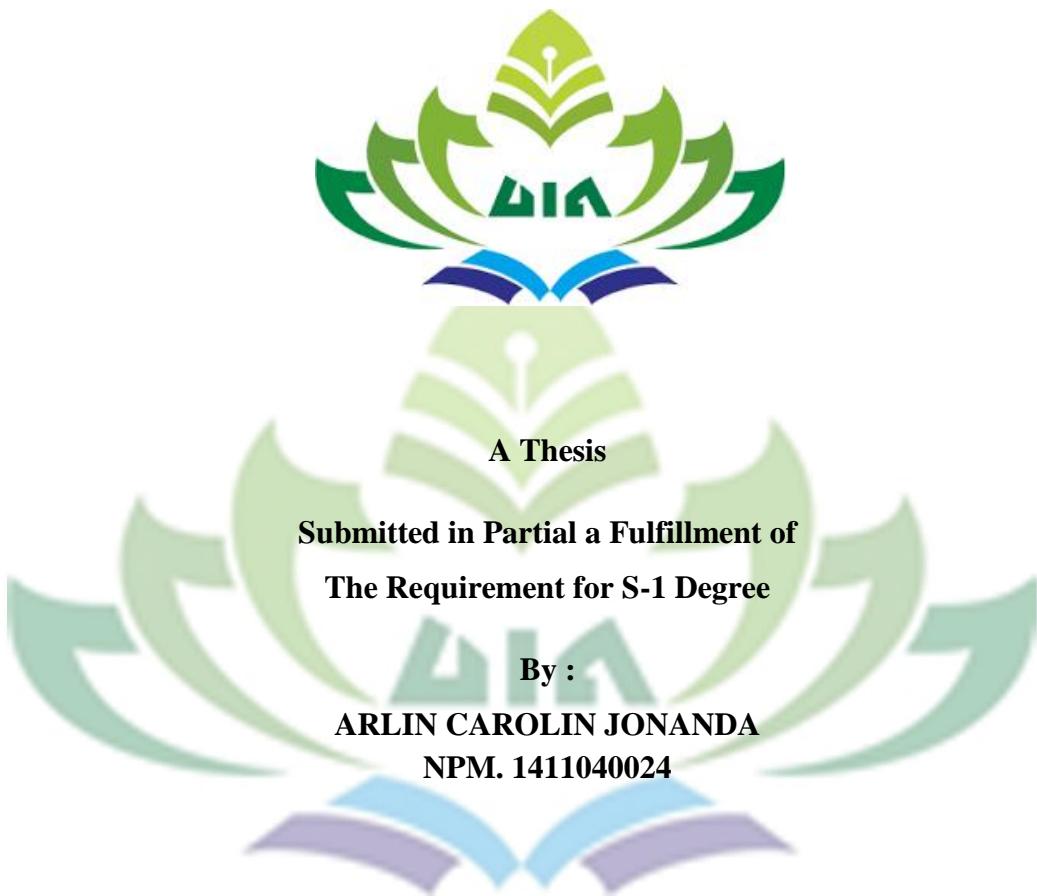


**THE INFLUENCE OF USING HIGHLIGHTED JOURNAL STRATEGY
TOWARDS STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT
AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMA
MUHAMMADIYAH 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR
2018/2019**



Study Program : English Education

**Advisor : Iwan Kurniawan, M.Pd
Co-Advisor : Nurul Puspita, M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY RADEN INTAN
LAMPUNG
2018**

ABSTRACT

THE INFLUENCE OF USING HIGHLIGHTED JOURNAL STRATEGY TOWARDS STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMA MUHAMMADIYAH 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

By

Arlin Carolin Jonanda

The objective of the present research was to know the influence of using highlighted journal strategy towards students' writing ability in descriptive text at the first semester of the tenth grade of SMA Muhammadiyah 2 Bandar Lampung in academic year of 2018/2019.

The research methodology was used quasi experimental design with the treatment held in 3 meetings 90 minutes for each. The population of the research was the students at the sixth class of SMA Muhammadiyah 2 Bandar Lampung and consist of 216 students. The researcher took 2 classes of the sixth classes there are MIA 1 and IIS 3 by using cluster random sampling. In collecting the data, the researcher used instrument in the form of writing test there were pre-test and post-test. Pre test was conducted before the treatment and post-test was conducted after the treatment. In experimental class, the researcher used Highlighted Journal Strategy, whereas in control class the researcher used Free Writing Strategy. The Researcher analyzed the data by using SPSS Stastistic 16.0 tob.

After analyzing the data used independent sample test, it was found that the result of Sig.(2-tailed) of the equal variance assumed was 0.000. The result then was consulted to the level of significance. In this case, the level of significance was 0.05 from the analysis, the score Sig.(2-tailed) or Sig.(P_{value}) was lower than =0.05 so H_0 was accepted. In order words, it could be concluded that there was influence of using highlighted journal strategy towards students' writing ability in descriptive text at the first semester of the tenth grade of SMA Muhammadiyah 2 Bandar Lampung in the Academic Year 2018/2019.

Keywords: *Descriptive Text, Highlighted Journal Strategy, Students' Writing Ability, Quasi Experimental Design.*



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTASTARBIYAH DAN KEGURUAN**

Alamat : Jl. LetkolEndroSuratminSukarame Bandar Lampung Telp. (0721)703289

APPROVAL

Title

: THE INFLUENCE OF USING HIGHLIGHTED JOURNAL STRATEGY TOWARDS STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE TENTH GRADEOF SMA MUHAMMADIYAH 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

Student's Name

: ARLIN CAROLIN JONANDA

Student's Number

: 1411040024

Study Program

: English Education

Faculty

: Tarbiyah and Teacher Training Faculty

APPROVED

To be tested and defended in the examination session
At Tarbiyah and Teacher Training Faculty, State Islamic University,
Raden Intan Lampung.

Advisor,

Iwan Kurniawan, M.Pd
NIP: 197405202000031002

Co-Advisor,

Nurul Puspita, M.Pd
NIP:198907172015032004

**The Chairperson
of English Education Study Program**

Meisuri, M.Pd
NIP: 198005152003122004



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl.Letkol H.Endro Suratmin, Sukarami, Bandar Lampung 35131 Telp.(0721)783260

ADMISSION

A thesis entitled: "THE INFLUENCE OF USING HIGHLIGHTED JOURNAL STRATEGY TOWARDS STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMA MUHAMMADIYAH 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019", By: ARLIN CAROLIN JONANDA, NPM: 1411040024, Study Program: English Education, was tested and defended in the examination held on Thursday, December 20th 2018

Board of Examiners:

The Chairperson

Meisuri, M.Pd

The Secretary

: Dr. Nur Syamsiah, M.Pd

The First Examiner

Fithrah Auliya Ansar, M.Hum

The Second Examiner : Iwan Kurniawan, M.Pd

The Advisor

: Nurul Puspita, M.Pd

**The Dean of
Tarbiyah and Teacher Training Faculty**

Prof. Dr. H. Chairul Anwar, M.Pd
NIP. 19560810 198703 1001

DECLARATION

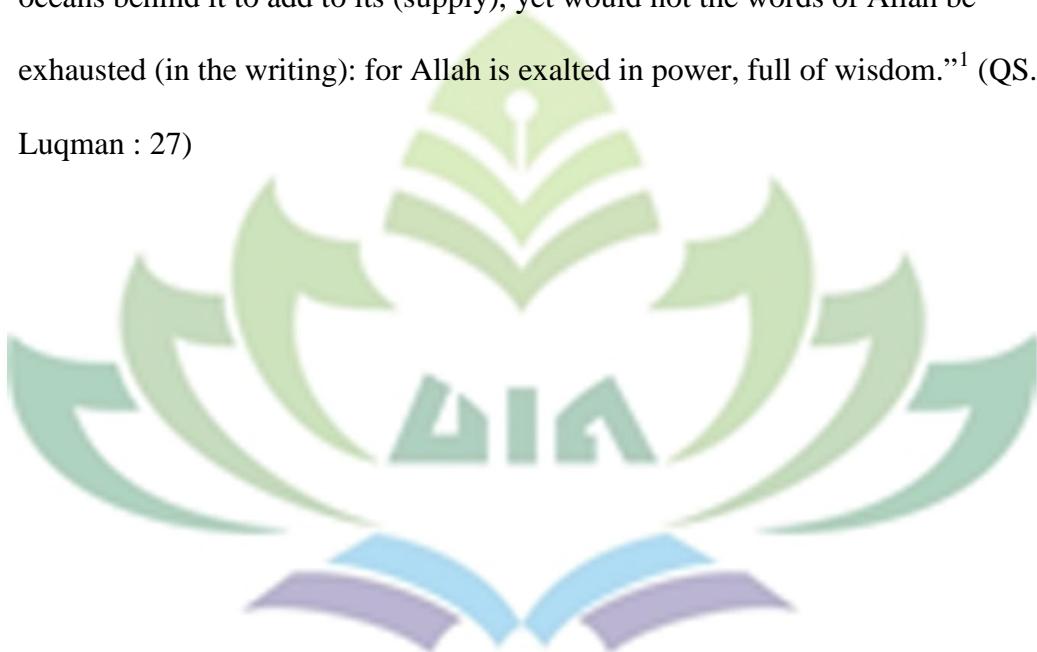
Hereby, I state that the thesis entitled “The Influence of Using Highlighted Journal Strategy Towards Students’ Writing Ability in Descriptive Text at The First Semester of the Tenth Grade of SMA Muhammadiyah 2 Bandar Lampung In the Academic Year Of 2018/2019 is completely my own work, I am fully aware that I have quoted some statements and ideas from other sources, and they are properly acknowledged in my thesis.



MOTTO

وَلَوْ أَنَّمَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمُ وَالْبَحْرُ يَمْدُدُهُ مِنْ بَعْدِهِ سَبَعَةُ أَنْجُورٍ مَا
نَفِدَتْ كَلِمَاتُ اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ

“And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet would not the words of Allah be exhausted (in the writing): for Allah is exalted in power, full of wisdom.”¹ (QS. Luqman : 27)



¹ Abdullah Yusuf ‘Ali, *The Holy Qur'an Arabic Text With English Translation*, New Johar Offset Printers, India, 2006, p. 1219.

DEDICATION

This thesis is dedicated to:

- My beloved parents, Mr. Hi. Johani Sayuti and Mrs. Erlina Karyani who always pray all day long, give me financial support and motivation to study hard until now.
- My beloved brothers and Sisters, Rico Apriando, S.E, Rici Albino Diamaral, Amd.Kep, Eni Paulina S.Ag and Malinda Utami, Amd.Kep and My beloved Nephews, Sarfarez Albani Diamaral, Raffasya Fahreza Apriando who always gave me love, spirit and support for my success.
- My Fiance, Cevi Haro, S.Kom who always gave me motivation and help me until I can finish this thesis.
- My best friends, Desti Zahra. S, Tri Herdiyanti, Anggunan Restu Ayu, Ahmad Nashirudin who always help me, give me spirit and solution of my thesis
- My best friends, Indri Ningtyas, Putri Dwi Maharani, Dhea Deliria Jonada who always give me spirit, solution and motivate of my thesis.
- My beloved lecturers and almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

The Researcher's name is Arlin Carolin Jonanda, she was born on in Tanjung Karang on June 11th, 1995. She is the third child of three children of Johani Sayuti and Erlina Karyani. She has two brothers whose names Rico Apriando and Rici Albino Diamaral.

The Researcher began her study in SDN 2 Rawa Laut (Teladan) and graduated from school in 2008 and she also continued junior high school in SMPN 4 Bandar Lampung and graduated in 2011. Then, she continued her study in SMA 10 Bandar Lampung and finished her study in 2014. After she had successfully graduated from her senior high school, she continued her study at Universitas Islam Negeri Raden Intan Lampung majoring in English Education Study Program of Tarbiyah and Teacher Training Faculty.

The Researcher has been teaching in SMPN 25 Bandar Lampung since July, 2018 and the researcher ever worked as english teacher in amfibi course and also english privat course.

Finally, the researcher is full aware that there are stills a lot of weakness in this thesis. For this, the researcher truthfully expects critism and suggestions from the readers to enchange the quality of the thesis.

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This thesis is presented to the English Education Program UIN Raden Intan Lampung. The primary aim of this thesis is to fulfill a part of students’ task in partial fulfillment of the requirement to obtain S1-degree.

Therefore, the researcher would like to thank the following people for their ideas, time and guidance for this thesis.

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8. My special friends, Alpine Octavia, Reci Adheya Fiscariana, and all friends of english education class A who cannot mentioned individually here.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. Any correction, comments and critics for the improvement of this thesis are always open-heartedly welcome and the researcher hopes that this thesis will be useful for me and the readers.

Bandar Lampung, November 2018

The Researcher,

Arlin Carolin Jonanda

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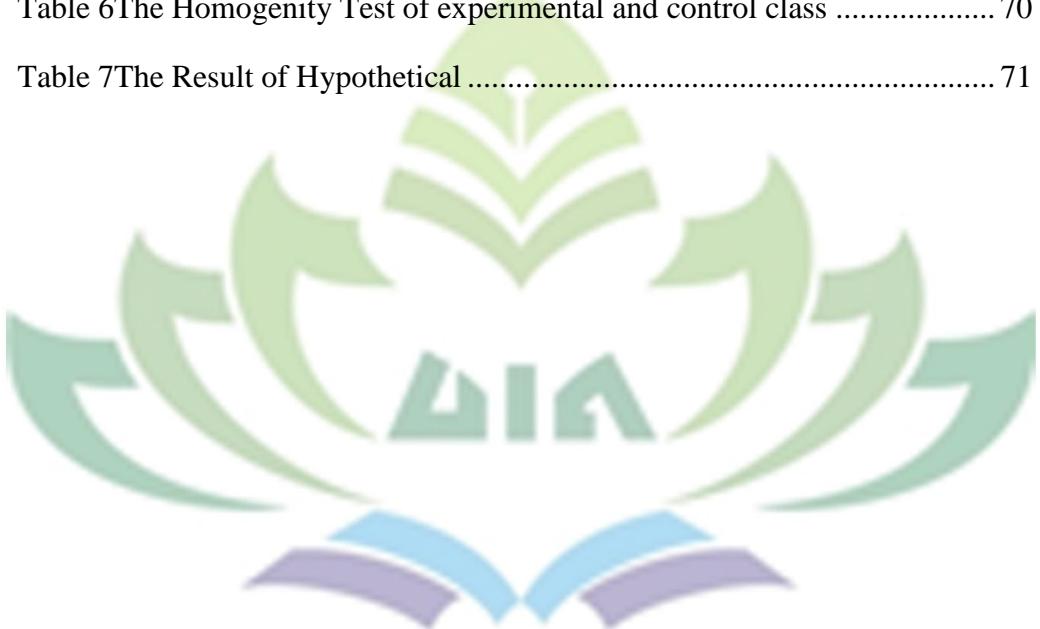


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CHAPTER 1 INTRODUCTION

A. The Background of the Problem

Writing is one of the skills to be achieved in English language learning. Raimes says that, “writing is a skill in which we express ideas, feelings, and thought that are arranged in words, sentences and paragraph by using eyes, brain and hand”.¹ It means that writing is process to express ideas use eyes, hand and brain to help them to create a piece of good writing. It is used as the process of communication in order the reader understand what they read and what the researcher want to show

According to Vicky Urquhart and Monette McIver, writing is to convey information to others.² It means that writing is indirect communication tool that have stages in the process of writing so that we unconsciously get something valuable and useful and also writing is a way of communication or how people can express their idea, transform their ideas into written text through thinking process. The process will make people explore their ideas.

