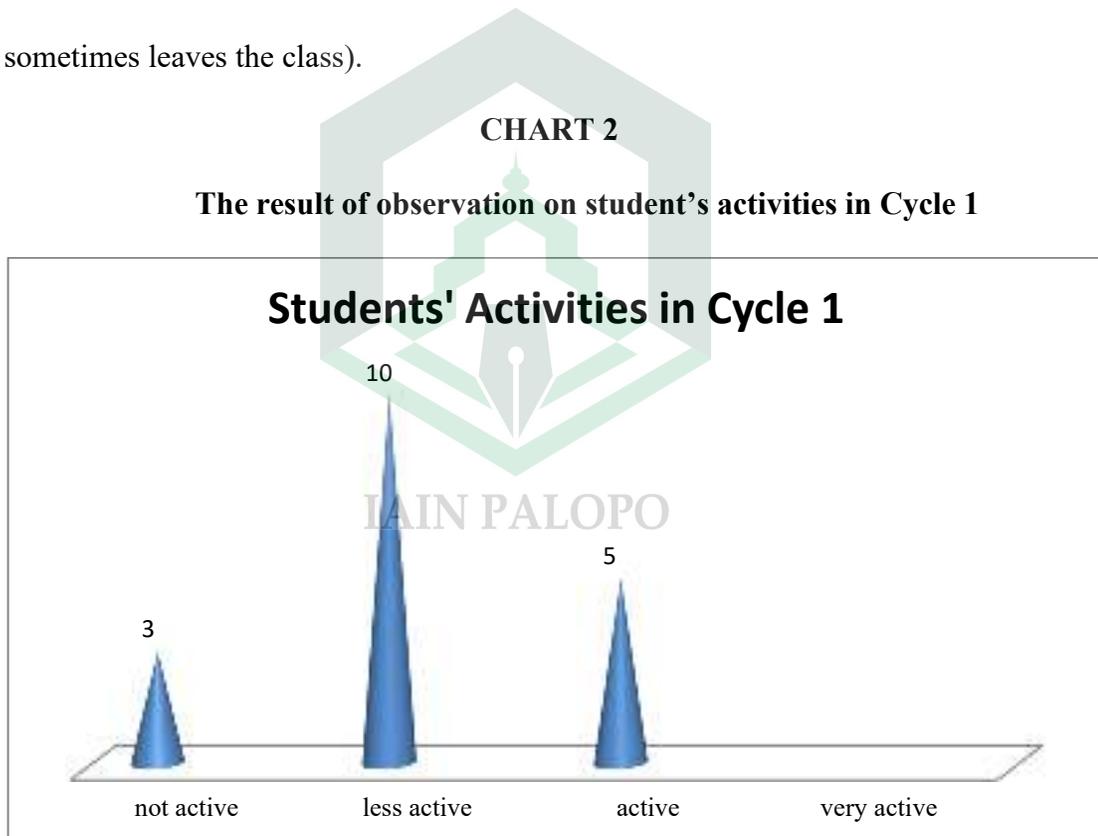
- 1) **Very active** : The students are responsive and participle fully in all activities in the learning process.

2) **Active** : The students response the material by using elaborate deductive paragraph and interact with the teacher and the others in learning process.

3) **Less Active** : The students pays attention and gives response one in a while in learning process.

4) **Not active** : The students do not pays attention and do not give responds to the materials, they looks confused, bored and sometimes leaves the class.

Based on the table above, only 5 students active (The students are response the material by using elaboration deductive paragraph and interact with the teacher and the others), 10 students less active (The students pays attention and gives response one in a while), and 3 students not active (The students do not pays attention and do not give responds to the materials, they looks confused, bored and sometimes leaves the class).



1. Reflecting

There were still significant weaknesses in the Cycle 1:

- a) The mean score the result of students' test in cycle 1 the percentage **63,61**. It means under low the score standard. (See table 1)
- b) Some of the students did not have braveness in learning activities only **27,8%** students active and **72,2%** students not active. (See table 7)
- c) There were some grammatical errors and lack of ideas in developing their writing.(See appendix V)

Cycle 2

1. Planning

In order to improve the weaknesses and to keep the successful the first cycle, then the second cycle was planned as follows:

- a. Giving motivation to the students in order to be active in writing and learning process, like a wise word to build their self confidence and spirit to study hard and to be active in learning process. Motivations to learn are part of the motivation in general. In learning activities known to the learning motivation is motivation that exist in the world of education or motivation of the learners (students). "Motive" can be said to be a driving force from within and in the subject to perform certain activities in order to achieve goals. Even motif can be interpreted as an internal condition (preparedness). Originated from the word "motive" can be interpreted as the motivation driving forces that have been active. Motives become active at certain

times, especially when the desire to achieve a very strong requirement. Moreover, motivation is the mental strength that encourages learning. Motivation of learners (students) is to create conditions such that students will do what he can do.¹

b. Giving more explanations and intensive guidance to the students who got difficulties when writing.

c. Giving chance to the students who got good score to share their knowledge in writing to others friends.

d. Giving the independently to the all students to write a narrative essay in using elaboration deductive paragraph.

e. Giving the independently to the all students for study in the outdoor. Learning outside the classroom is one way to avoid the creation of learning burnout, boredom, and perceptual learning in the classroom only. Learning should not only be done in the classroom, but it can be done outside the classroom, such as in open places where people can interact with each other. Encouraging students to learn outside the classroom can be a positive influence, can add insight, it can even be applied directly in the field.²

2. Acting

In this cycle, similar to the first cycle students also gave back in some minutes to write narrative essay by using elaboration deductive paragraph. But in this

¹ <http://zaifbio.wordpress.com/2012/11/09/motivasi-belajar/>. Accessed Juny 1st 2013.

