

**THE EFFECTIVENESS OF CONCEPT SENTENCE TECHNIQUE BY  
USING SHORT AUDIO VISUAL VIDEO LARVA TO IMPROVE  
STUDENTS' WRITING SKILL**

**SKRIPSI**

*Submitted in partial Fulfillment of The Requirements  
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## **ABSTRACT**

**Deli Juliani, 1302050074. "The Effectiveness Of Concept Sentence Technique By Using Short Audio Visual Video LARVA To Improve Students' Writing Skill". Skripsi. English Education Program of Faculty Teachers' Training and Education. UMSU. Medan. 2017.**

This study deal with the effectiveness of Concept Sentence on students' writing skill at SMP Swasta Muhammadiyah 06 Medan. This research was conducted by using qualitative method. In the case, the researcher took 39 students of SMP Swasta Muhammadiyah 06 Medan as the sample. The instrument of this research was made the text paragraph based on video about Narrative Text. The test was take from handbook Erlangga grade VIII junior high school that was given as pre test and post test. And the research used observation sheet of teacher performance (LPKG) and questionnaire sheet of student response that contained of some question. The result showed that the mean of pre test was 57,5 and the mean score in post test was 76,8 achievement of student effectiveness activity, teacher performance and students' response was on good category. It means that there was an effectiveness of Concept Sentence Technique in Students' Writing skill.

Keywords: Effectiveness, Cocept Sentence, Video and Writing.

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Research

In the real life, we always found that most of students didn't like to learn English. They didn't have spirit to follow English subject. Based on researcher's observation at SMP Swasta Muhammadiyah 06 Belawan, It's found that the students feel bored and confused when the teacher asked them to write something in to a paragraph. Beside of that the teacher didn't use a good technique to make the students be active in classroom. It is probably because they do not find the best way to learn English especially in writing.

Writing is one of productive skill. In English subject, writing may be considered as the most difficult and complicated skill among the four language skill. According to Donnel and Palva (1986) stated that writing is a process that may require many revisions before a satisfactory piece of writing has been produced. It needs specialized skill that include the ability to express the resaecher's opinion or thoughts clearly and efficiently". So it's time for teacher to find out the best technique in teaching English especially in teaching writing. According to Brown (1994) as cited Suryana (2012:1) stated that,: "Technique is any of wide variety of exercises, activity, or devices used in the language classroom realizing lesson objectives". So in this study, the researcher try to apply one of technique that is concept sentence technique. Concept sentence may be able to help students in writing a text. Uno and Mohammad (2012:95) stated that

concept sentence is a technique of learning that gives students some cards that have some keywords of the material. After getting the keyword cards, students will make some sentence or a paragraph. With this technique the researcher use a video to connected the technique and material in writing.

Using video in teaching was very helpful for the second grade students at SMP Muhammadiyah 06 Belawan academic year 2016/2017, Jln.Medan Belawan KM. 22,5 20415 Medan Belawan, Sumatera Utara Province, Indonesia. Video is a material that used in writing. Video is widely available as a resource of language teaching. According to Fisher and Frey (2011) videos are use to transport students to locations across the world and to demonstrate concepts that cannot otherwise practically illustrated in the classroom, and they are thought to provide more motivation and interest to student in learning language.

The use of video in English classes as grown rapidly as a result of the increasing emphasis on communicative techniques. Being a rich and valuable resource, video is well like by both students and teachers. Students like it because video presentation is interesting, challenging and stimulating to watch. Video shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situation. Another important factor for teacher that makes it more interesting enjoyable is that it helps to promote comprehension. We know that deficiencies in vocabulary can make even a simple task very difficult for students. Video makes meaning clearer by illustrating relationship in a way that is not possible with words, which proves a well-know saying that a picture is worth thousand words.

In the case, the students like learning language through the use of video, which is often using to mean quite different things in language teaching. For some, it means no more than replaying television programs on a video recorder for viewing in class or private study. For other implies the use of short audio visual especially video in class as the materials to learning process and to improve students' writing skill.

It is well-know fact that audio-visual materials are a great help in stimulating and facilitating the learning of foreign language. According to Gomati, S (2014) many media and many styles of visual presentation are useful to the language learner. That is to say, all audio-visual material has positive contributions to language learning as long as they are used at the right time, in the right place. In language learning and teaching process, learner uses his eyes as well as his ears but his eyes are basic in learning. Clearly contributes to the understanding of another culture by providing various contacts with speaker of the language, through both audio and visual means.

So from the description previously, the researcher decided the topic base on the following reason: They were easy to get bored in learning writing. They didn't have good technique to learn writing well and also can't arrange and develop the paragraph. They are lack of self-confidence. Writing is one of English skill, that is not easy to be master by the student. By using concept sentence technique can be appropriate in teaching writing. So the researcher was interested to write the topic " The Effectiveness Of Concept Sentence Technique By Using Short Audio Visual Video *LARVA* To Improve Students' Writing Skill"

## **B. Identification of the Problems**

Based on description of the background, it was identified as follow:

1. The students have low achievement in writing a paragraph
2. The students have no motivation in learning writing
3. The students feel bored and confused when the teacher asked them to write in to paragraph.