Harmer states that writing encourages students to focus on accurate language use, because they think as they write, it may well provoke language development. As

¹Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press, 1983), p.3

²Vicky Urquhart and Monette McIver, *Teaching Writing In Content Areas*, (Alexandria: Association for Supervision and Curriculum Development, 2005), p. 21

theyrelive problem which the writing puts into their mind.³It can be concluded that writing can express their ideas by using their language and they can focus on what they think about. Beside that they can improve their language and they can write everything in their mind.

In fact, many students find difficulties in writing, because they did not know how they can express their idea well. Writing is one of difficult skills for many people. Based on the journal research of Spelkova and Hurst about teachers' attitude to skill and writing process in Latvia and Portugal, writing is the most difficult skill in English.⁴ It means that writing is complex skill because the people who want to write they must use eyes, brain and hand.

Based on preliminary research that was done by the researcher in SMA Muhammadiyah 2 Bandar Lampung on January 24th 2018, the students' writing ability is still low. It can be seen on the Table below:

Table 1
Students' Score of Writing at the Tenth Grade of SMA Muhammadiyah 2 Bandar Lampung in the Academic of 2018/2019

No	Students' Score	Number of Students	Percentage
1	<75	150	69,44%
2	75	66	30,56%
Total		216	100%

Source : Document of SMA Muhammadiyah 2 Bandar Lampung 2018/2019

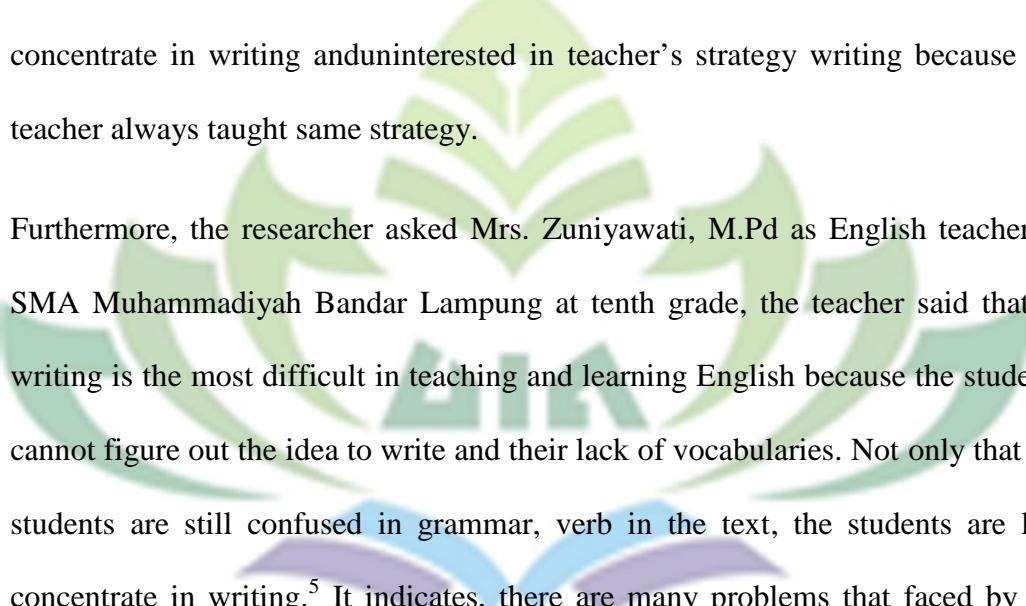
The criteria of minimum mastery (KKM) score for English subject especially in writing at SMA Muhammadiyah 2 Bandar Lampung is 75. Meanwhile, from the

³Jeremy Harmer, *How to Teach Writing*, (4th Ed), (Edinburgh Gate : Longman, 2004), p. 31

⁴ Innelsa Spelkova and Nicholas Hurst, *Teachers' attitudes to Skill and writing Process in Latvia and Portugal*, Available on <http://web.letras.up.pt/nrhurst/Writing%20Article%20for%20APPI%20Journal.pdf> (access on Friday, October 12, 2014)

data in Table 1, it can be seen that from two hundred and sixteen of the tenth grade of SMA Muhammadiyah 2 Bandar Lampung. There are 150 students (69.44%) got score under 75. The students still get difficulties in mastering writing.

Based on the preliminary research the researcher found problems in writing by interview the students. Those problems were had lack of vocabulary and they were less confident to arrange the sentences. In addition, the students were less concentrate in writing and uninterested in teacher's strategy writing because the teacher always taught same strategy.



Furthermore, the researcher asked Mrs. Zuniyawati, M.Pd as English teacher in SMA Muhammadiyah Bandar Lampung at tenth grade, the teacher said that of writing is the most difficult in teaching and learning English because the students cannot figure out the idea to write and their lack of vocabularies. Not only that the students are still confused in grammar, verb in the text, the students are less concentrate in writing.⁵ It indicates, there are many problems that faced by the students in writing. Most of problems come from the students.

According to Clark the Highlighted Journal is a strategy that assists student in making connections with their learning.⁶ This strategy teaches student to highlight or underline the keywords, phrases, vocabulary and ideas.⁷ Highlight can be a

⁵Zuniyawati, Interviewed to English teacher of SMA Muhammadiyah 2 Bandsr Lampung on January 24th 2018

⁶Sarah Kartchner Clark, *Writing Strategies for Science*, (2nd Ed), (Huntington Beach : Shell Education : 2014), p. 103

⁷Jones R, Selective Underlining Retrieved,
<http://www.readingquest.org/strat/underline.html>, on August 1st 2018.

very effective way to both digest and review material. Therefore, the strategy helps students for making good write with the structural well with find the main idea.

Hedgock et al says, highlighting focuses primarily on key ideas in a passage and may identify key quotations. This strategy training activity will likely work best at this stage of the process, after students have already read the text a couple of times and understand primary content and main ideas.⁸ Therefore, highlighting strategy is effectiveness to find the key ideas and phrases in every passages that can make writing easier and the students can express ideas in writing.

Bouchard states that, the purpose of highlighted journal strategy in to enable students in differentiate between important information and less significant detail.⁹ As the result, the strategy can help students find the key ideas and the students can develop their journal without the students feel bored or confused.

There are two researches related to highlighted strategy that have been conducted. The first was done by Tiza Octa Kurniawan which entitled *The Influence of Using Highlighted Journal Strategy in Analytical Exposition textat the Eleventh Grade Students' of MAN 1 Central Lampung in the Academic Year of 2015/2016.*¹⁰ The result of highlighted journal strategy has effect to improve and increase students' writing ability. Besides that Revi Noviarni which entitled *Teaching Reading Narrative Text by Combining Partner Prediction with Highlighting Strategy at*

⁸John S. Hedgcock and Dana R. Ferris, *Teaching Readers of English*, (California: Routledge Publishers, 2009), p. 176

⁹Margaret Bourchard, *Comprehension Strategies for English Language Learners*, (New York: Scholastic Inc, 2005), p. 74

¹⁰Tiza Octa Kurniawan, *Thesis Research about The Influence of Using Hilighted Journal Strategy Towards Students Writing Ability In Analytical Exposition*, (Man 1 Central Lampung : 2015/2016)

Senior High School in Sumatra Barat showed that the students can be creative and easier to understand.¹¹ It can be concluded, this strategy make significant influence on students' writing ability.

Based on the previous research, the researcher will use highlighted journal strategy to increase students writing ability and hopes students can understand what they write especially in descriptive text. The researcher wantsto apply the strategy in SMA Muhammadiyah 2 Bandar Lampung. Therefore, the researcher proposes a research entitle "The Influence of using Highlighted Journal Strategy toward Students' Writing ability in Descriptive Text at the first semester of the tenth grade of SMA Muhammadiyah 2 Bandar Lampung Lampung in the Academic Year of 2018/2019".

B. Identification of Problem

1. The studentshadlack of vocabulary.
2. The students were less confident to arrange the sentences
3. The students were less interested in teacher strategy.
4. The students were less concentrate in writing

C. Limitation of Problem

Basedon Identification of problem above, this researchfocused on using Highlighted Journal Strategy towards Students' Writing Ability in Descriptive Texttext with the topic person and place at the first semester of the tenth grade of SMA Muhammadiyah 2 Bandar Lampung in the Academic Year of 2018/2019.

¹¹Revi Noviarni, Teaching Reading by Combining Partner Prediction with Highlighting Strategies at Senior High School, Available on Jurnal of STKIP PGRI Sumatra Barat vol 2, no 2(2013), Accessed on April 27th, 2018.

D. Formulation of Problem

In this research, the researcher formulated the problem as follows:

Is there any significant Influence of using Highlighted Journal Strategy towards Students' Writing Ability in Descriptive Text at the First Semester of the Tenth Grade of SMA Muhammadiyah 2 Bandar Lampung in the Academic year of 2017/2018?

E. Objective of Research

Based on the formulation of the problem, the purpose of the research was to know whether there is influence of using PALS Highlighted Journal Strategy towards students' writing ability in descriptive text at the first semester of the tenth grade of SMA Muhammadiyah 2 Bandar Lampung in the academic year 2018/2019?

F. Significance of Research

After doing this research, the researcher expected that the result of this research were:

- a. Theoretically,

The result of research was expected to support previous theories about highlighted journal strategy to improve writing especially descriptive text writing ability.

- b. Practically

The advantages of this research were for English teacher and student. It may inform English teacher that Highlighted Journal Strategy can be applied as a good way to comprehend and study text in teaching writing especially in descriptive text.

a. For the students

The result of the research was the students knew their strengths and weaknesses in writing, and encourage them to improve their writing ability.

b. For the teacher

The result of the research was the teacher got valuable information about an alternative strategy to be used to improve students' writing ability, especially with the use of highlighted journal strategy.

c. For the school

The result of the research was expected to motivate the school to improve quality of learning English.

G. Scope of Research

The scope of the research as follows:

a. Subject of the Research

The subject of the research was students of the tenth grade of SMA Muhammadiyah 2 Bandar Lampung.

b. Object of the Research

The object of the study was students' descriptive text writing ability and the use of Highlighted Strategy.

c. Place of the Research

The research conducted at SMA Muhammadiyah 2 Bandar Lampung.

d. Time of the Research

The research conducted at the first semester in the academic year of 2018/2019.



CHAPTER II

LITERATURE REVIEW

A. Concept of Teaching English as a foreign language

According to Siahaan, language is an asset used by human as a tool their communication.¹ It means that language cannot be separated from all of our activities because without language it will be difficult for us to express our need and to do something. In addition ,Setiyadi states that Language is a system for the expression of meaning communication language teaching, and principle in teaching a foreign language are develop from axiom about the language.² Therefore, language is a patterned regular system arrangement that forms a meaningful or functioning whole formed by a number of elements one and the other functionally related.

According to Patel and Jain, “language is institution whereby humans communicate and interact with another by means habitually used oral auditory arbitrary symbol.”³ It means that people use language to express someone’s opinions or ideas that have been transferred and arranged into messages by using language. By using language we get knowledge and skill, taking education, and establishing relation with other people.

¹Sanggam Siahaan, *The English Paragraph*,(Yogyakarta: Graha Ilmu, 2008), p. 1

²Ag. Bambang Setiyadi, *Teaching English as Foreign Language*,(Yogyakarta: Graha Ilmu, 2006), p. 10

³ M. F. Patel and Praveen M. Jain, *English Language Teaching (Methods , Tools, and Techniques)*, (Sunrise Publishers and Distributors, Jaipur, 2008), p. 29.

From the statement, the researcher concludes that Language is one of the most important things in our life. With language we can communicate with other people. Language has many advantages in real life and it cannot be separated from the human being. On the other hand, language can make someone else know and understand what we think and mean. Because language is a primary and meaningful system communication that can express and exchange our message such as: idea, thought, feeling, knowledge and culture in interaction and communication.

According to Brown, Teaching is showing or helping someone to learn how to do something.⁴ It means that teaching is given instruction, guiding in studying something, providing with knowledge and causing understanding. In teaching English as a foreign language, the teacher of English should prepare instruction material and technique well because language learning can regard as a process. Therefore, students can get most of English when they have guide or someone who can teach them and support them.

One significant factor that influences most of the success in teaching and learning is teacher. The teacher has to be able to guide the students into an understanding of the lesson. She or he has to find the way how to make students enjoy the lesson. The students willingness to study is fragile; they can lose their spirit, and willingness to study easily if the teacher is dull and uninteresting.

⁴Douglas Brown, *Principle of Language Learning and Teaching*,(New York: Prentice Hall Inc, 1994), p. 8

B. Concept of Writing

According to Raimes, “Writing is a skill in which we express ideas, feelings and thought that are arranged in words, sentences and paragraph by using eyes, brain and hand”.⁵ When we write, our mind gets an idea and express the idea by letter that is arranged to be word form and the word is arranged to be sentence form, so that the writer can give the information or tell the reader about their ideas by using writing.

According to Hyland, writing is seen as a product constructed from the writer’s command of grammatical and lexical knowledge.⁶ As a result, writing is a result that is got by a process to construct some aspect of writing like grammatically writer knowledge or experience. Additionally, Emelie says that process writing gives students the opportunity to use both expensive writing and to use writing as a tool for learning and thinking. Let the students think with a pen in their hand.⁷ It means, when someone writes obviously someone have studied and thought. By writing, someone will use his/her hand to write and brain to compose excellent writing.