² Ali sobri, *keuntungan belajar di luar kelas*, online: <http://edukasi.kompas.com/read/2012/09/16/12102122/Keuntungan.Belajar.di.Luar.Kelas>, accessed juny 1st 2013.

action the researcher gave independent to write what they want to write and gave new condition of the students namely gave opportunity to study in the outdoor.

3. Observation

a. Evaluation on student's writing ability showed that the students got better score than in the first cycle. The mean score was **78.27**. (See table8)

Table 8

The raw score of student's writing in Cycle 2

Respondents	Content	Organization	Vocabulary	Grammar	Mechanic	Total (X)
001	23	15	16	20	4	78
002	24	17	17	21	4	83
003	26	17	17	16	4	80
004	24	17	17	20	4	82
005	22	13	14	19	3	71
006	23	17	16	20	4	80
007	24	16	17	23	4	84
008	23	17	14	19	4	77
009	24	17	17	22	4	88
010	23	14	15	19	4	75
011	23	14	16	21	4	78
012	24	15	15	20	4	78

013	23	17	16	20	4	80
014	22	14	14	22	4	76
015	22	14	14	21	4	75
016	22	13	14	22	3	74
017	22	17	16	20	4	79
018	23	13	13	21	4	74
Total	417	277	278	366	70	1409
Mean Score	23,16	15,38	15,44	20,33	3,88	78,27

- Mean Score of Content :

$$X = \frac{\sum x}{N} = \frac{417}{18} = 23,16$$

- Mean Score of Organization :

$$X = \frac{\sum x}{N} = \frac{277}{18} = 15,38$$

- Mean Score of Vocabulary :

$$X = \frac{\sum x}{N} = \frac{278}{18} = 15,44$$

- Mean Score of Grammar :

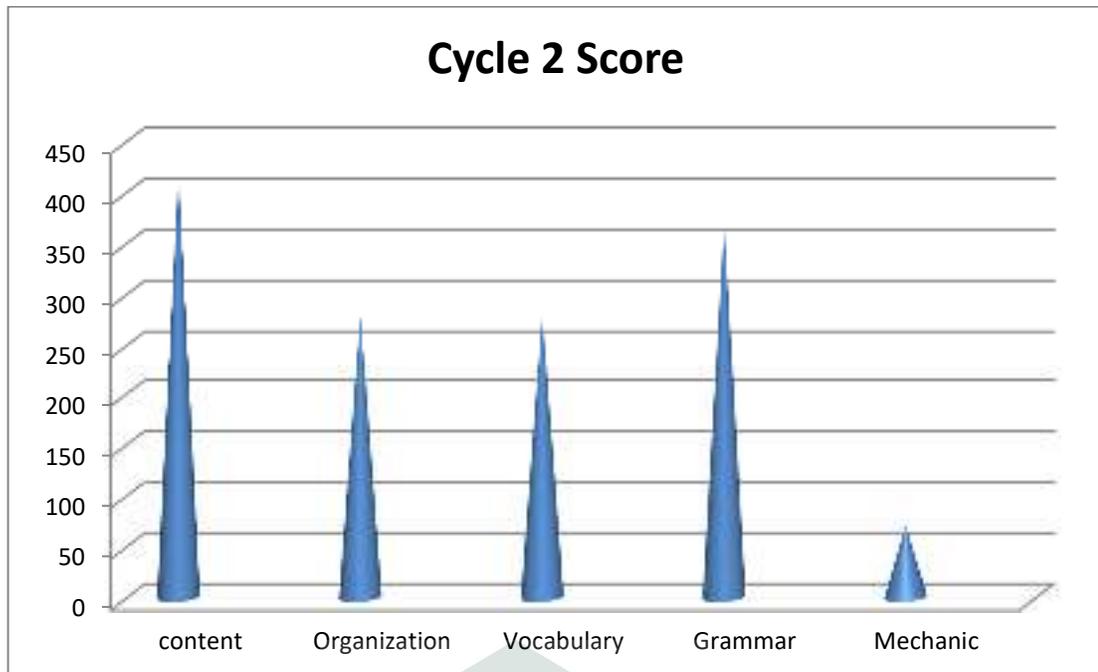
$$X = \frac{\sum x}{N} = \frac{366}{18} = 20,33$$

- Mean Score of Mechanic :

$$X = \frac{\sum x}{N} = \frac{70}{18} = 3,88$$

- The mean score of all components in cycle 2 :

$$X = \frac{\sum x}{N} = \frac{1409}{18} = \mathbf{78,27}$$

CHART 3:**THE RAW SCORE OF STUDENT'S WRITING IN THE CYCLE 2**

b. The scoring Classification of the students in cycle 2:

1) Content

Table 9**The Criteria and Percentage of the Students' in the cycle 2**

No	Clasification	Score	Frequency	Percentage
1	Very Good	27-30	-	-
2	Good	23-26	13	72,2%
3	Fair	12-22	5	27,8%
4	Poor	9-11	-	-
5	Very poor	5-8	-	-
			18	100%

Table above indicates that criteria and percentage of the students content in second cycle shows that there was none student (0) got “very good” score for content, there were 13 students (72,2%) got “good” scores, 5 students (27,8%) got “fair” scores, and none student (0) got “poor and very poor” score.