## **C. The Scope and Limitation**

The scope of this study focus on writing. The study will be limit on the effectiveness of concept sentence technique by using short audio visual video *LARVA* to improve students' writing skill.

## **D. Formulation of the Problems**

The problems in this research were stated as follow:

1. Is there concept sentence technique effective in students' writing improvement ?
2. How is there students' result of writing skill by using short audio visual in video *LARVA* ?

## **E. The Objective of the Research**

The objective of this research were stated as follow:

1. To found out the effectiveness of concept sentence technique in students' writing

2. To found out students' result in writing skill by using short audio visual in video *LARVA*.

#### **F. The Significance of The Research**

This research will have some benefit either theoretically or practically:

1. Theoretically

To Provide the English teachers a scientific research on the effectiveness of concept sentence technique in teaching writing for the second grade junior high school.

2. Practically

- a. Help the students in teaching writing is easier by using a good technique and the material also.
- b. Motivate the English teachers to apply a practically by using concept sentence technique and use a material to study which is to make the students' be enthusiasm.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

In conducting a research, theories were needed to explain some concepts applied concerning to the research.

##### **1. The Effectiveness**

Effectiveness is not defined but refers to the improvement in managing project with the goal to improve delivery on the time and budget. Hyväri (2006) in turn, describe PM effectiveness related to organizational design and characteristics of effective project managers. Effectiveness is applied though out the article, while the concept of efficiency is absent. Effective project execution also discussed in Lampel's work. Both author may have deliberates chosen to only apply effectiveness, but it is not discussed in their article. With the concepts in mind or it is of interest to further discuss and explore the two concept with in project manager or PM. Only the world effectiveness is used when describing the respondent's answers.

##### **2. Student's Achievement**

According to Johnson, K (2001:282) the students' achievement is concern with how a students has formed in the relation to a particular course of program". The usually come at the end the program, and deliberate based on the contents

covered in it. Achievement test is useful to the teacher as well as the students. They indicated how well teaching will be success and improvement need to be made. Manalu and Nunan (2002:72) state that “achievement is accomplish something, reach the standard of excellent and expend effort and excel”. So it can be conclude that achievement in gaining something successfully through hard work and skill.

### **3. Approach, Strategy, Method and Technique**

#### **3.1 Approach**

According to Richards and Rogers (2001) an approach is a set of correlative assumption dealing with the nature of language and the nature of language learning and teaching. An approach describe how people. acquire their knowledge of language and makes statements about the conditional which will promote successful in language learning. In the literature of English language teaching. The term “method and approach” are often used in the nature of language learning. Basically, both of those term do not have the same meaning.

An approach is axiomatic and describe the nature of the subject matter or to be taught. By using an approach, it will make teaching process become more effective because an approach is very important in meaning students in the classroom.

### 3.2 Strategy

According to Brown (2005:83) strategy is a particular method of approaching a problem or task, a mode of operation for achieving a particular end, a planned design for controlling and manipulating certain information. It is a learning activity that must be done so that the teacher and the student learning objective can be achieved effectively and efficiently. Dick and Carey (2010:132) state that, strategy is a set of learning materials and procedures that are used together to induce learning outcomes on the learner or students. The strategy suggests a plan of cooperation achieving something, while the method is a way in achieving something.

### 3.3 Method

According to Harmer (2003:78) a method is the practical realization of an approach. The origination of a method has arrived at decision about type of activities, role of teacher and learners. The kinds of material which will be helpful and some mode of syllabus organization. Methods are also usually based on a set of beliefs about the nature of language and learning. Methods contrast with approaches, which are more general, philosophical orientations such as communicative language teaching that can encompass a range of different procedures.

### 3.4 Technique

According to Harmer (2003:79) a common technique when using video material is called "silent viewing". This is where the teacher plays the video with

no sound. Silent viewing is a single activity rather than a sequence, and such as is a technique rather than a whole produce. Furthermore, when the teacher in a classroom, she must be able to create a strategy how to manage the class. It involves the design of syllabus of the course, which in turn consist of learning objectives and technique for activating those adjective.

#### **4. The Application of Cooperative Learning Approach**

##### 4.1 Concept of Cooperative Learning Approach

Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic task in small group to help themselves and their teammates learn together. According to Nebesniak (2007:7) cooperative learning also aid students in developing social skill. Teaching appropriate social behavior to students to increasingly important due to the growing needs of children today. Cooperative situation help students learn these skill by working together”.

##### 4.2 Concept Sentence as One of Cooperative Learning Approach

Concept sentence is one of many technique of leaning. Concept sentence was developed from cooperative learning method. Concept sentence may be able to help student in writing a text. Uno and Mohamad (2012:95) state that concept sentence is a technique of learning that gives student some cards that has some cards that have some keywords of the material. After getting the keyword card student will make some sentences and make it be a paragraph.

Here some procedure of concept sentence technique according to Uno and Mohamad (2012:95):

1. Teacher shows or tells the learning objectives.
2. Teacher presents the material.
3. Students are divided into some group.
4. Teacher gives some card that have some keywords of the material.
5. Every group makes some sentence using minimal four the keyword of the material and make it be paragraph.
6. Result of group discussion will be discuss again under guide of teacher.
7. Teacher and students make the conclusions.