McKay says writing is both a process and product.⁸ Thus, writing as process involves the planning or pre-writing, drafting, revising or editing process that writers experience to produce a piece prewriting. In this case, there are two forms of writing, for instance printed book and in electronic form (e-mail, e-book,

⁵Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University, 1983), p. 3

⁶Ken Heyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p.3

⁷Ahslen Emelie and Nathalie Lundh, *Teaching Writing in Theory and Practice*, (Lararthogkolah: Stockholm Institute of Education, 2007), p. 7

⁸Penny McKay, *Assessing Young Language Learners*, (Cambridge: Cambridge University Press, 2008), p. 245

mobile phone text, and so forth). It is determined by different purposes, audiences and context, such as letters, narratives, shared books that children produce in the classroom, illustrated sentences, and so on.

According to Harley is often characterized as a hierarchically organized, goal directed, problem solving process. Writing is a recursive process.⁹ Therefore, writing is an activity that must be done rapidly appropriate the writing process. Writing is a process to produce written that will be used for readers.

Based on theories above the researcher concludes that writing must be significant, simple, and clear in order to easy the reader to understand and guess the content of writing. The writer can argue his/her idea in order that writing is very important for interacting.

C. Concept of Writing ability

Tribble states that writing ability is one of skill in English have to be mastered. In other hand, writing is a language skill which is difficult to acquire.¹⁰ Therefore, writing is not easy so that the writing ability must be trained step by step. Raimes states that writing is a skill in which we express idea, feelings, and thoughts, that arranged in words, sentence and paragraph by using eyes, brain and hand.¹¹ It means that writing ability is one of English skill that aims to express the ideas, thoughts, and feelings in order to the students can understand about the writers' ideas, thoughts, and feelings.

⁹Harley James, *Academic for Writing and Publishing A practical Handbook*, (New York: Library Congress Cataloging, 2008), p.10

¹⁰ Cristopher Tribble, *Language Teaching Writing*,(England: Oxford University Press, 1996), p. 3

¹¹Ann Raimes, *Loc.Cit*

Brown gives some tips that can help to improve writing ability:

1. Use acceptable grammatical system (e.g tense, agreements, pluralization, patterns and rules)
2. Express a particular meaning in different grammatical forms
3. Use cohesive device in written discourse
4. Use the rhetorical forms and conventions of written discourse
5. Appropriately accomplish the communicative functions of written texts according to form and purpose.
6. Convey links and connections between events and communicative such relations as meaning idea, supporting idea, new information, given information, generalization and exemplification.
7. Distinguish between literal and implied meaning when writing:
8. Correctly convey culturally specific references in the context of the written text.
9. Develop and use battery of writing strategies, such as accurately assessing the audience's interpretation using pre-writing device. Writing with fluency in the list drafts, using paraphrases, and synonym, selecting peer and instructor feedback and using feedback for revising and editing.
10. Brush up on grammar and style.¹²

Based on the explanations above, the researcher concludes that writing ability is the ability to express ideas or thought in writing form with proper use of such aspects of writing as content, organization, vocabulary, language, and mechanics.

¹²H. Douglas Brown, *Teaching by Principle an Interaction Approach to Language Pedagogy*, (New York: Longman, 1994), p. 343.

D. Approaches in Teaching Writing

According to Harmer, there are approaches in teaching writing as follow:

1. Process and Product

In the teaching of writing we can either focus on product of that writing or on the writing process itself. When concentrated on the product, we are orally interested in the aim of task in the end product. As we shall see below, a consideration of written genre has a lot in common with a product approach to writing, i.e an approach with values the construction of the end-product as the main thing to be focused on (rather than the process of writing itself).

2. Genre

A lot within a discourse community is very genre bound. In other words, writers frequently construct their writing so that the people within that discourse community will instantly understand what kind of writing it is. We know what an advertisement is when we see it, we recognize poetry formats and we know what writing we do to help students learn language or to do test them on that language.

3. Creative Writing

The term creative writing suggests imaginative tasks, such as writing poetry, stories and plays. Such activities have a number of features to recommend them. Chief among these is that the end result is often felt to be some kind of achievement and that “most people feel pride in their work and want it to be read”. This sense of achievement is significantly more marked for creative writing than for others more standard written products.

4. Writing as a cooperative activity

Although many people in their personal lives write on their own, whether at home or at work, in language classes teachers and students can take advantages of the presence of others to make writing a cooperative activity, which will greatly benefit all those involved. In one example of such an approach, groupwriting allowed the lecturer to give more detailed and constructive feedback since she was dealing with a small number of groups rather than many individual students.

5. Building the writing habit

Building the writing habit can be done with a range of activities. We can promote instant writing by dictating half a sentence which the students have to complete. We can get them to write three *Don't*s for a new school. We can get students to respond to music by writing what words or scenes a piece of music suggests, or by describing the film scene a piece of music makes them feel or write stories that the music “tells them to write”

6. Writing for learning and writing for writing

Writing for learning is the kind of writing we do to help students learn language or to test them on that language. The same is true when we get them to write (say for test) four sentences about what they wish about the present and the past.

When we ask students to design a good magazine advertisement, however we are doing this so that they may become good at writing advertisements. When

we get them to write narrative, it is their ability to write story that counts, not just their use of the past tense.¹³

Based on explanation above, it can be conclude that approaches in teaching writing have sixstages. They are Process and Product, Genre, creative writing, writing as a cooperativeactivity, building the writing habit, and writing for learning and writing for writing. Approaches in teaching writing is very important to the students, because the students will get knowledge, and creativity.

E. Concept of Teaching Writing

According to Praveen and Patel, “in the beginning the teacher must teach everything by demonstration. It is very necessary that the teacher gives students necessary practice in pattern drawing. It helps the students to write correct spelling because they have reproduce the visual image that they get while reading. The teaching of print script is profitable also because it gives less strain to the muscles because effort is not to be made to join letters”.¹⁴It means that, the teacher must give example by demonstration that can make the students understand and students can easily to practice writing.

According to Beth, et al writing begins with passion for the subject, passion for the genre, passion for the ideas. Passion is the engine that drives writing. Without it, writers cannot substance the energy to finish. Students do not truly learn to write until they fell in love with story, a genre, a subject, or an idea and write

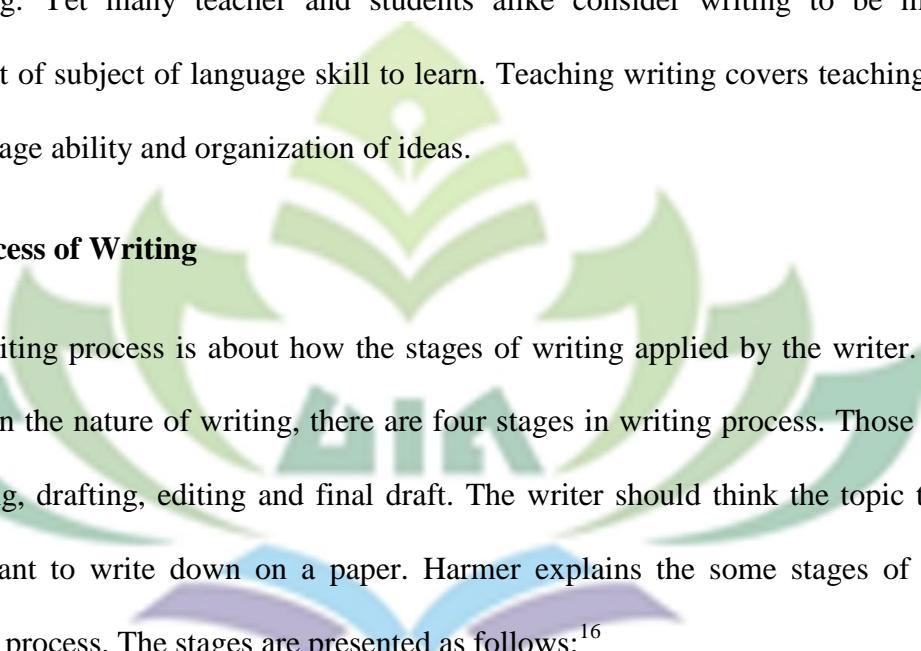
¹³Jeremy Harmer, *The Practice of English Language Teaching* (4th edition), (Cambridge: Pearson Education Limited, 2007), p.325-330.

¹⁴M. Jain. Praven and Patel, *Op.Cit*, p. 126

about it with all their heart'.¹⁵ Likewise, the start of writing is what we love to write such as love their story or genre and subject. That can supply our energy when write something and gives the best result in writing.

Teaching or learning how to write successfully gets even more complicated and challenged for both language teachers and students. However, many teacher agree that in the classroom, writing should get much attention as reading, speaking, and listening. Yet many teacher and students alike consider writing to be most difficult of subject of language skill to learn. Teaching writing covers teaching of a language ability and organization of ideas.

F. Process of Writing



The writing process is about how the stages of writing applied by the writer. As stated in the nature of writing, there are four stages in writing process. Those are planning, drafting, editing and final draft. The writer should think the topic that they want to write down on a paper. Harmer explains the some stages of the writing process. The stages are presented as follows:¹⁶

1. Planning

In this stage, the students make a list of ideas related to the topic. They plan are going to write in the first draft. In this stage, they have to consider three main issues. The issues are the purpose of the writing,

¹⁵Beth Lindy and Means, *Teaching Writing in Media School (Tips, Trick and Technique)*, (California: Greenwood Publisher, 1998), p. 21

¹⁶Jeremy Harmer, *How to teach English*, (Edinburgh Gate:Pearson Education Limited, 2007), p. 113

the audience they are writing for and the content structure to sequence the fact, ideas or arguments.

2. Drafting

After the students have a list of ideas related to the topic, it is the stages for the students to start writing the first draft. They write the ideas which they are going to write without paying attention to making mistakes.

3. Editing

In this stage, students should re-write their first draft after finishing. Its purpose is to see where it works and where it does not. The process of editing may be taken from oral or written feedback by peers and teachers. The feedback will help students to make revision of their writing. The revision shows what has been written. It means that this step is important to check the txt coherence and to stimulate further ideas. Not only that, it also encourages students to find and correct their mistakes in writing.

4. Final Version

In this stage, the students re-write their draft after revising with peers and teachers. The students have a good written text in the final product since they do the editing process before.

In writing, we are not only have to learn the process but also we have to mastered the written form of the language and learn certain structures which are less use in speech, or perhaps npt all used at all, but which are important for effective

communication in writing¹⁷. It means that it's not easy to translate our thinking into written language. We must be able to choose the appropriate words and combine the words to become effective.

From these theories, the researcher concludes that there are many factors related in writing process, not only steps in which we show our mind to the reader, but also the content of the message of the writing.

G. Types of Classroom Writing Performance

Writing tests are supposed to measure writing ability. Writing test can use a variety of question forms and can have a variety of focuses, they are as follows:¹⁸

1. Imitative Writing

Imitative writing is used for the beginning level English learner which needs basic training in and assessment of imitative writing: the rudiments of forming letters, words, and simple sentences. We examine this level of writing first.

- a) Task in (Hand) writing letters, words, and punctuation.
 - Copying
 - Listening cloze selection task
 - Picture-cued task
 - Form completion task
 - Converting numbers and abbreviations to words

- b) Spelling task and detecting phoneme-grapheme correspondences
 - Spelling test

¹⁷Donn Byrne, *Teaching Writing Skill*, (New York: Longman, 1988), p.5

¹⁸H. Douglas Brown, *Language Assessment: Principle and Classroom Practices*, (New York: Pearson Education, 2003), p.220

- Picture cued-task
- Multiple choices techniques
- Matching phonetics symbols

2. Intensive (Controlled) Writing

This next level of writing is what second language teacher training manuals have for decades called controlled writing. It may also be thought of as form focused writing, grammar writing, or simply guided writing. A good deal of writing at this level is display writing as opposed to real writing: students produce language to display their competence in grammar, vocabulary, or sentence formation, and not necessarily to convey meaning for an authentic purpose. The traditional grammar/vocabulary test has plenty of display writing in it, since the response mode demonstrates only the test-takers ability to combine or use words correctly. No new information is passed on from one person to the other.

- a) Dictation and Dicto-Comp
- b) Grammatical transformation tasks
- c) Picture cued tasks
 - Short sentences
 - Picture description
 - Picture sequence description
- d) Vocabulary assessment tasks
- e) Ordering tasks
- f) Short answer and Sentence completion tasks

3. Responsive and Extensive

In this section we consider both responsive and extensive writing tasks. They will be regarded here as a continuum of possibilities ranging from lower-end tasks whose complexity exceeds those in the previous category of intensive or controlled writing, through more open-ended tasks such as writing short reports, essays, summaries, and responses, up to texts of several pages or more.

- a) Paraphrasing
- b) Guided question and answer
- c) Paragraph construction tasks
 - Topic sentence writing
 - Topics development within a paragraph
 - Development of main and supporting ideas across paragraphs.
- d) Strategic options
 - Attending to task
 - Attending to genre

Based on explanation above the researcher will use writing test is intensive (controlled) writing because the instrument of the tasks are focus form writing, writing grammar, or simply guided writing. Beside that the researcher asks to student to make a paragraph of descriptive text that include in paragraph construction tasks, use picture as brainstorming, and scoring rubric as score of writing test.