2) Organization

Table 10

The Criteria and Percentage of the Students’ in the cycle 2

No	Clasification	Score	Frequency	Percentage
1	Very Good	18-20	-	-
2	Good	14-17	15	83,3%
3	Fair	10-13	3	16,7%
4	Poor	7-9	-	-
5	Very poor	5-6	-	-
			18	100%

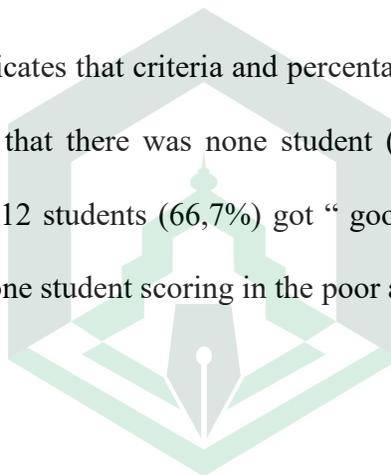
Table above indicates that criteria and percentage of the students organization in second cycle shows that there was none student (0) got “very good” score for organization, there were 15 students (83,3%) got “good” scores, 3 students (16,7%) got “fair” scores, and none student scoring in the poor and very poor.

3) Vocabulary

Table 11**The Criteria and Percentage of the Students' in the cycle 2**

No	Clasification	Score	Frequency	Percentage
1	Very Good	18-20	-	-
2	Good	15-17	12	66,7%
3	Fair	12-14	6	33,3%
4	Poor	9-11	-	-
5	Very poor	5-8	-	-
			18	100%

Table above indicates that criteria and percentage of the student's vocabulary in second cycle shows that there was none student (0) got "very good" score for vocabulary, there were 12 students (66,7%) got "good" scores, 6 students (33,3%) got "fair" scores, and none student scoring in the poor and very poor.



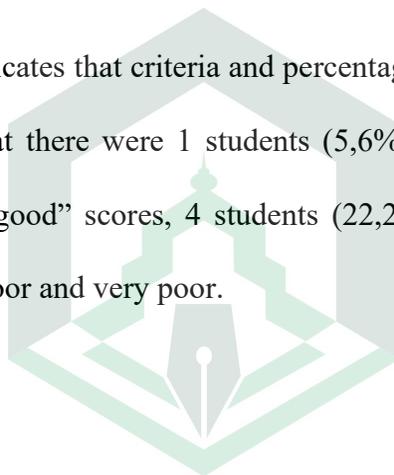
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4) Grammar

Table 12**The Criteria and Percentage of the Students' in the cycle 2**

No	Clasification	Score	Frequency	Percentage
1	Very Good	23-25	1	5,6%
2	Good	20-22	13	72,2%
3	Fair	16-19	4	22,2%
4	Poor	9-15	-	-
5	Very poor	5-8	-	-
			18	100%

Table above indicates that criteria and percentage of the student's grammar in second cycle shows that there were 1 students (5,6%) got "very good" scores, 13 students (72,2%) got "good" scores, 4 students (22,2) got "fair" scores, and none student scoring in the poor and very poor.



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5) Mechanic

Table 13**The Criteria and Percentage of the Students' in the cycle 2**

No	Clasification	Score	Frequency	Percentage
1	Very Good	5	-	-
2	Good	4	16	88,9%
3	Fair	3	2	11,1%
4	Poor	2	-	-
5	Very poor	1	-	-
			18	100%

Table above indicates that criteria and percentage of the student's mechanic in second cycle shows that there was none student (0) got "very poor" score for mechanic, there were 16 students (88,9%) got "good" scores, 2 students (11,1%) got "fair" scores, and none student scoring in the poor and very poor.

c. The result of observation student's activities during the teaching and learning process. It can be seen in the table 14.

Table 14**The result of observation on student's activities in Cycle 2**

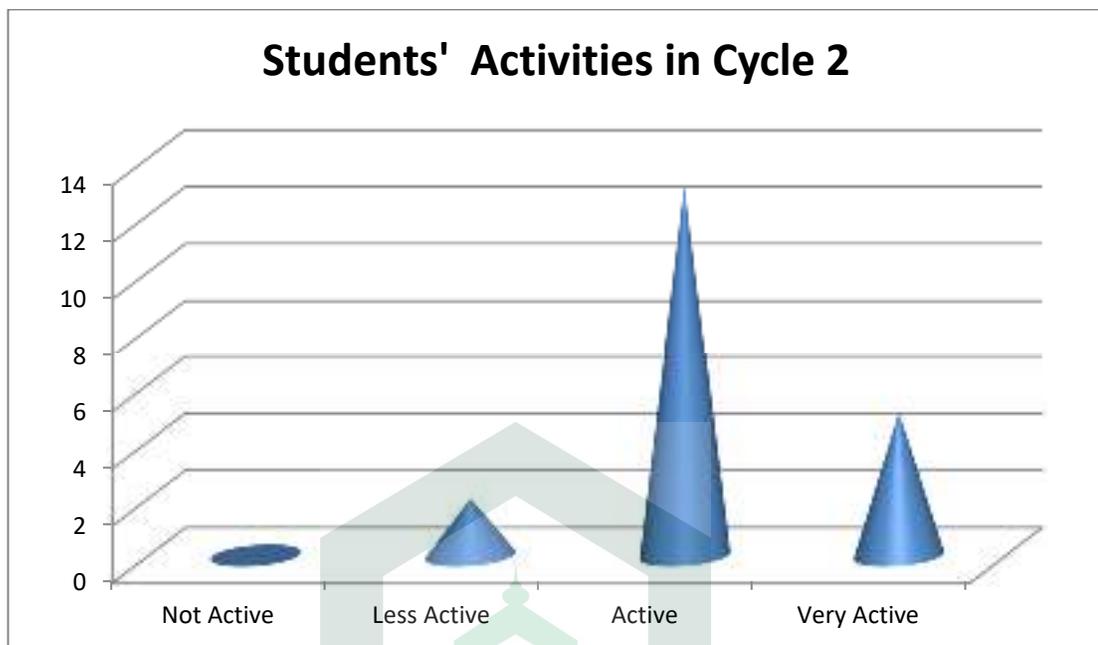
No	Respondents	Not Active	Less Active	Active	Very Active
1	001				
2	002				
3	003				
4	004				
5	005				
6	006				
7	007				
8	008				
9	009				
10	010				
11	011				
12	012				
13	013				
14	014				
15	015				
16	016				
17	017				
18	018				
	Total	0	0	13	5
	percentage	0	0	72,2%	27,8%