## **5. Media**

### 5.1 Definition of Media

Media is the plural form of medium. According to Murcia, "Media are tools or physical things used by the teacher to motivate the students by bringing a slice of real life into the classroom and presenting language in its more complete communication complex. It can also be said that media is important in teaching and learning English because media help teacher to deliver the material more easily because media is good way to engage the students in learning English.

### 5.2 Classification of Media

According to arsyad, media can be classified in to three categories. They are:

## 1. Visual Media

They are media that can be seen. Asryad state that “Visual media would captivities sense eyes mostly. It can be formed of picture photograph, moving picture or animation, flashcard and many more.

## 2. Audio Media

They are media that can be listened to. It means that audio media has sound which is listened by us. The contents of audiotape can be stimulate thought feeling and idea of students that happen on teaching and learning process.

## 3. Audio Visual Media

They are media that have both sound and picture, video is an example from audio visual media in teaching and it is has a sound because it is produced to get appear the reality picture in the original form it describe theory and animated.

## 6. Audio Visual Media

### 6.1 Description of audio Visual Media

The term Audio visual may refer to work with both sound and visual component, the production or use of such works, or the equipment involved in presenting such works.

Audio Visual has the characteristic likes:

Media	Hardware	Software
1. Televison	TV Machine	TV Program

2. Radio	Video Machine	Movie and Program
	Vision/Video	
3. Movie	Film Projector	Movie which is
4. Sound Slides	Slide Projector	Cassette slide

## 6.2 Types of Audiovisual

Movie and Television are examples of audiovisual presentations. Audiovisual is the modern instructional media as the development of science and technology involved the media that can be seen, heard, and can be seen and heard. So, it means that Audiovisual is the media that can be seen and heard all at once to clarify the picture that can be seen. Example, slide audio or television.

### 1. Film or Video

They are kind of audiovisual. If it is compared with the other media, it has the excess such as:

- a. The message receiver will get clearer response and easy to forget it because between see and hear can combine become one.
- b. It could enjoy the event in long duration at the certain process or event.
- c. It could overcome the limitedness of space and time.
- d. It could develop attitude, behavior and aroused emotional and also expand a problem.

Film or live image are picture in frame project through the lens projector mechanically, so that the screen looks a picture of a live. The film move quickly and alternately so as to provide a continues visual. As with the film, video can

describe an object that move together with natural sound. The ability of film or video depicting vivid image and sound give a special attraction. Both type of media are generally used for entertainment , documentation, and education purpose. They can present information by explaining process, concept are complicated, teaching skill for shorted or expand time.

There are some advantage of Film or Video:

1. Film and video can supplement the basis experience of students as they read, discuss and practice. Film or Video are a substitute for the natural surroundings and even can show object that normally can not be seen, such as the working of the heart when it beats.
2. Film and video can accurately describe a process that can watched over if it necessary. For example, the steps and right way to perfume ablutions.
3. In addition to encouraging and improving motivation, film and video embed attitudes and other effective aspects.
4. Film and video contain positive values that can invite thought and discussion with the group of students. In fact, the film and video, such as slogans are often heard, can bring the world into the classroom.
5. Film and video can present a dangerous incident when viewed directly like volcanic lava mountain or wild animal behavior.
6. Film and Video can be show to large groups or small groups, heterogeneous groups, or individuals.
7. With the ability and the shooting technique, frame by frame, a film in normal speed take one week can be displayed in one or two minutes, and

There are some limitation of using Film or Video:

1. Procurement video fill and generally require expensive and lot a time.
2. At the time the film was shown, motion picture continuously so that not all students are able to follow the information to be conveyed through the film.
3. Film and video are available do not always correspond with the needs and desired learning objectives, except the film and video was designed and manufactured specifically for the needs of itself.

## 2. Television (TV)

The specific of TV as the educational media and the implication to be educational such as:

- a. The fact that is presented is concrete and directly.
- b. By the sense of sight and sense of hear, television can make a contact to the event as the real and directly.
- c. It give challenge to know something more.
- d. The uniformity of communication

## 7. Description of Larva Cartoon Video

Larva Also Known As Larvae is a computer-animated comedy television series made by Tuba Entertainment in Seoul, South Korea. This cartoon shows two larvae as its main characters. *Larva* is also part of Disney Channel Asia and based on the original show broadcast on Disney Channel Middle East.

1. Yellow – is a dimwitted and happy-go-lucky yellow colored larva with an antenna. Yellow is always abused by Red, but that never endangers their friendship. Although usually he obeys Red, he loses his mind in front of food.

2. Red – a mostly hot-tempered and greedy red colored larva. His specialty is shouting and kicking like Bruce Lee. He is always showing off and abusing Yellow, but he often ends up hurting himself instead.

## **8. Description of Writing**

Oshima and Hogue (2007:3) state that academic writing is a kind of writing that use in high school and collage. Writing is one of skill that we can express our ideas in it. Because writing is a tool to communicate information, we should write carefully. So that, the message can be understood well by the teacher.

### 8.1 Criteria of Good Writing

Oshima and Hogue (1991:18) state that a good writing has important element. They are as follows:

#### a. Unity

An important element of a good writing is unity. It is discusses only one main idea in one paragraph. The position of main idea be at beginning, in the middle or the end of the paragraph.