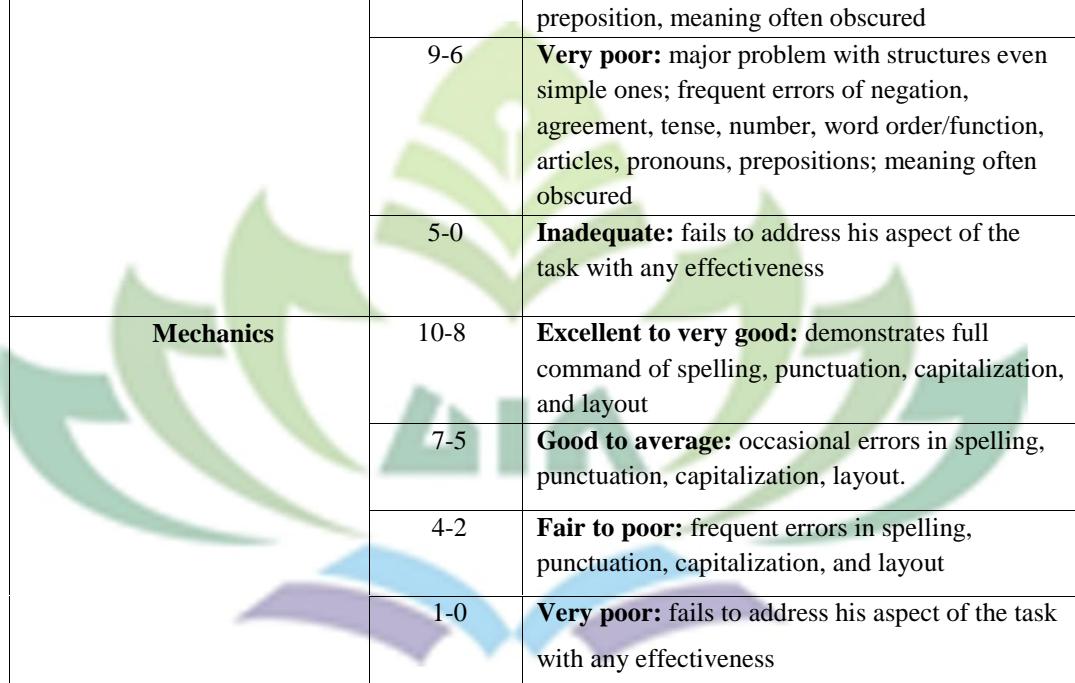
In addition, the score of test writing will be calculated based on the following scoring system proposed by Tribble:¹⁹

Scoring Rubric

Area	Score	Descriptor
Task fulfillment/Content	20-17	Excellent to very good: Excellent to very good treatment of the subject, considerable, variety of ideas or argument; independent and thorough interpretation of the topic; content relevant to the topic; accurate detail
	16-12	Good to average: adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail

¹⁹Crisstopher Tribble, *Language Teaching Writing*, (Landon: Oxford University Press, 1996), p. 130.

	11-8	Fair to poor: treatment of the topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail
	7-5	Very poor: inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
	4-0	Inadequate: fails to address the task with any effectiveness
Organization	20-17	Excellent to very good: fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion)
	16-12	Good to average: uneven express, but main ideas stand out; paragraphs or sections evidents; logically sequenced (coherence); some connectives used (cohesion)
	11-8	Fair to poor: very uneven expression, ideas difficult follow, little sense of paragraphing/organization; does not help the reader; logical sequenced difficult to follow(coherence); connectives largely absent (cohesion)
	7-5	Very poor: very uneven expression, ideas very difficult to follow, little sense of paragraphing/organization; no sense of logical sequence
Vocabulary	20-17	Excellent to very good: wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register
	16-12	Good to average: Adequate range of vocabulary; occesaional mistakes in word/idiom choice and usage; register not always appropriate
	11-8	Fair to poor: Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate
	7-5	Very poor: no range of vocabulary,; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate
	4-0	Inadequate: fails to address his aspect of the task of any effectiveness



Language	30-24	Excellent to very good: confident handling of appropriate structure, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning never obscured
	25-18	Good to average: acceptable grammar-but problem with more complexes structures; mostly appropriate structures; some error of agreement, tense, number, word order, article, pronouns, prepositions; meaning sometimes obscured
	17-10	Fair to poor: insufficient range of structure with control only shown in simple constructions; frequent errors of negation, agreement, tense, number, word order, articles, pronouns, preposition, meaning often obscured
	9-6	Very poor: major problem with structures even simple ones; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions; meaning often obscured
	5-0	Inadequate: fails to address his aspect of the task with any effectiveness
Mechanics	10-8	Excellent to very good: demonstrates full command of spelling, punctuation, capitalization, and layout
	7-5	Good to average: occasional errors in spelling, punctuation, capitalization, layout.
	4-2	Fair to poor: frequent errors in spelling, punctuation, capitalization, and layout
	1-0	Very poor: fails to address his aspect of the task with any effectiveness

H. Indicators of Writing

In learning English there are five aspects that used to writing test. They are as follows:²⁰:

²⁰J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1989), p.185

1. Content

The things that should be considered in this aspect are subjects and ideas or argument in writing text.

2. Organization

The things that should be considered in this aspect are the expression and the organization of the paragraph in a writing text.

3. Vocabulary

The things that should be considered in this aspect are the using of words/idiom choice and the vocabulary itself in writing text.

4. Language use or grammar

The things that should be considered in this aspect are the structures, pronouns, and preposition in a writing text.

5. Mechanics

The things that should be considered in this aspect are the spelling, punctuation, capitalization and layout in a writing text.

According to the theories above, the teaching of writing skill should be well constructed. There are five aspects of writing test that will be applied in test writing. Also, the writing practices, including writing paragraphs or simple essays should be based on the students of competence and the basic competencies. Those efforts above should be done well to improve the students' writing skill.

I. Text

A text is meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a

phrase or a sentence or a discourse. A written text is any meaningful written text.²¹ It means that text is number of words to give a message to somebody in written or spoken.

Hylan states that text has structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.²² It means that text is composition of words in sentences to write a paragraph of a text that has direction to deliver what the writer means.

From the explanations above, the researcher concludes that text is a composition of words in a written paragraph that should provide corrections information based on the kinds of texts written. It consists of information or knowledge about something to the readers.

J. Kinds of Text

According to Siahaan, text is meaningful linguistic unit in a context.²³

According to Anderson, types of text in English are divided into several types. They are poetic, dramatic, narrative, response, discussion, explanation, exposition, information report, procedure and recount. These variation are known as genre.²⁴

1. Spoof

Spoof is a text to retell an event with a humourous twist.

²¹Sanggam Siahaan and Kisno Shinoda, *Genre Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 1.

²²Ken Hyland, *Teaching and Researchng Writing*, (2nd Edition), (Edinburgh Gate: Pearson, 2009), p.8

²³Sanggam Siahaan and Kisno Shinoda, *Op.Cit*, p. 1.

²⁴Mark Anderson and Kathy Anderson, *Text Types in English*, (South Yarra: Maxmillan, 1997), p.3-5

2. Recount

Recount is a text to retell events for the purpose of informing or entraining.

3. Report

Report text is a text to describe the way things are will, reference to a range of natural, man made and social phenomena in our environment.

4. Analytical Exposition

Analytical exposition text is a text to persuade the reader or listener that something in the case.

5. News Item

News item text is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

6. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

7. Narrative

Narrative text is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

8. Procedure

Procedure text is a text to describe or something is accomplished through a sequence of actions or steps.

9. Description

Description text is a text to describe a particular person, place or thing.

10. Hortatory Exposition

Hortatory Exposition is a text to persuade the reader or listener that something should or should not be the case.

11. Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or social cultural phenomena.

12. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

13. Reviews

Reviews text is a text to critique an art work or event for a public audience.

K. Concept of Descriptive Text

Descriptive text is describes how something or someone looks or feel.²⁵ Descriptive text refers to the senses, it tells how something looks, feels, smells, tastes, and sounds. A good description is a word pictures; the reader can imagine the object, place, or person in his or her mind.²⁶ Description presents sensory information that makes writing come alive. It express and experience that the reader can actively participate in by using imagination. It can be conclude that descriptive text provides an illustration of people, places, events, situation, thoughts, and feelings.

²⁵Keith S. Folse, April Muchmore-Vokoun, Elena Vestri Solomon, *Great Writing 2 Great Paragraphs*, 3rd edition, (United States of America: Hemle Cengage Learning, 2010), p. 135

²⁶Alice Oshima & Ann Hogue, *Introduction to Academic Writing*(New York: Pearson Education, 2007), p. 61

According to Kane. “description is about sensory experience-how something looks, sounds, tastes.²⁷ It means, description help someone to know specific information about something that is described. It helps someone to imagine something that is described, about taste, form and sound. It will be easier for someone. Further, Pardiyono states that descriptive writing is type of writing to described living and non-living things to reader.²⁸ Thus, descriptive writing is kind of writing that describe the readers about living and no-living so that the readers can imagine it. Pardiyono also says that there are several things that we need to know and understand about descriptive writing. They are purpose, rhetorical structure, and grammatical pattern.²⁹

1. Purpose

Description is a type of written text which has the specific functions to give description about an object (human or non human)

2. Rhetorical structure

A descriptive text writing gas generic structure, They are :

- a. Identification, general description about an object
- b. Description, specific description about an object

3. Grammatical Pattern

- a. Use declarative sentence
- b. Use simple present tense
- c. Use conjunction

²⁷Thomas S. Kane, *Oxford Essential Guide to Write*, (New York: Oxford University Press, 2000), p. 33

²⁸Pardiyono, Pasto bisa, *Teaching Genre Based Writing*, (Yogyakarta: CV Andi Offset, 2007), p. 34

²⁹Ibid, p.34

In the case point, descriptive writing is a type of writing that describes about an object such as things, places, animals or people especially by using declarative sentence. This kind of writing describes an object so that the readers can imagine about the object because the writer describe it specifically.

4. The Example Descriptive Writing

The City of Rome

Identification

Italy has some famous cities. One of them is Rome. It is a very historical city. If you visit Rome, you will have plenty of chances to see all sorts of great sights.

Description

Rome can be traced through its mythology when it was founded on . It was said that twins of Romulus and Remus has founded the city in 753 BC, on the date of April 21st. This corresponds fairly closely to archeological evidence, which shows farming communities in the area. As the Catholic Church grew, Rome became more and more important in both religion and politics. Rome was one of the central leading cities in the Renaissance. It is seen when visitors walk through the streets and see the various buildings. The style was profoundly affected by the work of the artists of the time. Visitors can see evidence of all sorts of artistic influences, such as the Baroque palaces, the huge squares and obelisks, and other structures throughout the city.

Rome is well known for its architecture. The colosseum is one sample of famous Roman structures. It was once a grand, ground-breaking amphitheatre, and was at the forefront of architectural advancements in 70 AD. Since then it has fallen apart slightly, but it still an astounding and imposing structure.

Modern Rome is a very busy place to go. It is considered a cultural center for the region, and offers all the arts in various forms. It has a thriving music scene, with several major concert halls. Rome puts out a lot of movies every year, more so than any other region of Italy. It is home to Cinecittà studios, the biggest facility in Europe.

(Source:<http://freeenglishcourse.info/example-descriptive-text-city-of-rome/>)

L. Concept of Writing Ability in Descriptive Text

Writing is one of skills in English that is called as difficult skill for many people.

It is as to produce good writing the writer should do the process of writing well.

Besides that, the writer also must practice it more and rapidly. Descriptive text is describes about an object such as things, places, animals or people.

As the result, writing ability in Descriptive text is students ability to give information about the taste, form and sound. The ability of good writing has many aspect such as; contents, organizations, vocabularies, languages and mechanics. Students' ability is known by students' score of writing that includes purpose, rhetorical structure, and grammatical pattern that is used in descriptive text writing.

M. Concept of Highlighted Journal Strategy

According to Clark, "The Highlighted Journal is strategy that assists student in making connections with their learning.³⁰ This strategy teaches student to highlight or underline the keywords, phrases, vocabulary and ideas.³¹ As a result, highlighted journal strategy is a strategy for helping the writer to find the main idea and supporting details to make students good writing in their ideas.

Rogers state that the highlighted journal strategy is a strategy uses highlighted of main ideas and supporting details to help teacher to teach students to improve the

³⁰ Sarah Kartchner Clark, Writing Strategies for Sciences, (Huntington Beach: Shell Education, 2007), p.103

³¹ Jones R, Selective Underlining Retrieved,
<http://www.readingquest.org/strat/underline.html>, on August 1st 2018.

organization of their writing.³² Therefore, highlighted journal strategy is to use highlighting of main idea and supporting detail to help the student to improve their writing ability. To sum up, the highlighted journal strategy, will focus to find the main idea and supporting detail to improve the students' writing ability.

Hedgock et al says, highlighting focuses primarily on key ideas in a passage and may identify key quotations that capture the sense of the text in the author's own voice. Thus, teacher model and structure practice can be helpful. This strategy training activity will likely work best at this stage of the process, after students have already read the text a couple of times and understand primary content and main ideas. This awareness will help them to develop an accurate understand of the key ideas and phrases in selected passages.³³ Therefore, highlighting strategy is effectiveness and can easily to find the key ideas and phrases in every passages.

According to Bouchard the purpose of highlighted journal strategy is to enable students to differentiate between important information and less significant detail.³⁴ In addition Miligan states that, the purpose of highlighted strategy is draw attention to important information in a text. Effective highlighted is caused first asks the reader to pick out important part and then gives the effective way to review that information later. What those important parts exactly are directly

³²Karla D. Rodgers, <http://gse.buffalo.edu/org/writingstrategies/3-6highlighting.htm>, on July 12th 2018

³³John S. Hedgockn and Dana R. Ferris, *Teaching Readers of English*, (California: Routledge Publishers, 2009), p.176

³⁴Margaret Bourchard, *Comprehension Strategies for English Language Learners*, (New York: Scholastic Inc, 2005),p. 73

related to what the writer aim.³⁵ Its means that, highlighted journal strategy help students find important information in a text.

Based on theories, the researcher concludes that highlighted journal strategy is one of strategy that can be used by the teacher to help the students to find the main idea and supporting detail to organize what they have read by selecting what is important information from the text to improve their writing ability.

N. Procedure of Teaching Highlighted Journal Strategy

According to Hedgcock and Ferris there are some steps to Highlighted:

Step 1: the teacher explains that highlighting is useful for identifying the most important ideas in a section of the text, that such as ideas may often (but not always) be found in the introductory or final sentence of a paragraph, and that readers can highlight entire sentences, portions of sentences, or the key word. Then the teacher show on an overhead slide a sample highlighted version of the paragraph. Teacher and students can discuss what the teacher highlighted and why, and students can pose questions or suggest alternatives.

Step 2: students are working individually, then asked to highlighted paragraph. They can compare their answers with peers in a small group and then the whole class can discuss the exercise with the teacher.³⁶

³⁵Teresa Miligan,
http://www.dunwoody.edu/pdf/Elfmann_Proofreading_your_writing.pdf, on June 6th 2018.
³⁶ John S. Hedgocks and Dana R. Ferris, Loc Cit p. 176

Beside that, According to Cervany and Cotti there are four steps Highlighted:

Step 1: the teacher prepares about the text or material that will be teach to the students. selectan article from a journal, newspaper, book or primary source document that isreproducible.

Step 2:the teacher asks students to start highlight the important clue in the text. Moreover, teacher allows students to use variation colors to highlight. For instance: for cause and effect use pink color, for generic structure use read color, and for definition use two color and so on in order that students essential to understanding of the text.

Step 3: students may then get together in pairs to share, compare and discuss their highlighting.

Step 4:After students highlight the important keys in the text, the teacher asks students to discuss with their friend about what they have highlighted and what thing those still make them confuse.³⁷

From the statements, the researcher constructed that the procedure of Highlighted Journal Strategy in Descriptive text:

1. The teacher showed the picture of something example animal, place or person to the students as brainstorming.
2. The teacher gave explanation of highlighted journal strategy.
3. The teacher explained about the main idea and supporting idea include keywords, phrases, vocabulary and ideas.