Based on the table above, there was increase the students' activity in cycle 2. Learning writing by using elaboration deductive paragraph got positive response. Even students who were less active in learning process at the cycle 2 very

enthusiasm. In cycle 2, there were 13 active students and 5 students got very active. It means that the criteria of success in the cycle 2 the students had better achievement.

CHART 4:

The result of observation on student's activities in Cycle 2

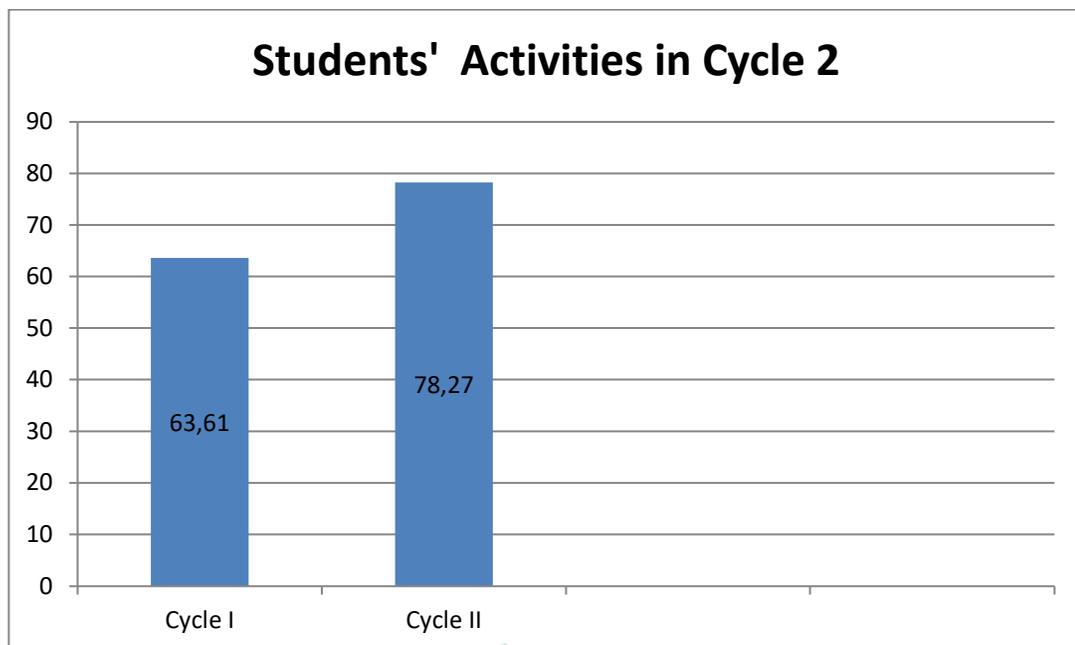


4. Reflection

Based on the both explanation of cycle I and II above, in the research the data collected by test writing by using elaboration deductive paragraph and observation the partner or collaborator. The data were presented by the findings about students' active participation by using elaboration deductive paragraph which the descriptions were explained by the result of observation, that is 13 (72, 2%) active students and 5 (88,8%) students got very active. It means that the criteria of success in the cycle 2 the students had better achievement.

CHART 5

The result of mean score two cycles:



Based on the chart above shows the mean score in two cycles, when in cycle I the mean score is **63,61** and in cycle II the mean score is **78, 27**. Based on the result of data analysis, the researcher concludes that the twelfth year students in SMU of Pesantren Modern Datok Sulaeman Putri Palopo in teaching writing by using elaboration of deductive paragraph have good response.

B. Discussion

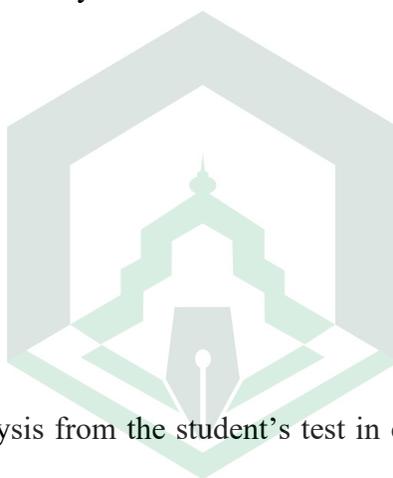
The Procedures implemented that improve the students' ability in writing skill. All the elements that had been proved effective and applicable in the writing like using elaboration of deductive paragraph are presented and the problem statement for this research namely, what are the effective ways using elaboration

deductive paragraphs in teaching writing. The researcher discussed the result of the data analysis in according with the scope of this research. The discussed to know effective ways for students in the learning of writing by using elaboration deductive paragraph and base of five components in writing.