#### b. Coherence

According to Oshima and Hogue (1991:18) another element of good writing is coherence. The latin verb cohere means hold together. It means that the

paragraph is easy to read and understand because supporting sentence are in some kind of logical order are connected by use of appropriate transition signals.

## 8.2 Kind of Writing

There are three kinds of writing, they are writing a sentence, writing a paragraph and writing an essay.

### a. Writing a Sentence

As we know, a sentence can be called sentence if it has subject and verb and it also has a meaning. Sentence is generally defined as a group of word that the begin with the capital letter and end by full stop, exclamatory mark, understandable, have a meaning an real.

### b. Writing a Paragraph

Oshima and Hogue (2007:38) state that a paragraph is a group of related statements that a writer develops about a subject. There are three parts of paragraph.

#### 1. Topic Sentence

Topic sentence states the main idea of the paragraph. It is not only the topic sentence of the paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph.

#### 2. Supporting Sentence

Supporting sentence develop the topic sentence. That is, they explain the topic sentence by giving reasons, examples, fact, statistics and quotations.

### 3. Concluding Sentence

Concluding Sentence signals the end of the paragraph and leaves the reader with the important points to remember.

### 8.3 Writing an Essay

According to Oshima and Hogue (2007:148) an essay has three main parts. They are an introductory paragraph, a body paragraph and a concluding paragraph.

## 9. Text Paragraph

**There are some kind of text paragraph:**

### 9.1 Argument

**Definition** an argument is a reasoned, logical way of demonstrating the writer's position, belief, or conclusion. The researcher makes a claim and then defends that claim with information from credible sources. Students must clarify relationships between the claim and the evidence and address counter claims. Argument takes the form of opinion in the elementary grades and evolves into argument in the middle and high school grades.

### 9.2 Informational/Explanatory

**Definition** informational/ explanatory writing conveys information accurately. The researcher purpose is to increase the reader's knowledge, to help the reader better understand a procedure or process, or to increase the reader's comprehension of a concept. Information writing begins with the assumption of

truthfulness and answers questions of why or how. The researcher draw information from what they already know and from primary and secondary sources. They must select and incorporate relevant examples, facts, and details.

### 9.3 Narrative

**Definition** narrative writing conveys an experience, either real or imaginary and uses time as its deep structure. Narrative writing can be informative, persuasive, or entertaining

## 10. Narrative Text

Purpose of the basic of narrative is to entertain, to gain and hold a readers' interest. However narratives can also be written to teach or inform, to change attitudes / social opinions e.g. television dramas that are used to raise topical issues. Narratives sequence people/characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved. The common structure or basic plan of narrative text is known as the "story grammar". Although there are numerous variations of the story grammar, the typical elements are:

- a. Setting — when and where the story occurs.
- b. Characters — the most important people or characters in the story.
- c. Initiating event — an action or occurrence that establishes a problem and/or goal.
- d. Conflict/goal — the focal point around which the whole story is organized.

- e. Events — one or more attempts by the main character(s) to achieve the goal or solve the problem.
- f. Resolution — the outcome of the attempts to achieve the goal

The graphic representation of these story grammar elements is called a story map. The exact form and complexity of a map depends, of course, upon the unique structure of each narrative and the personal preference of the teacher constructing the map.

Types of Narrative There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.

The Features of Narrative Text:

- a. Characters with defined personalities/identities.
- b. Dialogue often included - tense may change to the present or the future.
- c. Descriptive language to create images in the reader's mind and enhance the story.

The Structure of Narrative Text:

In a Traditional Narrative the focus of the text is on a series of actions:

1. Orientation

(Introduction) in which the characters, setting, and time of the story are established. Usually answers who? When? Where? E.g. Mr. Wolf went out hunting in the forest one dark gloomy night.

2. Complication or problem

The complication usually involves the main character(s) (often mirroring the complications in real life).

### 3. Resolution

There needs to be a resolution of the complication. The complication may be resolved for better or worse/happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.

## **B. Conceptual Framework**

The type of this research is descriptive qualitative because this research is aim to analyze the effectiveness of concept sentence technique to improve students' writing skill. Student must be more active in learning process and in group discussion to improve their skill.

Firstly, the researcher shows or tells the learning objectives, and the students will be given the material about writing text paragraph for their attention so that the teaching program is running well. And then the researcher divided the students into group heterogenic. The teacher give some card that have some keyword of the material. The material will be use a video *LARVA*, which is the video larva an audio visual mode. There's no special word that said by the video, it's only little bit audio of their emotional. After they had seen the video, the researcher asked them to make some sentence by using the keyword that connected of the video and the sentences will be paragraph. The researcher give

explanation to each group discussion about time limit, and the end of the material will be discuss and make the conclusion.

After the discussion, the researcher and the students discussed about their task.

The researcher will be review their task with the other students. And the last the researcher give the conclusion of the material.

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Location and Time**

This research was conducted on the on the research in academic year 2017 for 1 month in SMP Swasta Muhammadiyah 06 Medan, Jln.Medan Belawan KM. 22,5 which located on Medan Belawan.

#### **B. Population And Sample**

##### **1. Population**

The subject of the research was the students who get low achievement in writing a paragraph, they were grade VIII students of SMP Muhammadiyah 06 Medan. They are consist of 39 students.