³⁷MC Laughlin in Kiniuta Bernadet, *Teaching Reading by Combining Selective Highlighting and Three Minute Pause Strategy at Junior High School* (Sumatra Barat: STKIP PGRI, 2010), p. 4

4. The teacher explained about the detail of descriptive text to the students.
5. The teacher gave example about the use of highlighted journal strategy with the descriptive text.
6. The teacher gave new topic of descriptive text to the students and lead use highlighted journal strategy.
7. The teacher asked the students divided in pairs of the group.
8. The teacher asked the students to find the main ideas and supporting detail include keywords, phrases, vocabulary and ideas by using highlighted journal strategy with their friend.
9. The teacher asked the students make descriptive text their own ideas from highlighted journal strategy and showed in front of class.

In the case point, there are steps to teach students by use highlighted journal strategy. There are the teacher gave the picture of something example animal, place or person to the students as brainstorming, the teacher gave explanation of highlighted journal strategy, the teacher explained about the main idea and supporting idea include keywords, phrases, vocabulary and ideas, the teacher explained about the detail of descriptive text to the students, the teacher gave example about highlighted journal strategy with the descriptive text, the teacher gave new topic of descriptive text and lead the students to use highlighted journal strategy, the teacher asked the students divided in pairs of the group, the teacher asked the students to find the main ideas and supporting detail include keywords, phrases, vocabulary and ideas by using highlighted journal strategy with their friend by using highlighted journal strategy with their friend, and the last the

teacher asked the students make descriptive text their own ideas from highlighted journal strategy and showed in front of class.

O. The Strength and Weakness of Using Highlighted Journal Strategy

MC Laughlin says that there are some strength of using highlighted journal strategy, they are:³⁸

1. The students can share their knowledge with other students
2. Students will know how to pick out the main ideas and information that are important to highlighted.
3. Help them organize and remember important information in the text.

Furthermore, Highlighted Journal Strategy is many great benefits to support and help students activity especially in written form.

In addition, there are weakness of Highlighted Journal Strategy :

- a. Students spend much time understanding highlighted journal strategy
- b. Students are sometimes difficult to determine the main ideas contained in the text.

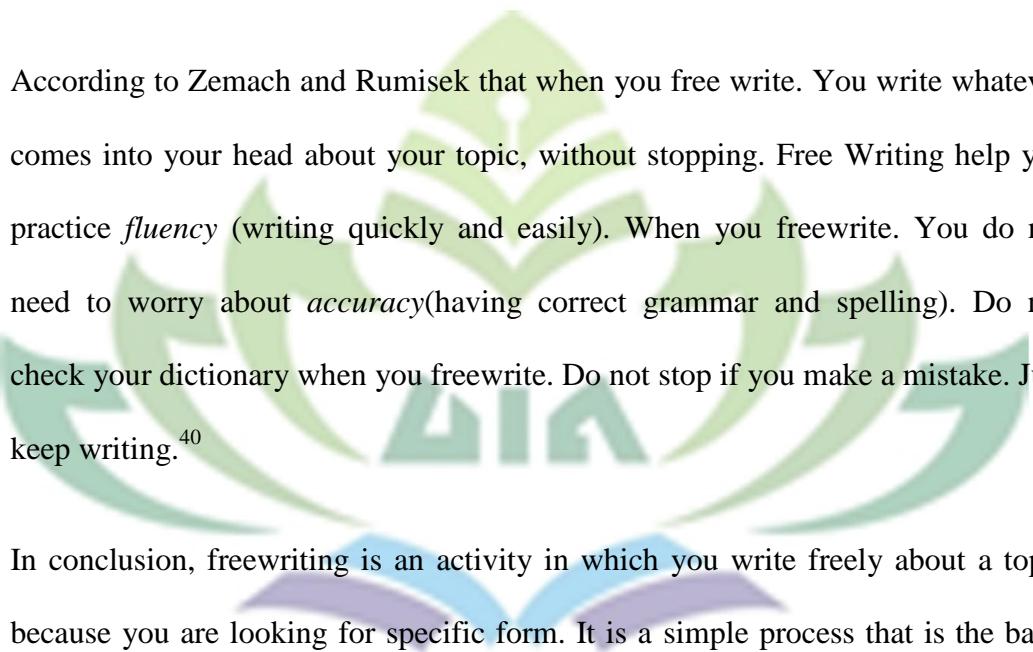
Based on the strength and weakness above, it show that Highlighted Journal Strategy is not only a good activity in teaching learning but also have many advantages to use this strategy in teaching learning process.

P. Concept of Teaching Free Writing

Oshima and Hogue state, “Free Writing is brainstorming activity in which you write freely about a topic because you are looking for a specific focus. While you are writing, one idea will speak another idea. As with listing, the purpose of

³⁸Ibid

FreeWriting in generate as many ideas as possible and to write them down without worrying about appropriateness, grammar, spelling, logic, or organization. Remember, the more you freewrite, the more ideas you will have. Do not worry if your mind seems to “run dry”. Just keep your pencil moving.³⁹ It means that free writing can be used by the students help to generate the idea and engage themselves more deeply in writing their expressions dealing with their imagination or their own experience.



According to Zemach and Rumisek that when you free write. You write whatever comes into your head about your topic, without stopping. Free Writing help you practice *fluency* (writing quickly and easily). When you freewrite. You do not need to worry about *accuracy*(having correct grammar and spelling). Do not check your dictionary when you freewrite. Do not stop if you make a mistake. Just keep writing.⁴⁰

In conclusion, freewriting is an activity in which you write freely about a topic because you are looking for specific form. It is a simple process that is the basis for other discovery strategy. FreeWriting is all the thought process, not about a product or a performance for a student or a writer. FreeWriting ignore about grammar, spelling and function so that FreeWriting is a basic form of the basic strategy.

³⁹Alice Oshima and Ann Hogue, *Writing Academic English*, Third Edition, (New York: Addison Wesley Long, 1999), p.6

⁴⁰Dorothy Ez Zemach and Lisa A. Rumisek, *Academic Writing*, (New York: Macmillan, 1999), p.7

Q. Procedure of Free Writing

According to Oshima and Hogue steps of FreeWriting are:

1. Write the topic at the top of your paper.
2. Write as much as you can about the topic until you run out the ideas. Include such supporting items as facts, details, and examples that come into your mind about the subject.
3. After you have run out of the ideas, reread your paper and circle the main idea(s) that you would like to develop.
4. Take each main idea and freewriting again.⁴¹

In addition, there are steps of Free Writing:

1. The teacher gives the topic.
2. The students write about the topic until run out of ideas.
3. After the student runs out ideas, the teacher asks the students reread students' paper and circle main idea.
4. After the students finish free writing, the teacher underlines or circle the students' mistakes. (Example: spelling mistakes, wrong construction and etc)
5. The teacher gives before the time end.
6. The teacher discusses about students' mistakes and then gives them correct ones.⁴²

From the statements above, the researcher conducted that the procedure of Free Writing in Descriptive text :

⁴¹Alice Oshima and Ann Hogue, Loc. Cit

⁴²Forget A, *Max Teaching with Reading and Writing*, (Demand: Trafford Publishing, 2004), p.147

1. The teacher gives the topic about descriptive text
2. The students asks about descriptive text and free writing.
3. After the teacher gives the topic of descriptive text, the students write about the topic runs out of ideas.
4. The teacher asks the students reread them written form and circle main idea,
5. After the students circle or underlines main idea, the teacher asks the students do Free Writing again with the main idea.
6. After that, the teacher underlines or circle the students mistakes example : writing construction, grammar, etc.
7. And the last teacher discuss about students mistakes and then gives them correct ones.

From the above points, using Free Writingare the students write the topic of descriptive that given by the teacher. The students write as much as you can from the topic. The teacher asks the students reread your written form and circle the main idea and the last you do Free Writing again with your main idea before. Those steps can help the basic of writer to know how to write first.

R. The Strength and Weakness of Using Free Writing

There are some of strength of free writing as follows:

1. Free writing makes writing easier by helping you with the root psychological or existential difficulty in writing.
2. Finding words in your head and putting them down on a blank piece of paper.
3. Free writing helps you learn to write when you don't feel like writing.⁴³

In addition, there are weakness of Free Writing :

⁴³Ibid

1. The writer stops repeatedly, writers briefly, and is always looking around. He/she never seems to concentrate for more than a few seconds at a time.
2. The use of an eraser, liquid paper or scoring out of whatever has been written indicate a writer with perfectionism as his/ her ideal.
3. Frequent use of the pocket electronic dictionary or flipping of dictionary pages indicates someone pursuing the most accurate word possible.
4. Since a quiet class is usually required for this task, the talker is immediately noticed above the silence of the classroom, either as the buzz from the back of the class or audible words coming from the corner.
5. The writer has another piece of paper on which is written a topic, title and even some notes or a plan. He/she can be seen copying or referring to it frequently.⁴⁴

Based on the research, the researcher found weakness in free writing, the students unconcentrate when the students made a text, the students always compare with their friend wrting, the results of written text is very low score because their grammar structure is very not arranged, sometimes the students are not confident with the written text the students always cheating with their friends.

S. Frame of Thinking

Writingis an activity a well organized of written language. In this case, the students have to express their ideas as much as they can. Writing is the one of language skills that should be mastered by the students, besides speaking, reading, and listening. By having ability in writing, the students are able to communicate

⁴⁴Ibid, p.10

in written form and writing ability is a media information to audiences in the world.

Even though in writing the students only ask to write down and put some sentences, some problems always appear. The writing is started from the easiest one so the student is easier to understand. Students do not understand what they want to say and how to say it in written form. Based on theories used in the research, the writer assumes that highlighted journal strategy will help students' writing ability. This strategy is to find the main idea so that the students will easily develop their writing ability because the main ideas is the important media to do writing activity. The teacher will be helped in teaching writing. The writer hope that the students will improve their writing ability in descriptive text

T. Hypothesis

Based on the frame of thinking above, the researcher formulate the hypothesis as follows:

Ha : there is significant influence of using highlighted journal strategy towards students' writing ability in Descriptive text at the first semester of the tenth grade of SMA Muhammadiyah 2 Bandar Lampung in the academic year of 2018/2019.

Ho : there is no significant influence of using highlighted journal strategy towards students' writing ability in Descriptive text at the first semester of the tenth grade of SMA Muhammadiyah 2 Bandar Lampung in the academic year of 2018/2019.

CHAPTER III **RESEARCH DESIGN**

A. Research Design

Experimental design was the traditional approach to conducting quantitative research. In this research, Ary states that experimental design is the general plan for carrying out a study with an activity independent variable. The design is important because it determines the study's internal validity. Which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable.¹

The researcher used quasi experimental research design, especially pre test and post test control group design which seeing the students' writing descriptive text ability by using highlighted journal strategy. According to Creswell, quasi experiments include assignment, but not random assignment of participants to groups. We apply the pre-test and post-test design approach to a quasi experimental. The researcher assigns intact groups the experimental and control treatments, administers a pre-test to both groups, conducts experimental treatments activities with the experimental only, and then administers a posttest to assess the differences between the two groups.² It means that in quasi experimental design the researcher used the pre-test and post-test design approach. The researcher gave pre-test and post-test for both of class groups to know the

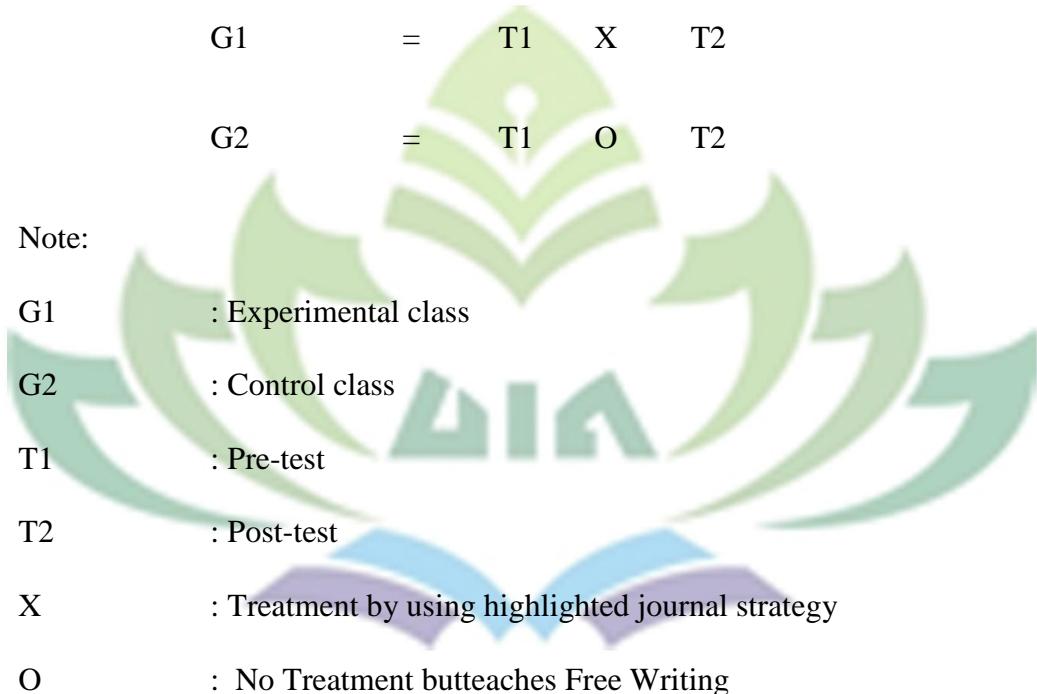
¹Donal Ary, *Introduction to Research in Education*, (8th edition), (Canada: Wardsworth, Cengage Learning, 2002), p. 301

²John W. Creswell, *Educational Research, Quantitative and Qualitative research*, Fourth Edition (Boston: Pearson Education, 2012), p.309-310

differences between the two groups and only conducted the treatment in experimental class.

In this research, the researcher used two classes, they were the experimental class and control class. The experimental class received treatment by using Highlighted Journal Strategy and the control class taught by using Free Writing.

The design can be presented as follows:



In this research the researcher used two classes as the sample consisting of experimental class and control class. The experimental class taught by using highlighted journal strategy as a treatment (X) and the other class as a control class taught by using free writing technique (Y). In this research, the two groups was given pre-test before treatment to know the students' early achievement in writing descriptive text. After that, two groups was given post-test after treatment.