Using elaboration of deductive paragraph in writing narrative essay in teaching writing, the researcher describe how to develop or elaborate deductive paragraph in narrative essay and researcher guide students to write deductive paragraph by some example of deductive paragraph and then researcher ask students to make simple deductive paragraph in writing essay.

To write we need components criteria of success in writing paragraph. And in writing there are five namely:

1. Content
2. Organization
3. Vocabulary
4. Grammar
5. Mechanic ³



Based on the analysis from the student's test in cycle 1, the mean score in the first cycle is 63, 61. Based on observation activities in first cycle, the researcher found some weakness in teaching process. They are:

1. The mean score the result of students' test in cycle 1 the percentage **63,61**.It means under low the score standard.

³ J.B.Heaton, *Writing English Language Test*(New York Language,1998) p.146.

2. Some of the students did not have braveness in learning activities only **27,8%** students active and **72,2%** students were not active.

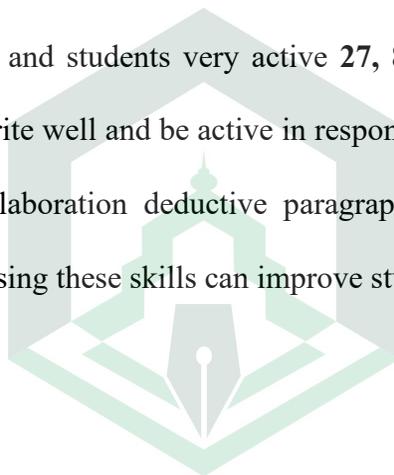
3. There were some grammatical errors and lack of ideas in developing their writing.

The problem in the first cycle attracted the researcher and partner to continue to the next cycle, the researcher would observation the students more intended and did new plan such as rearranged the students; Giving motivation to the students in order to be active in writing and learning process, like a wise word to build their self confidence and spirit to study hard and to be active in learning process. Motivations to learn are part of the motivation in general. In learning activities known to the learning motivation is motivation that exist in the world of education or motivation of the learners (students). "Motive" can be said to be a driving force from within and in the subject to perform certain activities in order to achieve goals. Even motif can be interpreted as an internal condition (preparedness). Originated from the word "motive" can be interpreted as the motivation driving forces that have been active. Motives become active at certain times, especially when the desire to achieve a very strong requirement. Moreover, motivation is the mental strength that encourages learning. Motivation of learners (students) is to create conditions such that students will do what he can do,⁴ Giving more explanations and intensive guidance to the students who got difficulties when writing, Giving chance to the students who got good score to share their knowledge in writing to others friends, Giving the

⁴ <http://zaifbio.wordpress.com/2012/11/09/motivasi-belajar/>. Accessed Juny 1st 2013.

independently to the all students to write a narrative essay in using elaboration deductive paragraph, Giving the independently to the all students for study in the outdoor. Learning outside the classroom is one way to avoid the creation of learning burnout, boredom, and perceptual learning in the classroom only. Learning should not only be done in the classroom, but it can be done outside the classroom, such as in open places where people can interact with each other. Encouraging students to learn outside the classroom can be a positive influence, can add insight, it can even be applied directly in the field.⁵

Based on the result of data analysis in cycle 2, the researcher found that the in cycle 2 score was better than the result in cycle 1 the mean score in the second cycle increased to be **78, 27**. The result of the observation student's activities showed that students active **72, 2%** and students very active **27, 8 %** in learning process. The students were able to write well and be active in response to the material that is given researchers by using elaboration deductive paragraph in writing narrative essay. Researcher found that using these skills can improve students' skills in writing skills.



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⁵Ali sobri, *keuntungan belajar di luar kelas*, online: <http://edukasi.kompas.com/read/2012/09/16/12102122/Keuntungan.Belajar.di.Luar.Kelas>, accessed july 1st 2013.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

After finishing the research, the researcher concludes the effective ways in teaching writing through using elaboration deductive paragraph at Senior High School Of Pesantren Modern Datok Sulaeman Putri Palopo as follow:

Using elaboration of deductive paragraph is an effective in improving students' writing especially SMU Pesantren Modern Datok Sulaeman Putri Palopo. It is supported by achieving of the ideal score in the second cycle namely participation 72, 2% active and 27, 8 very active. And the mean score 78, 27. The results of this research suggest that using elaboration of deductive paragraph in teaching writing could make the students enjoy in learning. Therefore, this can improve the student's ability in mastering the writing. And the effective ways of teaching writing by using elaboration of deductive paragraph are as follow: 1. The researcher gave motivation to the students in order to be active in writing and learning process, like a wise word to build their self confidence and spirit to study hard and to be active in learning process. 2. The researcher gave more explanations and intensive guidance to the students who got difficulties when writing. 3. The researcher gave chance to the students who got good score to share their knowledge in writing to others friends. 4. The researcher gave the independently to the all students to write a narrative essay in

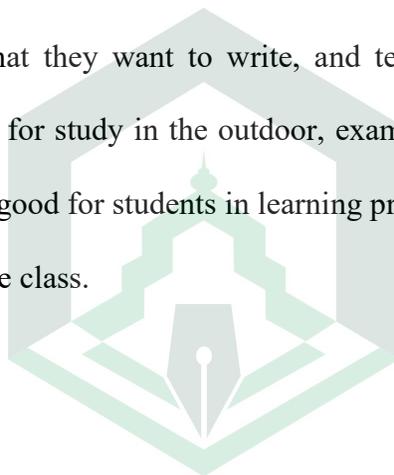
using elaboration of deductive paragraph. 4. The researcher gave the independently to the students for study in the outdoor.