##### **2. Sample**

This research used total sampling. The sample of this research was all the students of VIII grade in SMP Muhammadiyah 06 Medan that consisted of 39 students.

#### **C. Research Design**

The type of this research was qualitative because the aim of this research was analysis the effectiveness of concept sentences technique by using audio visual video on the students writing skill.

#### **D. Instrument of Research**

The instrument for collecting data on this research:

- a. The test was writing text paragraph. Students asked to made some paragraph based on video as the media in writing paragraph.
- b. The observation sheets focus on students writing skill.
- c. LPKG (Assessment sheet of teacher of teacher performance) that will be fulfill by other friend or subject teacher.
- d. Some pieces of paper that use for student to write paragraph.

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

After collecting the data from the test, the data will be analyzed by the following procedure:

1. Give the scores based on the criteria of measurement which involved five indicator of writing skill. According to Heaton (2001) in scoring students' writing skill, there have some components to evaluate writing skill.

**Table 3.1**

#### **The five components to evaluate writing skill**

Aspect	Description	Score
<i>Content</i>	Thesis statement, ideas related to, the development of ideas through experience, illustrations, facts, opinions; use description, cause and effect, comparison and consistency	30

	of focus	
<i>Organization</i>	The effectiveness of the introduction, the sequence of ideas logical and chronological, suitability and conclusions.	20
<i>Language Use</i>	How words are arranged into sentences	25
<i>Vocabulary</i>	Selection of the right words to develop and demonstrate the idea	20
<i>Mechanics</i>	Spelling, punctuation, reference citations if any, or the appearance of neatness and appearance	5
Total Score		100

*Source : Heaton (2001)*

### ***Content***

30-27 *excellent to very good*: knowledgeable, substantive

26-22 *good to average*: some knowledge of subject, adequate range

21-17 *fair to poor*: limited knowledge of subject, little substance

16-13 *very poor*: does not show knowledge of subject, non-substantive

### ***Organization***

20-18 *excellent to very good*: fluent expression, ideas clearly stated

17-14 *good to average*: somewhat choppy, loosely organized but main ideas stand out

13-10 *fair to poor*: non-fluent, ideas confused or disconnected

9-7 *very poor*: does not communicate, no organization

### ***Vocabulary***

20-18 *excellent to very good*: sophisticated range, effective word/idiom choice and usage

17-14 *good to average*: adequate range, occasional errors of words/idiom form, choice, usage but meaning not obscured

13-10 *fair to poor*: limited range, frequent errors of word/idiom form, choice, and usage

9-7 *very poor*: essentially translation, little knowledge of English Vocabulary

### ***Language Use***

25-22 *excellent to very good*: effective complex constructions

21-19 *good to average*: effective but simple constructions

17-11 *fair to poor*: major problems in simple/complex constructions

10-5 *very poor*: virtually no mastery of sentence construction rules

### ***Mechanics***

5 *excellent to very good*: demonstrates mastery of conventions

4 *good to average*: occasional errors of spelling, punctuation

3 *fair to poor*: frequent errors of spelling, punctuation, capitalization

2 *very poor*: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization

## 2. Achievement of Student Effectiveness Activity

Analysis and student activity by using concept sentence technique was know the effectiveness of strategy to students skill in writing during the learning process. The effectiveness of student activity would be determined by their writing skill.

**Table 3.2**

**Observation sheet of student Effectiveness Activity**

No	Research Aspect	Category			
1	Giving attention	1	2	3	4
2	Reading or Writing	1	2	3	4
3	Doing or solving problem	1	2	3	4
4	Discussion, asking student or teacher	1	2	3	4
5	Communicative the result of group work	1	2	3	4
6	Behavior that not relevant with KBM	1	2	3	4

Student activity could be call as effective if the fourth of sixth indicators fulfill in the criteria of student activity with the provision the 3 and 4 indicator was fulfill.

To analyze student activity by using observation sheet with standard score

1 = Never

2 = Sometimes

3 = Often

4 = Always

With the average category as

1.0 – 1.5 = less

1.6 – 2.5 = Active Enough

2.6 – 3.5 = Active

3.6 – 4.0 = Very Active

### 3. Achievement of Teacher Performance

The teacher effectiveness achieve ability, the researcher was used LPKG (assessment sheet of teacher performance) that as filled up by friend or other teacher, depend of teacher on research performance in speaking process. Teacher ability in teaching leaning could be called as effective learning if the score of every rated aspect are on the good category or very good.

**Table 3.3**

**Observation Sheet of Teacher Performance**

No	Scoring Aspects	Score			
		1	2	3	4
1	Teacher ability in opening the lesson and convey the result of the study				
2	Teacher ability to convey the lesson clearly				
3	Teacher ability to organize student, so the student can be active in learning process				
4	Teacher ability to lead and motivate student in improving and showing the learning result				

5 Teacher ability to analyzing and evaluating the learning process.

6 Teacher ability to close the learning process and giving conclusion

To determine teacher effectiveness achieve in learning process, score of each indicator was summed and then search average ended. The criteria score of each indicator.

- a. 4 = very good
- b. 3 = Good
- c. 2 = Good Enough
- d. 1 = Not good

Teacher ability on learning could be called as effective if score of each aspect was on good or very good category.