B. Variable of the Research

There are two variables that investigated in this research, they were:

1. Independent variable was Highlighted Journal Strategy symbolized as (X).

Independent variable was the major variable which investigated. It is variable that is selected, manipulated and measure in this research. Independent variable in this research was Highlighted Journal Strategy (X).

2. Dependent variable was students' writing ability in Descriptive text symbolized as (Y).

Dependent variable was a variable which is observe and measure to determine the effect of the independent variable. Therefore, dependent variable of this research was students' writing ability because the researcher want to know the influence of using Highlighted Journal Strategy towards students' writing ability.

C. Operational Definition of Variable

The operational definition of variables of this research see follows:

1. The Highlighted Journal Strategy was a strategy which is used can help the students to find main idea and supporting detail. The teacher can use this strategy to help the students organize what they have read by selecting what is important from the text to improve their writing ability
2. Students' descriptive text writing ability was the students' ability to produce a text, which describes briefly object was describe about person and place which fulfills good mastery of aspects of writing including content, organization, vocabulary, language, and mechanics.

D. The Population and Sample of Research

1. Population

According to Schreiber, population in social science research refers to all of your potential participants; Schreiber stated that think of it as the whole group pf people in which you are interested.³ According to Marczyk, the population is all individuals of interest to the writer.⁴ Therefore, population is a subject as a research because subject is interested in our research. It is important that the sample be representative of the population from which is chosen. The population of the research was the students at the first semester of the tenth grade of SMA Muhammadiyah 2 Bandar Lampung in the academic year of 2018/2019 which consist of 216 in sixclasses. It can be seen in the Table 3.

Table 3

The Situation of the Tenth Grade of SMA Muhammadiyah 2 Bandar Lampung in the Academic Year of 2018/2019

No	Class	Gender		Total
		Male	Female	
1	X MIA1	7	29	36
2	X MIA2	10	26	36
3	X MIA3	12	24	36
4	X IIS 1	16	20	36
5	X IIS 2	11	25	36
6	X IIS 3	12	24	36
The Total Number of Students				216

Source: SMA Muhammadiyah 2 Bandar Lampung year 2018/2019.

³James B. Schreiber, *The Interrelationship of Question Sampling, Design and AnalysisI*, Educational Research, (India: John Willey and Sons Inc, 2011), p. 89

⁴Geofrey Marczyk, *Essential of Research Design and Methodology*, (Canada: John Wiley & Sons, Inc, 2005), p. 18.

2. Sample

The samples of the research were two classes, one class as the experimental class and another as the control class. From the population above, the researcher took two classes as sample of the research. The researcher got MIA 1 as experimental class and IIS 3 as control class.

3. Sampling Technique

In getting the sample from population, the researcher used cluster random sampling. Fraenkel and Wallen say that the selection of groups, or cluster of subjects rather than individuals is known as cluster random sampling.⁵ The experimental and control class are chosen randomly by using a small paper. The name of each class is written on a small piece of paper and then the papers are rolled and shaken. The first paper was an experimental class and the second paper was a control class.

E. Research Procedure

In conducting this research, the researcher applied some procedures as follows:

1. Finding the subject of research

The researcher chose the students of tenth grade of SMA Muhammadiyah 2 Bandar Lampung as a subject of the research. There were two classes to be of the research. One class was experimental class and another was control class.

2. Designing the Instrument of the Research

The instrument that was used in this research was writing test. The students got the same instrument for both classes in several topics that consulted.

⁵Jack R. Fraenkel and Norman E. Wallen, *How to design and Evaluate Research in Education*, Seventh Edition, (New York: McGraw-Hill, 2009), p.95

3. Administrating of Pre-test

The researcher gives the topic of the Descriptive Text and the researcher asked the students to made descriptive text by their own idea. The topics were:

- a. BJ.Habibie
- b. Soekarno
- c. Gili Trawangan

4. Conducting Treatment

Treatment was given in three times after pre-test. In this treatment, the researcher as the teacher taught the students by using highlighted journal strategy. The researcher showed the picture of someone to the students as brainstorming. The researcher explained about the detail of descriptive text to the students to make students understand about generic structure and grammatical in descriptive text. After that, the researcher gave explanation about highlighted journal strategy orally to the students. the researcher divided the students in small groups to discussion together, the teacher gave the topic of descriptive text to the students, the researcher asked the students to find the main ideas in the topic that had been given by teacher, and the last the researcher asked the students made descriptive text their own ideas and the students present in front of class.

5. Administrating the Post-test

Post test was administered to measure whether there was an improvement of students' descriptive text writing ability. In this test, the students were given the topic and the students made descriptive text by their own idea. The topics were same with the pre-test:

- a. BJ.Habibie
- b. Soekarno
- c. Gili Trawangan

6. Analyzing the result of post-test

After finished scoring students' work, the researcher compared the result of the pre-test and post-test to see whether the score of the post-test is higher than the score in the pre-test.

F. Treatment for Experimental Class

1. Treatment for Experimental Class

In this research, the researcher taught the writing descriptive text by using highlighted journal strategy as a treatment in experimental class. The researcher showed the picture of someone to the students as brainstorming, the researcher explained about the detail of descriptive text to the students to made students understand about generic structure and grammatical in descriptive text.

In the second meeting, the researcher gave explanation about highlighted journal strategy orally to the students. The researcher divided the students in small groups to discussion together.

In the third meeting, after that the researcher asked the students to find the main ideas in the topic that had been given by teacher, and the last the researcher asked the students made descriptive text their own ideas and the students present in front of class.

G. Data Collecting Technique

In collecting data, the researcher will use text:

1. Pre-test

Pre-test used to know the students' writing ability before the treatment. The type of test is written form. The researcher asked the student to make a descriptive text from the topic.

2. Treatment

The researcher conducted treatment to apply highlighted journal strategy in experimental class but the researcher 1 use the free writing in control class.

3. Post-test

Post-test used to know the students' writing ability. The students made descriptive text with their own idea by using highlighted journal strategy.

H. Research Instrument

In this research, the instrument was a test. The test was written, this test aimed to measure the students' writing ability. In this case, the students choose one of the topics and then the researcher asked the students to make a descriptive text with their own idea. The researcher gave allocation time 60 minutes. The students have to make a essay of descriptive text. The texts used present tense.

The topics were:

a. Pre-test instruments

1. BJ.Habibie
2. Soekarno
3. Gili Trawangan

b. Post-test instruments

1. BJ.Habibie

2. Soekarno
3. Gili Trawangan

According to M. Dimitrov and Philip D. Rumrill statement that all conditions are same for both the experimental class and control class, with the exception that the experimental is exposed a treatment, whereas the control is not.⁶

Based on statement above, the researcher choose same topic to pre and post test in experimental and control class in instrument with exception the experimental class gave treatment highlighted journal strategy but control class didn't give treatment.

I. Scoring Scale for Evaluating Students' Writing Ability in Descriptive

Text

The score of test calculated based on the following scoring system proposed by

Tribble:⁷

Table 4
Scoring Rubric

Area	Score	Descriptor
Task fulfillment/Content	20-17	Excellent to very good: Excellent to very good treatment of the subject, considerable, variety of ideas or argument; independent and thorough interpretation of the topic; content relevant to the topic; accurate detail
	16-12	Good to average: adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail
	11-8	Fair to poor: treatment of the topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail
	7-5	Very poor: inadequate treatment of topic, no

⁶Dimitter M. Dimitrov and Philip D. Rumrill, Pretest-Posttest designs and measurement of change, <https://www.researchgate.net>, on January 20, 2019

⁷Crisstopher Tribble, *Language Teaching Writing*, (Landon: Oxford University Press, 1996), p. 130.

		variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
	4-0	Inadequate: fails to address the task with any effectiveness
Organization	20-17	Excellent to very good: fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion)
	16-12	Good to average: uneven express, but main ideas stand out; paragraphs or sections evidents; logically sequenced (coherence); some connectives used (cohesion)
	11-8	Fair to poor: very uneven expression, ideas difficult follow, little sense of paragraphing/organization; does not help the reader; logical sequenced difficult to follow(coherence); connectives largely absent (cohesion)
Vocabulary	7-5	Very poor: very uneven expression, ideas very difficult to follow, little sense of paragraphing/organization; no sense of logical sequence
	20-17	Excellent to very good: wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register
	16-12	Good to average: Adequate range of vocabulary; occesaional mistakes in word/idiom choice and usage; register not always appropriate
	11-8	Fair to poor: Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate
	7-5	Very poor: no range of vocabulary,; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate
	4-0	Inadequate: fails to address his aspect of the task of any effectiveness
Language	30-24	Excellent to very good: confident handling of appropriate structure, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning never obscured

	25-18	Good to average: acceptable grammar-but problem with more complex structures; mostly appropriate structures; some error of agreement, tense, number, word order, article, pronouns, prepositions; meaning sometimes obscured
	17-10	Fair to poor: insufficient range of structure with control only shown in simple constructions; frequent errors of negotiation, agreement, tense, number, word order, articles, pronouns, preposition, meaning often obscured
	9-6	Very poor: major problem with structures even simple ones; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions; meaning often obscured
	5-0	Inadequate: fails to address his aspect of the task with any effectiveness
Mechanics	10-8	Excellent to very good: demonstrates full command of spelling, punctuation, capitalization, and layout
	7-5	Good to average: occasional errors in spelling, punctuation, capitalization, layout.
	4-2	Fair to poor: frequent errors in spelling, punctuation, capitalization, and layout
	1-0	Very poor: fails to address his aspect of the task with any effectiveness

Final Score = C+O+V+L+M = 20+ 20 + 20 + 30 + 10 = 100

Note:

C : content (20)

O : Organization (20)

V : Vocabulary (20)

L : Language (30)

M : Mechanics (10)

J. Validity, Readability and Reliability Test

1. Validity Test

A good test was the best than had validity. According to Arthur, “the validity test is conducted to check whether the test measures what is intended to be measured”.⁸ It means, by using validity test we will know whether test that we are done is valid or not. Best and Kahn state, that a test is valid if it can be measured. To measure whether the test has good validity or not, the researcher will use the content and construct validity.

a. Content Validity

Content Validity was concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity the material that given was suitable with the curriculum use. It means that the researcher will give the test to the sample based on curriculum in the school. To get the content validity of the test, the researcher try to arrange the material based on the objectives of teaching in the school based on curriculum and syllabus for the tenth grade of SMA. (It can be seen in Appendix 04. KI 3 and KD 3.7) descriptive text was taught in tenth grade of senior high school and descriptive text was described about person and place.

b. Construct Validity

Construct validity focused on kind of the test that used to measure the ability. According to Setiayadi, construct validity is used to measure perception, language

⁸Hughes Arthur, *Testing for Language Teacher*, Second Edition, (Cambridge: Cambridge University Press, 2003), p.26

behavior, motivation, even the language ability.⁹ In this research, the researcher will administer a writing test and technique of scoring the students' writing based on the five aspects of writing: they are content, organization, vocabulary, language/grammar and mechanics. In this case, to know whether the instruments have fulfilled the criteria of content and construct validity the researcher will consult the instrument test to the Mrs. Zuniyawati as an English teacher at the school. It was done to make sure that the instrument was valid (It can be seen in Appendix 09)

2. Readability Test

Readability tests were indicators that used to measure how easy a document to read and understand. For evaluators, readability statistics is solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable. To know readability of the descriptive text writing ability test instrument, the researcher follow Kouame's research. The participants evaluated the instructions and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and 10 describes an item that is difficult to read.¹⁰ The questions were individually by giving the questionnaire for readability. After that, the researcher measured the mean of each item.

⁹Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p.26

¹⁰Julien B. Kouame, *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended For Low-Literate Participants*, (Journal of Multi Disciplinary Evaluation, Volume 6 (14), 2010), p. 133 available on journals. sfu.ca (Accessed on Januari 13rd, 2017)

Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.¹¹ Thus, based on the finding of Kouame's research, if the mean of all items of the instrument text had mean under 4.46, the instrument was quite readable and understandable by the readers or test takers.

3. Reliability Test

Frankael and Wallnesay that reliability refers to the consistency of the scores obtained –how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.¹² A good test must have high reliability besides having high reliability. This concerns rater reliability counts level of the reliability based on two series of scores that are gotten by two raters or more simultaneously. They are teacher and the researcher

Furthermore, to know the degree of the level of reliability of written, the researcher consulted the criteria of reliability as follows:¹³

Reliability coefficient 0.8 – 1.0 is very high.

Reliability coefficient 0.6 – 0.8 is high.

Reliability coefficient 0.4 – 0.6 is fair.

Reliability coefficient 0.2 – 0.4 is low.

¹¹Jack R.Frankael and Norman E.Wallen, *How to Design and Evaluation Research in Education* (New York: McGraw-Hill, 2009), p. 154

¹²*Ibid*, p.253

¹³Suharsini Arikunto, *Prosedur Penilitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p.319

Reliability coefficient 0.0 – 0.2 is very low.

K. Data Analysis

After collecting the data, the researcher was going to analyze the data by using independent sample t-test. There were two tests that must be done before analyzing the data by using independent sample t-test. They were normality test and homogeneity test.

L. Fulfillment of Assumption

a. The Normality Test

The normality test is used to know whether the data in the experimental class and control classes are normally distributed or not.¹⁴ In this research, the researcher using statistical computation by using SPSS (Statistical Program for Social Science). The test of homogeneity employing Liliefors Test.

While the criteria of acceptance or rejection of normality test are as follows:

H_0 is accepted if $\text{sig} \geq = 0.05$

H_a is accepted if $\text{sig} < = 0.05$

The hypotheses for the normality test were formulated as follows:

H_0 : the data are normally distributed

H_a : the data are not normally distributed..

b. Homogeneity Test

After the researcher got the conclusion of normality test, the researcher did the homogeneity test in order to know whether the data homogenous or not.

¹⁴Budiyono, *StatistikauntukPenelitian*, (Surakarta: University Press, 2004), p.170

In this research, the researcher used statistical computation by using SPSS (Statistical Program for Social Science). The test of homogeneity employing Levene's Test.