B. *Suggestions*

Based on the conclusion above, the researcher put some suggestion as follows:

1. To encourage the students' interest in learning English especially writing, the teacher can be use method for example by using elaboration of deductive paragraph.

2. Teacher should give independently to write narrative essay by using elaboration of deductive paragraph. For example teacher gives independent to students for writing what they want to write, and teacher also can at once gives independent to students for study in the outdoor, example in the outdoor of class as long as the condition is good for students in learning process. Sometimes the students feel bored learning in the class.



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APPENDIX I

LESSON PLAN CYCLE I

Name : Juliarsi Jufri

Class : XII IPA

Time : 90 minutes

No	Materi/Subject	Interaction	Procedure	Time
1.	Introduction	T → Sts	Well Students, My name is Juliarsi Jufri...but You can call me Miss. LaLa....	5 min
2.	Writing material Through elaborate deductive paragraph in writing narrative essay	T → Sts	Give a little bit explanations about writing material through elaboration deductive paragraph Skills to the students.	20 min
3.	Writing Test	T ↔ Sts	Researcher ask students to make deductive paragraph in write narrative essay	55 min
4.	Closing	T → Sts	Close the meeting and prepare the students to the next meeting.	10 min

APPENDIX II

TEST IN CYCLE 1

I. Instructions

1. Write your identity
2. Your time (55 minutes) to write down this test and do it carefully and well

II. Test

Write a narrative essay in elaboration of deductive paragraph.

The topic is “My ambition”



APPENDIX III

LESSON PLAN CYCLE 2

Name : Juliarsi Jufri

Class : XII IPA

Time : 90 minutes

No	Materi/Subject	Interaction	Procedure	Time
1.	Opening Class	T → Sts	Say Assalamu Alaikum to the students and check the name of the students one by one in Attendent list.	5 min
2.	Writing material Through elaboration deductive paragraph	T → Sts	Give More explanations about writing material through elaboration deductive paragraph Skills to the students.	25 min
3.	Writing Test	T ↔ Sts	Give independently to student for write narrative essay in elaboration deductive paragraph.	55 min
4.	Closing Class	T → Sts	Close the meeting	5 min

APPENDIX IV

TEST IN CYCLE 2

III. Instructions

3. Write your identity
4. Your time (55 minutes) to write down this test and do it carefully and well

IV. Test

Write a narrative essay in elaboration deductive paragraph

The topic is “My unforgettable experience”



APPENDIX V

Those are result of test in cycle 1 from respondent at SMU of Pesantren Modern

Datok Sulaeman Putri Palopo as follow:

1. My ambition is I will to become official.I will make happy my parent's and I will expense sister and brother in order that they cant success, and we cant go to Haji Together with my family.Amiiiin ...!!!

Note:

- Content is fair. Fair: Lact of logical sequencing and development ideas confusing or disconnected, lacking 1 purpose or not.
- Organization is fair. Fair: Is quiet creel, some words may lack precision the writer struggle with eliminated vocabulary, grouping for words.
- Vocabulary is poor. Poor: Many errors word/idiom, choice and usage. Language is so vague and abstract. So redundant, devoid of detail that only the broadest, many repetitions, often word simply do not feat the test, verb are weak and view in number; is, are, were dominated.
- Grammar is fair. Fair: Major problem in simple construction, frequent error of negative, agreement, tense, word order/function. Pronoun, preposition, and or fragment does not communication
- Mechanic is fair. Fair: Some error spelling, punctuation, capitalization

2. My ambition is an teacher, the teacher is very noble job where we is can share our knowledge to others or our student. And I happy if can share the knowledge I'm have

Note:

- Content is good. Good: Clear and focus, even though the overall result may not be especially captivating. Support is attempt but in may be limited or obvious insubstantial, too general.
- Organization is good. Good: Adequate range occasional error of word/idiom, choice and usage the language communicated but rarely captures the reader imagination, while the overall meaning
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- Grammar is poor. Poor: Dominated by error of grammar, cannot be understand and evaluated
- Mechanic is very poor. Very poor: Illegible writing

3. I want to be become a success entrepreanur, after become a successful poeple I want to share with those less fortunate and most important I want go to a mecca with my parents.

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- Mechanic is very poor. Very poor: Illegible writing

4. After pass from senior high school , I will became of president. I choose ambition of president, because I want to go to the abroat. And I am very like stay at abroat. If I became a of president, I want to a of president in Australia or American serikat. Insya Allah, I can becameusefull of president for Indonesian. So that's why became a of president.

Note:

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- Mechanic is fair. Fair: Some error spelling, punctuation, capitalization

5. My ambition is entrepreneur, I'am happy to see much people who have successful in his attempt, I am also want to be like them to be entrepreneur who success. So, I can help people who is less fortunate.

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6. My ambition are a stewardess. I want to a stewardess because I am like see them. They is very charming and graceful.

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- Mechanic is very poor. Very poor: Illegible writing

7. I will be came a police women, because I'am very happy see presentation a police line up especially if freedomday arrive that is 17 agustus. They all seen very hansome and neat with style respective. From here emerge deep heart desire for be came a police.

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- Mechanic is fair. Fair: Some error spelling, punctuation, capitalization

8. My ambition is a dosen. I want to became a dosen because according to me became a dosen is great a job divisible knowladge and make my insight increased wide.