With average category as:

$3.5 \geq 4.00 = \text{Very Good}$

$2.5 \geq 3.4 = \text{Good}$

$1.5 \geq 2.4 = \text{Enough}$

$0.5 \geq 1.4 = \text{Less}$

$0 \geq 0.4 = \text{Very Less}$

#### 4. Students' Response

Questionnaire of student response table according to Sugiyono (2013: 142) will be use to collecting data by giving open or close question to respondents to be

answer. This questionnaire will be fulfill of some question of student felt in learning process. There are some choices base on student feeling, very happy, happy, less happy and not happy.

**Table 3.4**

**Observation Sheet of Students' Response**

No	Question	Options			
		A	B	C	D
1	How do you feel with the lesson subject				
2	How do you feel with the student work sheet				
3	How do you feel with the learning atmosphere in the class				
4	How do you feel with the way of teacher in teaching				
5	How do you opinion with the lesson subject				
6	How do you opinion with the student work sheet				
7	How do you opinion with the learning atmosphere in the class				
8	How do you opinion with the way of teacher in teaching				
9	Are you interesting in following the next lesson				
10	How do you opinion with the student work sheet				

Description:

A = Very Happy      C = Less

B = Happy            D = Not Happy

To see the level of student response, the criteria was:

1. Student would be got score 4 if choose A
2. Student would be got score 3 if choose B
3. Student would be got score 2 if choose C
4. Student would be got score 1 if choose D

Then from the data can be seen the student who giving positive responses and negative response. Student that say as giving positive response of learning was student who got average ended  $\geq 2,00$  or got score A, B, and C. Student who got average ended  $< 2,00$  or get score D say as giving negative response on learning.

The average category as

4.00            = Very Happy (A)

$3.00 \leq 3.99$    = Happy (B)

$2,00 \leq 2.99$    = Happy Enough ( C )

$1.00 \leq 1.99$    = Not Happy (D)

$0.00 \leq 0.99$    = Really Not Happy (E)

**CHAPTER IV**  
**THE DATA AND DATA ANALYSIS**

**A. Data Collection**

This research was conducted at SMP Swasta Muhammadiyah 06 Medan. The subject in this research was the student in VII grade that consist of 39 students.

**a. Student Writing Achievement**

To know the student first skill, the research was given pre test to the sample of in this research. In following table show the score of testing pre-test for the sample of research in made the text paragraph based on the situation on video that has been seen by orally in the class.

**Table 4.1**  
**Student Writing Achievement on Pre-Test**

No	Student's Group	Cont	Org	Langue	Vocab	Mech	Total Score	Desc
1	Group 1	22	14	19	13	3	71	Able
2	Group 2	15	7	6	7	3	38	Unable
3	Group 3	10	14	11	10	3	48	Unable
4	Group 4	17	14	19	14	3	67	Unable
5	Group 5	16	13	12	13	2	56	Unable
6	Group 6	15	10	12	13	4	54	Unable
7	Group 7	10	7	5	7	2	31	Unable
8	Group 8	25	17	19	16	4	81	Able
9	Group 9	21	12	15	14	4	66	Unable
10	Group 10	17	14	15	15	2	63	Unable
<b>Total</b>							<b>575</b>	
<b>Mean</b>							<b>57,5</b>	
<b>Lowest Score</b>							<b>31</b>	

<b>Highest Score</b>	<b>81</b>
<b>Group that Unable</b>	<b>8</b>
<b>Group that Able</b>	<b>2</b>

From the table of student's writing achievement on Pre Test , the low score was 31, and the high score was 81. Student's got score  $< 70$  (under the mastery criteria) as much as 8 student's group, student's group that have score about  $\geq 70$  (under the mastery criteria) was 2 student's group.

**b. Description of Students Writing Achievement after Giving Treatment**

Post test was given after doing action. The following table showed the score of students in made paragraph based on situation on the video.

**Table 4.2**  
**Student Writing Achievement on Post-Test**

<b>No</b>	<b>Student's Group</b>	<b>Cont</b>	<b>Org</b>	<b>Langue</b>	<b>Vocab</b>	<b>Mech</b>	<b>Total Score</b>	<b>Desc</b>
1	Group 1	26	15	19	14	4	78	Able
2	Group 2	21	14	16	12	4	67	Unable
3	Group 3	15	11	12	11	3	52	Unable
4	Group 4	28	18	23	16	5	90	Able
5	Group 5	22	18	20	17	5	82	Able
6	Group 6	25	17	14	15	4	75	Able
7	Group 7	21	16	14	17	4	72	Unable
8	Group 8	25	20	16	17	5	83	Able
9	Group 9	26	16	19	17	4	82	Able
10	Group 10	26	19	21	18	4	87	Able
<b>Total</b>							<b>768</b>	
<b>Mean</b>							<b>76,8</b>	
<b>Lowest Score</b>							<b>52</b>	
<b>Highest Score</b>							<b>90</b>	
<b>Group that Unable</b>							<b>3</b>	
<b>Group that Able</b>							<b>7</b>	

From the table, student's writing achievement after given treatment based on the result on the test with the research sample obtained the lowest was 52, and the highest score was 90. Student that got score  $< 70$  (under the mastery criteria) was 3 student's group, student's group that got score about  $\geq 70$  (under the mastery criteria) was 7 student's group. The result of total student's group who could make paragraph based on the video was good enough.