While the criteria of acceptance or rejection of homogeneity test are as follows:

H_0 is accepted if $\text{sig} = 0.05$

H_a is accepted if $\text{sig} < = 0.05$

The hypotheses for the homogeneity test were formulated as follows:

H_0 = the variances of the data are homogenous

H_a = the variances of the data are not homogenous

2. Hypothetical Test

After the researcher knew that the data normal and homogenous, the data was analyzed by using independent sample t-test in order to know the significant of the treatment effect. In this case, the researcher used statistical computation by using SPSS (Statistical for Social Science) for hypothetical test were:

While the criteria acceptance or rejection of hypotheses test were:

H_0 is accepted if $\text{sig} = 0.05$

H_a is accepted if $\text{sig} < = 0.05$

The hypothesis were:

H_0 : There is no significant influence of using highlighted journal strategy students' writing ability in descriptive text at the first semester of the

tenth grade of SMAN Muhammadiyah 2 Bandar Lampung in academic year of 2018/2019.

- H_a :There is significant influence of using highlighted journal strategy students' writing ability in descriptive text at the first semester of the tenth grade of SMAN Muhammadiyah 2 Bandar Lampung in academic year of 2018/2019.



CHAPTER IV

RESULT AND DISCUSSION

A. Research Procedure

The research conducted on September 12th, 2018. Before conducted the research, the researcher asked the headmaster, and the English teacher for permission at the school. After getting the permission, the researcher conducted through the following steps:

1. Determined the subject of the research, namely the students at the tenth grade of SMA Muhammadiyah 2 Bandar Lampung in the Academic Year of 2018/2019.
2. Designed the test which was the writing test.
3. Determined the sample of the research by using cluster random sampling.
4. Held the readability of the test (it was given to the students out of the research sample).
5. Held pre-test in order to know the students' score in descriptive text before they had treatment.
6. Analyzed the data gotten through pre-test.
7. Gave the treatment to the sample of the research by implementing Highlighted Journal Strategy in teaching and learning writing in descriptive text.
8. Held post-test in order to know the students' score writing in descriptive text after the treatments.

9. Analyzed the data given through post-test. The data were analyzed by using excel formula.
10. Tested the hypothesis and made the conclusion.
11. Reported the result of the research

B. Data Description.

The research has been conducted on September, 12th2018 to October, 12th2018 .

They involved pretest there times, treatments and posttest. In the experimental class, the researcher gave three times treatments by using Highlighted Journal Strategy to find out the influence of using Highlighted Journal Strategy. Meanwhile, in the control class the researcher gave free writing that usually is used by the teacher there. The researcher identified several results, they were: the score of the students before treatments in pretest and the score of the students after treatments in posttest.

1. Description of The Treatment in Experimental Class

a. Description of The Treatment in Experimental Class

The first treatment was administrated on Tuesday, September 25th, 2018 the students looked confuse. The lesson began by the researcher and students prayed together in the class, checking the attendance list. The students' looked not interested when the researcher said about writing. They assumed that it was very difficult to concentrate in writing because they were not confident to arrange the sentences and lack of vocabulary.

From the situation above, the researcher gave brainstorming to make students got stimulation it was showed pictures of something there are

place and people. Then, the researcher introduced the writing aspect and the researcher explained about the descriptive text included generic structure, the purpose of descriptive text, and the language features. After the students understood about descriptive text, the researcher started to explain about highlighted journal strategy as a strategy to teach writing especially descriptive text and divided students into small groups. The researcher gave explanation about highlighted journal strategy with the topic “The Sea Eagle”, the teacher gave main idea from the topic. After that the researcher gave topic again, it was “Komodo” the researcher asked the students to read the topic.

In Addition, the researcher asked students to find the main idea. Then, the researcher asked students to highlight the main idea. The researcher asked the students to develop the main idea become a descriptive text by theirself. In post teaching, the researcher asked students to submit their writing. The last, the researcher explained students result of writing and told them about most of their mistakes in descriptive text based on five aspects in writing and rule of writing descriptive text. The students looked interesting in teaching learning process.

b. Description of the Second Treatment in Experimental Class

The second treatment was administrated on Thursday, September 27th 2018. In the second treatment, was better than the first meeting because the students' did not look nervous and feel confuse anymore. They felt enjoyable with the material about descriptive text.

In pre-teaching the researcher gave brainstorming to made students got stimulation it was showed pictures of something there are place and people. Then, the researcher continuing the lesson, the researcher reviewed the material. In the second meeting the researcher gave topic, it was “The Eifell Tower” the researcher asked the students to read the topic.

In Meanwhile, the researcher asked students to find the main idea. Then, the researcher asked students to highlight the main idea. The researcher asked the students to develop the main idea become a descriptive text by theirself. In post teaching, the researcher asked students to submit their writing. The last, the reseracher explained students result of writing and told them about most of their mistakes in descriptive text based on five aspects in writing and rule of writing descriptive text.Beside it, the writer told about the students' progress in writing descriptive text. The students looked more interesting in teaching learning process.

c. Description of the Third Treatment in Experimental Class

The third treatment on Tuesday, October^{2nd} 2018 was better than the second treatment because the students felt accustomed in teaching learning process through highlighted journal strategy. The researcher did not feel hard to explain what students should do because the students had already known what they must done step by step.

In pre-teaching the researcher gave brainstorming to made students got stimulation it was showed pictures of something there are place and people. Then, the researcher continuing the lesson, the researcher reviewed

the material. In the second meeting the researcher gave topic, it was “Justin Bieber” the researcher asked the students to read the topic.

In Meanwhile, the researcher asked students to find the main idea. Then, the researcher asked students to highlight the main idea. The researcher asked the students to develop the main idea become a descriptive text by theirself. In post teaching, the researcher asked students to submit their writing. The last, the reseracher explained students result of writing and told them about most of their mistakes in descriptive text based on five aspects in writing and rule of writing descriptive text.Beside it, the writer told about the students' progress in writing descriptive text. The students looked more interesting in teaching learning process. Post test was held on Thursday, 4th 2018, In the post test activity, the writer gave the students test about written test.

2. Description of Control Class

a. Description of the Teaching Free Writing in Control Class

The researcher conducted the teaching in control class in three meeting. First meeting was administrated on Monday, September 24th 2018, second meeting on Wednesday, September 26th 2018, and the third meeting on Monday, September 1st 2018. When the researcher did the treatment in control class the researcher found that the students in control class were not enthusiastic and confuse when the researcher said about writing. They looked not uncomfortable when the researcher came to their class. Then, the researcher tried to explain about descriptive text. The

researcher explained about the generic structure, language feature of descriptive text. After that the researcher explained about free writing technique the students looked so bored. They were not pay attention the researcher.

In addition, the researcher gave the topics to the students and the students wrote the main idea from descriptive text that they were thinking until they found the main idea. After the students finished write the main idea, the students read again their written. Then, they were made a circle in the main idea of the topic. The students found the main idea then the students wrote again. Then, the researcher asked the students to collect their written, they were said that they were not finished it. In this situation the students looked lazy to write. They were said to the researcher that they could not write, they were confused what they want to write. The students said that they were not knew how to found the main idea. And the situation in the class was noisy because the students talking each other.

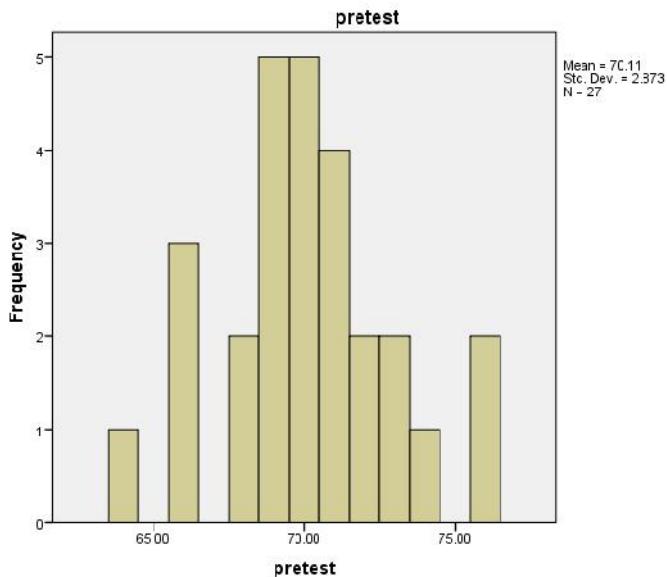
Based on free writing strategy in control class, the researcher found that teaching in control class was not run well. It was shown that the students were not paying attention to the researcher. The students were not enthusiastically and confident to arrange the sentences. The condition of the class was noisy. The students lazy to wrote. The students was bored with the strategy that researcher used. The students were not interesting with the free writing when the researcher did to teach them.

C. Data Analysis

The research was aim to know whether there was any significant influence for the students' writing ability in descriptive text after they were given treatment by using highlighted journal strategy as strategy in this research. There were six classed at the tenth grade of SMA Muhammadiyah 2 Bandar Lampung, they were X MIA 1, X MIA 2, X MIA 3, X IIS 1, X IIS 2 and X IIS 3. In this case, class X MIA 1 as experimental class and X IIS 3 as control class. The research was conducted of the first semester of the tenth grade of SMA Muhammadiyah 2 Bandar Lampung. In this case, the researcher used cluster random sampling when choosing the sample. Furthermore, the instrument of this research was written test especially in descriptive text.

1. Result of Pre-test in Experimental Class.

At the first meeting the writer conducted pre-test in order to find out the previous students' writing ability in analytical exposition text. The pre-test was administered on September 18th, 2018 at 08.30 a.m. The score in The Experimental Class, it can be seen in figure 1:

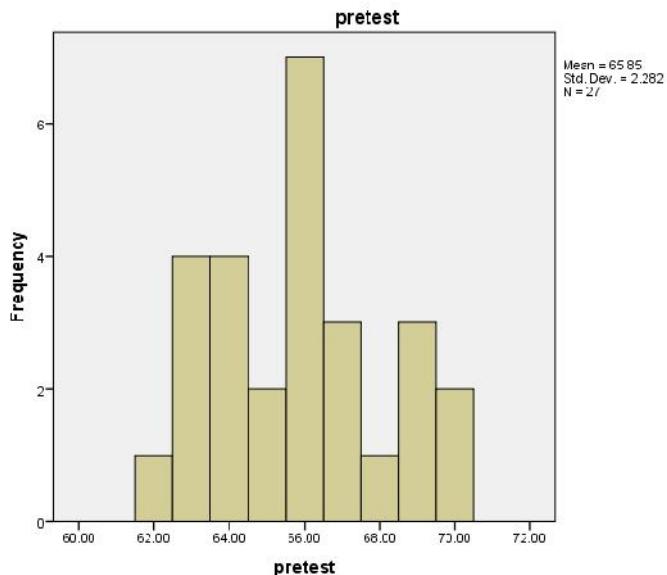


*Figure 1
Result of pre test in experimental class*

Before did treatment, the researcher found that from 27 students in experimental class. Based on the figure, the mean of pre-test was 70.11, standard of deviation was 2.873, N was 27, median was 70.00, variance was 8.256, minimum score was 64.00, and maximum score was 76.00. It showed students' descriptive text writing ability before they got treatments.

2. Result of Pre-test in Control Class

The researcher conducted pre-test in order to find out the students descriptive text writing ability before the treatment. The pre-test conducted on Thursday, September 19th, 2018 at 10.00 a.m. The score in control class can be seen in figure 2.

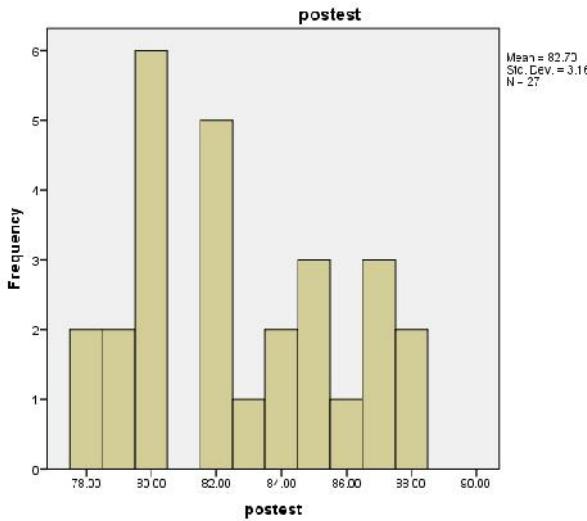


*Figure 2
Result of pre test in control class*

Based on the figure 2, the mean of pre-test was 65.85, standard of deviation was 2.282. N was 27, median was 66.00, variance was 5.208, minimum score was 62.00, and maximum score was 70.00. It showed students' descriptive text writing ability before they got treatments.

1. Result of Post-test in Experimental Class

The researcher gave post-test in experimental class to know students' writing ability in descriptive text after the treatment. The researcher conducted post-test in order to see whether the students' score increased or not. The post-test was conducted on October 4th, 2018 . The score of post-test in experimental class are presented in figure 3.

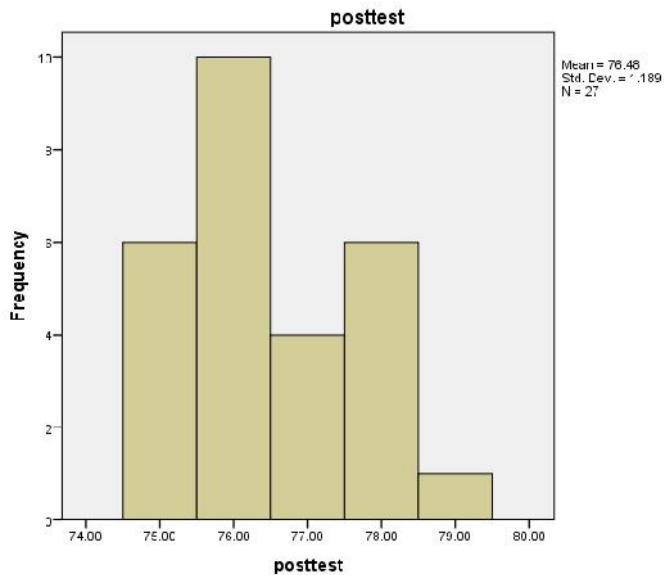


*Figure 3
Result of post test in experimental class*

Based on the figure 3, the mean of post-test in experimental class was 82.70, standard deviation was 3.160, N was 27, median was 82.00, variance was 9.986, minimum score was 78.00, and maximum score was 88.00. It showed students' descriptive text writing ability after they got treatments.

2. Result of the Post-test in Control Class

The researcher gave post-test in experimental class to know students' writing ability in descriptive text after the treatment. The researcher conducted post-test in order to see whether the students' score increased or not. The post-test was conducted on October 3rd, 2018 .The score of post-test in experimental class are presented in figure .



*Figure 4
Result of post test in control class*

Based on the figure 4, the mean of post-test in control class was 76.48, standard deviation was 1.189, N was 27, median was 76.00, variance was 1.413, minimum score was 75.00, and maximum score was 79.00. It showed students' descriptive text writing ability after they got treatments.