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- Mechanic is fair. Fair: Some error spelling, punctuation, capitalization

9. The first I have. Ambition is a teacher, but after that difference in state bench junior high school. I will become is a doctor in order that, I can inspection someone is sick, and give a medicine I hope can reach for this my ambition. I think just that, and thank you very much for you attention...!!!

Note:

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- Mechanic is fair. Fair: Some error spelling, punctuation, capitalization

10. When I still children I have ambition is a Doktor so that I can to help someone is sick. but moment I growed I have ambition is a teacher so that I want to inflate my village with give wht that I can since I school for my students. And with profession this I contoyield money for go to mekkah together with my family. Amiin...

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11. My ambition is Nurse. I will become a Nurse because I want to help other people the sick and my family if there sick, I like see a Nurse work in the hospital. They are deserve person of people in the hospital. So that's why I want become a Nurse. Without Nurse help. a Doctor can't work alone. a Nurse always take care a patient in hospital.

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- Mechanic is Poor. Poor : Many errors of spelling, punctuation, capitalization

12. I will become a leader that is my ambition. I will leader society in Indonesian because I see condition society of Indonesian less advance and improve. So, if I can extand my ambition I will change state of Indonesian become state advance until society not leave suffer.

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- Mechanic is fair. Fair: Some error spelling, punctuation, capitalization

13. My ambition is a lecture, I think would be nice to be lecture because I can teach student many hinger knowledge than student who is still in smu.

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- Mechanic is very poor. Very poor: Illegible writing

14. My ambition is future is a teacher. I want to teach student in order that will student the best that useful for nation and able make happy my parent

Note:

- Content is poor. Poor: Not fluent, does not communicated information is very limited, boring.
- Organization is poor. Poor: Many error words/idiom, choice and usage. Language is so vague and abstract. So redundant, devoid or detail that only the broadest, many repetitions, often word simply do not feat the test, verb are weak and view in number: is, are, were, and dominated.
- Vocabulary is fair. Fair: The writer struggle with a limited vocabulary, grouping for words
- Grammar is fair. Fair: Major problem in simple construction, frequent error of negative, agreement, tense, word order/function. Pronoun, preposition, and or fragment does not communication
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15. I want to can be midwife because I will can help mothers who give birth, an it's very noble job because we can be help two person is the mother and the child.

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16. My ambition are a doctor I want to doctor because I can help the other people, I am also want to have and building hospital.

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17. My ambition is office employee that honest able be trusted by public superior person that there is in around me, And able make happy second my parent

Note:

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- Grammar is fair. Fair: Major problem in simple construction, frequent error of negative, agreement, tense, word order/function. Pronoun, preposition, and or fragment does not communication

- Mechanic is Poor. Poor : Many errors of spelling, punctuation, capitalization

18. My ambition is a Doctor in order that I can inspection someone is slack, an give a medicine. I hope can reach for this my ambition a think just that .an thank you very much for you attention!!!.

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Those are result of test in cycle 2 from respondent at SMU of Pesantren

Modern Datok Sulaeman Putri Palopo as follow:

1. I never forget my experience at the time. Experience during my first speech my neighbors and other people in my village. This is something new for me where all eyes are on me. Actually at that time I was embarrassed, but I am also proud of myself, that an Ida can stand in front of crowds.

Note:

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- Mechanic is good. Good: Few errors of spelling, capitalization, paragraphing but not observed.

2. This was my experience when learning in the classroom, specifically in class XII. At that time we learn English with our teacher Mr. Walid. At that time Mr. Walid told about her daughter who is studying in Gontor, Java. She said that she never thought that her daughter wanted to learn there, and then he said again that my daughter wanted to learn there so I had to support it. Class became silent, we all paused to listen to the story of our teachers, and without feeling any recess bell rang signifying the lesson should be closed immediately.

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3. Ok my friends, now I'll tell you about my unforgettable experience during the holidays in the month of Ramadan 1433 H. Pabeta is my village, where I had a lot of experience. First experience when I joined the organization Teens mosque (mosque generation). We make the celebrations in the seventeenth of Ramadan, is Nuzulul quran. The second experience was when my mother asked my brother and me to cut the chicken into smaller pieces, while my brother and I have never done it. But we both keep trying and eventually we were able to finish our job. And further experience when we visited my grandfather's house in the city Pangkep, there I can prize a lot of my grandfather.

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4. Last week I went to Makassar for you to attend my sister's graduation ceremony. There my family and I went to the clarion hotel. Clarion hotel is the best first in Makassar. Once we arrived at the clarion hotel, we immediately entered into. There are very many people. Clarion hotel is very big and very beautiful. There we took a picture and I was very happy. I saw my sister with a very pretty dress and a cheerful countenance.

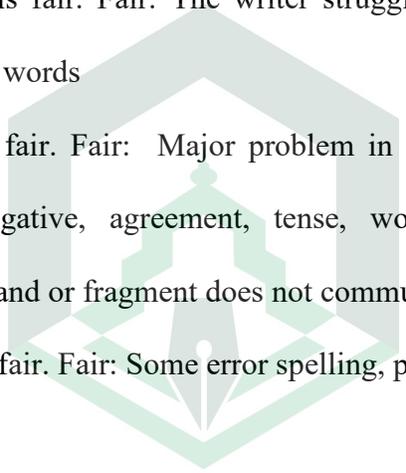
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5. My unforgettable experience when I went to batam with my family for a walk. At the time I was seven years old. There we visited a few places, such as places where we can see the dolphins play.