### c. Achievement of Student Activity

The research was observed to all students during teaching learning process. The result of observation table of student activity can be see in the table :

**Table 4.3**  
**Observation Sheet of Student Activity in Learning Effectiveness**

No	Student's Group	Meeting I		Meeting II	
		Total	Average	Total	Average
1	Group One	15	2,5	19	3,1
2	Group Two	13	2,1	18	3
3	Group Three	12	2	15	2,5
4	Group Four	17	2,8	19	3,1
5	Group Five	14	2,3	16	2,6
6	Group Six	16	2,6	18	3
7	Group Seven	10	1,6	12	2
8	Group Eight	19	3,1	20	3,3
9	Group Nine	18	3	19	3,1
10	Group Ten	19	3,1	22	3,6
<b>Total</b>		<b>153</b>		<b>178</b>	
<b>Mean</b>		<b>15,3</b>		<b>17,8</b>	

### d. Achievement of Teacher Effectiveness Activity

On the post-test, the research was observed by the subject teacher of second grade of SMP Swasta Muhammadiyah 06 Medan. The teacher observed the performance of researcher during teaching English in the class. The result of the observation was :

**Table 4.4**  
**Observation Sheet of Teacher Performance**

No	Observation Aspects	Score			
		1	2	3	4
1	Teacher's ability in opening the lesson and convey the result of the study.				√
2	Teacher's ability to convey the lesson clearly.				√
3	Teacher's ability to organize student, so the student can be active in learning process.				√
4	Teacher's ability to lead and motivate student in improving and showing the learning result.			√	
5	Teacher's ability to analyzing and evaluating the learning process.				√
6	Teacher's ability to close the learning process and giving conclusion.				√
<b>Total of Observation Score</b>		<b>23</b>			
<b>Mean</b>		<b>3,8</b>			

**e. Student Response**

The researcher did the observation after learning process. The observation result of students response on post test can be seen in the following table.

**Table 4.5**  
**Observation Result of Student's Responses on Post Test.**

No	Student's Initial Name	Meeting I		Value Score	Meeting II		Value Score
		Total	Average		Total	Average	
1	AZ	27	2.7	B	33	3.3	A
2	AH	26	2.6	B	34	3.4	B
3	AP	27	2.7	B	33	3.3	B
4	AZ	26	2.6	B	37	3.7	A
5	BA	25	2.5	B	36	3.6	A
6	CS	29	2.9	B	39	3.9	A
7	DI	29	2.9	B	37	3.7	A
8	DA	32	3.2	B	38	3.8	A
9	ES	28	2.8	B	36	3.6	A
10	FM	30	3.0	B	37	3.7	A
11	FS	31	3.1	B	35	3.5	A
12	FI	30	3.0	B	37	3.7	A
13	FR	26	2.6	B	34	3.4	A
14	IS	30	3.0	B	35	3.5	A
15	KH	27	2.7	B	36	3.6	A
16	LA	26	2.6	B	36	3.6	A
17	MR	29	2.9	B	37	3.7	A
18	MH	28	2.8	B	38	3.8	A
19	MA	32	3.2	B	39	3.9	A
20	MF	30	3.0	B	37	3.7	A
21	MI	29	2.9	B	38	3.8	A
22	NA	30	3.0	B	37	3.7	A
23	NH	32	3.2	B	38	3.8	A
24	NO	32	3.2	B	39	3.9	A
25	NP	30	3.0	B	40	4.0	A
26	PN	31	3.1	B	38	3.8	A
27	QH	28	2.8	B	38	3.8	A

28	RP	28	2.8	B	38	3.8	A
29	RA	32	3.2	B	38	3.8	A
30	RD	30	3.0	B	36	3.6	A
31	RF	33	3.3	B	39	3.9	A
32	RY	29	2.9	B	37	3.7	A
33	SH	32	3.2	B	38	3.8	A
34	SA	29	2.9	B	36	3.6	A
35	TA	33	3.3	B	40	4.0	A
36	TM	32	3.2	B	38	3.8	A
37	VM	32	3.2	B	36	3.6	A
38	WP	30	3.0	B	37	3.7	A
39	WA	32	3.2	B	37	3.7	A

## **B. Data Analysis**

### **1. Result of Student Writing Achievement**

Based on the description of learning English achievement result of pre test and post test on learning process.

**Table 4.6**  
**Pre-Test Post-Test Scoring Result in VIII grade of SMP Swasta**  
**Muhammadiyah 06 Medan.**

No	Student's Group	Score	
		Pre-Test	Pro-Test
1	Group One	71	78
2	Group Two	38	67
3	Group Three	48	52
4	Group Four	67	90
5	Group Five	56	82
6	Group Six	54	75
7	Group Seven	31	72
8	Group Eight	81	83
9	Group Nine	66	82
10	Group Ten	63	87
<b>Total</b>		<b>575</b>	<b>768</b>
<b>Mean</b>		<b>57,5</b>	<b>76,8</b>
<b>Lowest Score</b>		<b>31</b>	<b>52</b>
<b>Highest Score</b>		<b>81</b>	<b>90</b>
<b>Group that Unable</b>		<b>8</b>	<b>3</b>
<b>Group that Able</b>		<b>2</b>	<b>7</b>
<b>Percentage of mastery learning</b>		<b>45%</b>	<b>65%</b>

Based on the table showed the mean of Pre Test was 57,5 and the mean of Post Test was 76,8. The highest score in the Pre Test was 81 and the lowest was 31 while in the Post Test, the highest score was 90 and lowest was 52.