3. Result of Normality Test

The normality is used to know whether the data, in experimental and control class, has the normal distribution or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Program for Social Science*). The hypotheses for the normality test are formulated as follows:

H_0 : the data are normally distributed.

H_a : the data are not normally distributed.

While the criteria of acceptance or rejection of normality test are as follows:

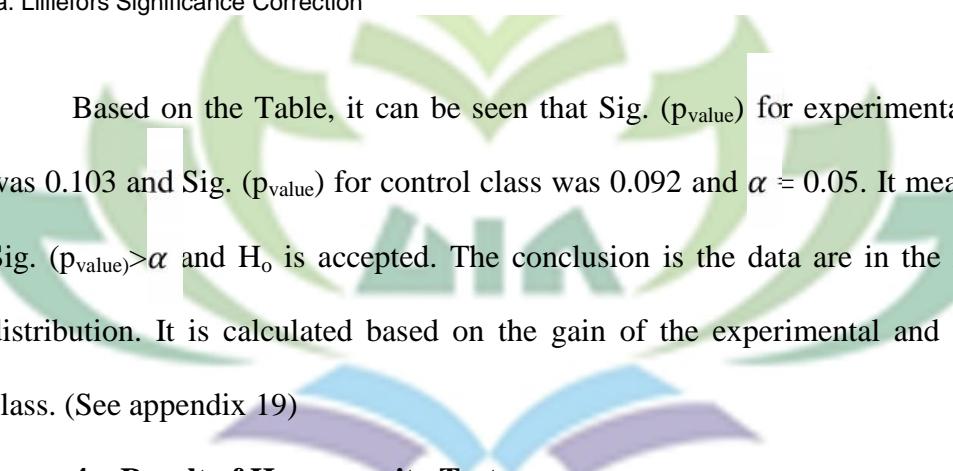
H_0 is accepted if $\text{Sig } (P_{\text{value}}) > \alpha \approx 0.05$

H_a is accepted if $\text{Sig } (P_{\text{value}}) < \alpha \approx 0.05$

Table 5
The Normality Test of Experimental and Control Class

		Tests of Normality			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
gain_score	experimentalclass	.157	27	.085	.937	27	.103
	controlclass	.143	27	.167	.935	27	.092

a. Lilliefors Significance Correction



Based on the Table, it can be seen that $\text{Sig. } (p_{\text{value}})$ for experimental class was 0.103 and $\text{Sig. } (p_{\text{value}})$ for control class was 0.092 and $\alpha \approx 0.05$. It means that $\text{Sig. } (p_{\text{value}}) > \alpha$ and H_0 is accepted. The conclusion is the data are in the normal distribution. It is calculated based on the gain of the experimental and control class. (See appendix 19)

4. Result of Homogeneity Test

After the researcher got the conclusion of normality test, the researcher did the homogeneity test to know whether the data was homogenous or not. The researcher used Levene Test using SPSS (*Statistical Program for Social Science*). The hypotheses for the homogeneity test are formulated as follows :

H_0 = The variances of the data are homogenous

H_a = The variances of the data are not homogenous

While the criteria for the homogeneity test are as follows :

H_o = is accepted if $\text{Sig. } (p_{\text{value}}) > \alpha \approx 0.05$

H_a = is accepted if $\text{Sig. } (p_{\text{value}}) < \alpha \approx 0.05$

Table 6
The Homogeneity Test of Experimental and Control Class

Test of Homogeneity of Variances

gain_score

Statistic			
.233	1	52	.631

Based on the Table, it can be seen that $\text{Sig. } (P_{\text{value}}) = 0.631 > \alpha = 0.05$.

It mean that H_o was accepted because $\text{Sig. } (P_{\text{value}}) > \alpha = 0.05$. The variance of the data was homogenous. (See appendix 20)

5. Result of Hypothetical Test

After the researcher knew the data were normal and homogenous, the data analyzed by using independent sample t-test in order to know the significance of the treatment effect. The hypotheses as follows:

H_a : There is a significant influence of using Highlighted Journal Strategy toward students writing in Descriptive Text at the first semester at the tenth grade of SMA Muhammadiyah 2 Bandar Lampung in the academic year 2018/2019.

H_o : There is no significant influence of using Highlighted Journal Strategy toward students writing in Descriptive Text at the first

semester at the tenth grade of SMA Muhammadiyah 2 Bandar Lampung in the academic year 2018/2019.

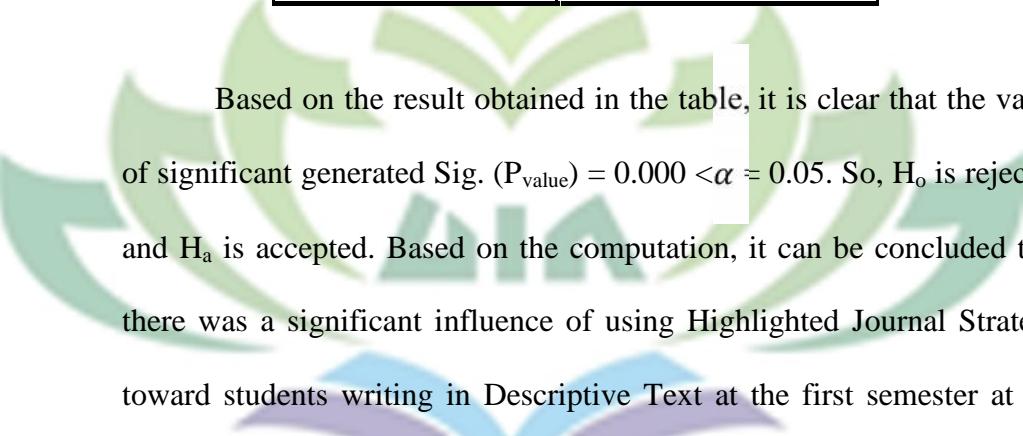
While the criteria for acceptance or rejection of the hypothesis are :

$$H_o = \text{is accepted if } \text{Sig. (p}_{\text{value}}\text{)} > \alpha \approx 0.05$$

$$H_a = \text{is accepted if } \text{Sig. (p}_{\text{value}}\text{)} < \alpha \approx 0.05$$

Table 7
The Result of Hypothetical Test

Df	Sig. (2-tailed)
52	.000
51.802	.000



Based on the result obtained in the table, it is clear that the value of significant generated $\text{Sig. (P}_{\text{value}}\text{)} = 0.000 < \alpha \approx 0.05$. So, H_o is rejected and H_a is accepted. Based on the computation, it can be concluded that there was a significant influence of using Highlighted Journal Strategy toward students writing in Descriptive Text at the first semester at the tenth grade of SMA Muhammadiyah 2 Bandar Lampung in the academic year 2018/2019. (See appendix 21)

D. Discussion

Based on the research that had been conducted, there was a significant influence of influence of using Highlighted Journal Strategy toward students writing in Descriptive Text at the first semester at the tenth grade of SMA Muhammadiyah 2 Bandar Lampung. Highlighted Journal Strategy makes the students develop their ideas especially in making descriptive text. Based on the result of research, the researcher did the pre-test to know the

students' ability before the treatment. The result showed that the mean score of pre-test between experimental class and control class were slightly different. The mean score of pre-test in experimental class was 70.11. While the mean score of pre-test in control class was 65.85.

In this research, highlighted journal strategy was effective to improve and increase students' writing descriptive text. It was supported by Clark, Highlighted Journal is strategy that assists student in making connections with their learning.¹ It means that, by using this strategy help students to find the main idea and supporting details to make students good writing in their ideas.

Thus, the researcher interested to conducting research about highlighted journal strategy for teaching descriptive text.

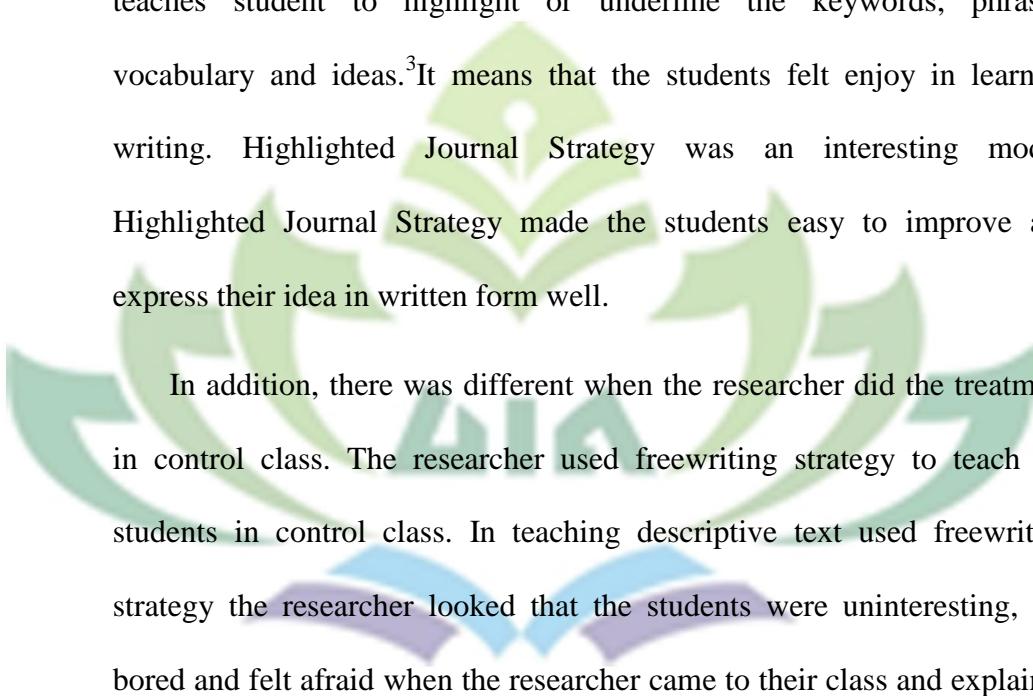
According to Raimes, Writing is a skill in which we express ideas, feelings and thought that are arranged in words, sentences and paragraph by using eyes, brain and hand.² It means that in the learning process of writing the students must have an ability to express their ideas and thoughts in written form clearly can make the reader get concluding of written text. Highlighted Journal Strategy made the students improve and expressing their ideas easier.

Based on the explanation above, it can be conclude that the students have ability to elaborate their ideas in written form but in writing process

¹ Sarah Kartchner Clark, *Writing Strategies for Sciences*, (Huntington Beach: Shell Education, 2007), p.103

² Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University, 1983), p. 3

the students need a strategy to help them in processing of make their writing well. When the researcher did the treatment in experimental class, in the experimental class the researcher used highlighted journal strategy to teach the students. The researcher found that the students looked enthusiasm in learning process because the students concentrate and unconfident to arrange the sentences. According to Jones R, this strategy teaches student to highlight or underline the keywords, phrases, vocabulary and ideas.³ It means that the students felt enjoy in learning writing. Highlighted Journal Strategy was an interesting model. Highlighted Journal Strategy made the students easy to improve and express their idea in written form well.



In addition, there was different when the researcher did the treatment in control class. The researcher used freewriting strategy to teach the students in control class. In teaching descriptive text used freewriting strategy the researcher looked that the students were uninteresting, felt bored and felt afraid when the researcher came to their class and explained about the writing descriptive text using freewriting technique. The researcher explained to the students about freewriting strategy and the students looked confuse and felt bored. They did not pay attention to the researcher. The condition of class was very noisy. Then, the researcher asked the students to make a descriptive text using freewriting strategy. The students said that they could not arrange the sentences to make a

³Jones R, Selective Underlining Retrieved,
<http://www.readingquest.org/strat/underline.html>, on August 1st 2018.

descriptive text. They were confused what they want to write because the students have lack of vocabulary. Many of them were difficult in making a text. When the researcher asked the students to collect their written, then they were said that they were not finished it. The condition was happened because the strategy that used by the teacher was not made the students interesting, enjoyable and improve in learning process especially in writing.

In this research, it can be seen that the result of students' post-test is higher than pre-test. Besides that, Highlighted Journal Strategy can improve each aspects of writing including content, organization, vocabulary, language and mechanics. The result of pre-test and post-test also showed that the students who taught by using Highlighted Journal Strategy got better than the students who taught by using Freewriting Strategy. The score show that the mean of post-test in experimental class was 82.70 and the mean of post-test in control class was 76.48.

Based on the analysis of the data and the testing hypothesis, the result of the calculation is found that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means that the treatments had influence of using Highlighted Journal Strategy got better than the students without using Highlighted Journal Stragey in teaching and learning writing descriptive text could help the students improved their writing to explore their ideas, to write paragraph using correct grammar, to use vocabularies, to write paragraph coherently and cohesively, and to use punctuation in

writing sentences. In using Highlighted Journal Strategy made the students more active and enthusiasm in learning writing especially writing descriptive text. The students freely shared their ideas.



CHAPTER V **CONCLUSION AND SUGGESTION**

A. Conclusion

In the previous chapter the researcher analyzed the data statistically. Based on the statistical analysis, the researcher concluded that there is a significant influence of using Highlighted Journal Strategy towards students' writing ability in descriptive text at the first semester of the tenth grade of SMA Muhammadiyah 2 Bandar Lampung in the academic year 2018/2019.

There is a significant influence of using highlighted journal strategy towards students' writing ability in descriptive text. It can be proved of the data result calculation in the previous chapter where null hypothesis (H_0) is rejected, and alternative hypothesis (H_a) is accepted, it means that the researcher's assumption is true that is to say, highlighted journal strategy can give a significant influence towards students' writing ability in descriptive text.

B. Suggestion

In reference to the conclusion above, the writer proposes some suggestion as follows:

1. Suggestion to the Teacher

- a. In this research, the researcher suggests that the English teacher apply highlighted journal strategy to teach students especially descriptive text because it can help students easier in making write form.

- b. The result of the research is the teacher will get valuable information about an alternative strategy to be used to improve students' writing ability, especially with the use of highlighted journal strategy.
- c. The teacher should use the time effectively and efficiently so the teacher can help the students increase their ability by giving more explanation.

2. Suggestion to the Students

- a. The students should improve their knowledge especially make descriptive text.
- b. The students will know their strengths and weaknesses in writing, and will encourage them to improve their writing ability.

3. Suggestion to the school

- a. The school should provide facility, tools and material to support the students to teach English, thus the students can develop their mastery in English.
- b. The school provided a program use english speak to the students and teacher when they teach English.

4. Suggestion to the other researcher

- a. The other researcher can use this strategy more creative and effective to the students.
- b. The other researcher can give explanation to the students more clearly by face to face.

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