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IAIN PALOPO

6. One day my friend and I went to Balesi. Before we set off we set food. In my journey and my friends sing with joy until we finally arrived at balesi, balesi is a very beautiful beach, me and my friends immediately swim. After my swim and my friends, we prayer. After that we cook and eat together and that night I and my friends see the beautiful stars on the beach side.

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7. My unforgettable experience when I went to Wandula with my family for my sister's wedding. At that time the car took a sudden we turned our car broke down and ran out of gas. We were puzzled to find petrol where as we are far away from Pertamina.

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8. My unforgettable experience in Ramadan. At that time I was very much the agenda include teaching Arabic to children. Every afternoon I and my friends had to stand by at the mosque to become a teacher. Furthermore when we break our fast straight away eat in a restaurant. Me and my friends are very happy because we really enjoy it when we sing together, joking together. During the month of Ramadan I am very happy because of my experience, I can be something new and I am very happy. I will never forget that experience.

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9. Some day join the Ramadan time arrived for us to go to the safari Ramadan. We have divided the group of safari house in Palopo, gathered on the campus of PMDS PI. It is time to break the fast, we are called to break their fast at a mosque. However, we are encouraged because the first hesitant and shy. But we go over well. Finished breaking the fast, one of us went to buy food to fill an empty stomach and to eat food. Finished dinner, we went praying together and after that we break. Calls at meal times, we were surprised because it has the rest of the package side, until we eat together have issued a number of 6 people. Hmmm sensation of violence could also break the fast and eat at this PMDS, and there was my first experience.

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10. Experience is not forgotten when in town Palopo held MTQ activities, and I participated in a few races, one of which Causerian and CCQ. Of the second race I follow it I got runner-up champion. I am very pleased to take this race even though I did not bias the first prize but I can usefull of this activity.

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- Mechanic is good. Good: Few errors of spelling, capitalization, paragraphing but not observed.

11. Last month, before Ramadan I go to Jakarta because my brother got married. I went with my family, we set out to make use of the plane, the first time for me to get on a plane and I was very happy. Finally we arrived in the city and landing aircraft Soekarno Hatta airport.

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12. My unforgettable experience when I follow the activities of the fasting month in trans studio Makassar. Me and my friends from Luwu east and also the team of education office, we are 20 people. There we can break the fast with the governor's invitation southern Sulawesi. In addition to students from eastern Luwu there are also students from other districts. Before we waited for the time to break the fast, we can play on the rides at Trans studio for free. There, we get a lot of friends from other districts. Once the activity is completed, our team of Luwu east back to the villa on the road Panakukang mas to rest. I think it's all an unforgettable experience me, and makes me very happy, because I get a lot of experience and a lot of friends there.

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13. Unforgettable experience was when the announcement of the junior high school graduation rate. At that time I was afraid if I did not pass, because there was news that two of my friends who did not pass and the announcement finally came and I passed, I was very happy and also proud of my mother.

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14. One night I did not join the prayer in congregation in the mosque, I prefer to pray in a room alone. And at that moment my friend Nunu and Fitri come and say tonight will be a tsunami, I was immediately scared and panic and immediately ran to the mosque.

Note:

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15. My experience is that when I found not to join prayers in the mosque. The next day in class I was in law the way in drying in the sun, then I go back to class.

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16. My thoughts go round when the holiday after the exam, I and friends of PMDS PI went to a concert in the grounds of Pancasila.

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- Vocabulary is fair. Fair: The writer struggle with a limited vocabulary, grouping for words
- Grammar is good. Good: Effective but simple construction minor problem in complex construction several error of tense, word order, function, pronouns, and prepositions but meaning seldom or cured.
- Mechanic is fair. Fair: Some error spelling, punctuation, capitalization

17. This announcement comes at a time the first high school graduation rate. At that time I was told by my teacher that graduation announcements will be made by

way of giving an envelope to each student. And when the envelope was already in my hands, I became confused and afraid to open the envelope. And finally my own principal who told me that I passed.

Note:

- Content is fair. Fair: Lack of logical sequencing and development ideas confusing or disconnected, lacking 1 purpose or not.
- Organization is good. Good: Adequate range occasional error of word/idiom, choice and usage the language communicated but rarely captures the reader imagination, while the overall meaning
- Vocabulary is good. Good: Adequate range occasional error of word/idiom, choice and usage. The language communicated but rarely captures the reader imagination, while the overall meaning is quite clear, some words may lack precision.
- Grammar is good. Good: Effective but simple construction minor problem in complex construction several error of tense, word order, function, pronouns, and prepositions but meaning seldom or cured.
- Mechanic is good. Good: Few errors of spelling, capitalization, paragraphing but not observed.

18. One night I and my friends were listening to music in the room. But because I want to sleep I borrow my friend's phone and listen to music with a headset. And before I sleep I asked my friend that woke me up when it's time to mosque. But

because the easement sleeps and in my ears still plugged my headset did not hear when my friend woke me up and eventually they left me. And suddenly my teacher come and punish me for not to the mosque together with other friends.

Note:

- Content is good. Good: Clear and focus, even though the overall result may not be especially captivating. Support is attempt but in may be limited or obvious insubstantial, too general
- Organization is fair. Fair: Is quiet creel, some words may lack precision the writer struggle with eliminated vocabulary, grouping for words
- Vocabulary is fair. Fair: The writer struggle with a limited vocabulary, grouping for words
- Grammar is good. Good: Effective but simple construction minor problem in complex construction several error of tense, word order, function, pronouns, and prepositions but meaning seldom or cured.
- Mechanic is good. Good: Few errors of spelling, capitalization, paragraphing but not observed.

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