## 2. Observation Result of Student Effectiveness Activity

So, the student's activity was changed on first and second meeting.

The following table was the result of the student's activity in learning effectiveness for first and second meeting.

**Table 4.7**  
**Student Activity Observation Result on Learning Effectiveness**

No	Student's Aspect	Score	
		Meeting I	Meeting II
1	Giving attention/ listen to teacher explaining	2,6	2,8
2	Reading / writing	2,8	3,5
3	Doing or solving problem	2,4	2,6
4	Discussion / asking student or teacher	2,7	3,6
5	Communicating the result of group work	2,6	2,8
6	Behavior that not relevant with KBM	1,0	2,2
<b>Total</b>		<b>14,1</b>	<b>17,5</b>
<b>Mean</b>		<b>2,3</b>	<b>2,9</b>
<b>Category</b>		<b>Active Enough</b>	<b>Active</b>

Based on the data, the highest score of student activity was on the second indicator. It means that Concept Sentence was "Effective" evaluated from student activity.

### **3. Achievement of Teacher Effectiveness Activity**

On doing research, teacher or research had been observed by English teacher of VIII grade of SMP Swasta Muhammadiyah 06 Medan. It was Mrs.Aswina observed the performance of research er when teaching English writing. Table 4.8 shows the observation of teacher performance.

**Table 4.8**  
**Observation of Teacher Performance**

No	Student's Aspect	Score
		Meeting II
1	Giving attention/ listen to teacher explaining	4
2	Reading / writing	4
3	Doing or solving problem	4
4	Discussion / asking student or teacher	4
5	Communicating the result of group work	4
6	Behavior that not relevant with KBM	3
<b>Total</b>		<b>23</b>
<b>Mean</b>		<b>3,8</b>
<b>Category</b>		<b>Very Good</b>

Based on the data. The highest score of teacher activity was on 1, 2, 3, and 4 indicators. An the low score of teachers' activity was on the 6 indicator. It means that concept sentence technique was "Effective" evaluated from teacher activity.

#### 4. Result of student's Responses

Student's response observation result on learning effectiveness in the first and second meeting can be seen in the table 4.9.

**Table 4.9**  
**Student's Responses Observation Result on Learning Effectiveness**

No	Scoring Aspect	Score	
		Meeting I	Meeting II
1	How do you feel with the lesson subject	2.8	3.6
2	How do you feel with the student work sheet	2.9	3.4
3	How do you feel with the learning atmosphere in the class	2.9	3.8
4	How do you feel with the way of teacher in teaching	3.2	3.9
5	How is your opinion with the lesson	2.6	3.6

	subject		
6	How is your opinion with the student work sheet	2.7	3.6
7	How is your opinion with the learning atmosphere in the class	3.1	3.9
8	How is your opinion with the way of teacher in teaching	3	3.9
9	Are you interesting in following the next lesson	3.5	3.8
10	How is your opinion with the student work sheet	2.9	3.8
<b>Total</b>		<b>29.1</b>	<b>36.7</b>
<b>Mean</b>		<b>2.91</b>	<b>3.67</b>
<b>Category</b>		<b>Active Enough</b>	<b>Active</b>

Based on the data the highest score of student's response was on 1, 3, 4, 5, 6, 7, 8, and 9 indicators. It means that concept sentence was "effective" evaluated from the student's response.

### C. Findings

1. From the data students' writing achievement on pre-test got low score 31 and the highest score 81. But when the students' writing achievement on post test which is concept sentence technique was applied the students' group has low score became 52 and the highest score 90. The data showed concept sentence was effective.
2. Students result in writing skill by using short audio visual video *LARVA* showed from the data score in pre test and post test has improvement and the data students responses observation result in learning effectiveness. In the first meeting was observed the category was just bhappy in the second meeting was changed in to very happy.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the data analysis, there are some conclusions that can be described as follows:

1. The mean score of pre-test was 57,5 with 8 students group who got unable category and the the of students who only 2 student group. And the mean score of post-test was 76,8 with 7 students group who got able category and the rest of the students who unable only 3 student group. It means that there was Concept Sentence Technique is Effective in students' writing skill.
2. Students' result in writing skill by using short audio visual video larva from the data analysis students' responses in learning effectiveness showed the first meeting in the category happy and the second category was very happy.

#### B. Suggestion

In relation to the conclusion previously stated suggestion are staged as following:

1. To English Teacher

They should choose the right strategy with regard to the character of students and adjust to the topic of discussion. English teachers are advised to use the Concept Sentence Technique, because this technique is easier for the students to develop the word into sentences. They should try to make some variations in the teaching learning process which is to make students be able in writing and help to have some collection glossaries.

## 2. To The Students

They should study hard to improve their ability in writing. Practice to write something in the daily activity and it will build good habit in the real life

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