

CHAPTER II

REVIEW OF RELATED THEORIES

A. Writing

1. The Definition of Writing

Writing is one of language skill that as process to express ideas and thought which is gotten from a result of recording language and it is expressed in a written, as Broughton has cited that:

“The act of writing differs from that of talking in that it is less spontaneous and more permanent, and resources which are available for communications are fewer because we cannot- as we do in conversation- interact with the listener adapt as we go along”.⁵

Meanwhile, According to Rebecca Hughes said that: Writing is a visual/motoric process which, although it is produced through the dimension of time (as all human action are), has the inherent potential to persist through time, and for different section to be revisited in the same form, but in a different order, as when we go back and re-read part of a paragraph or sentence we don't understand”.⁶

From the statement above, the writer concludes that writing is a visible process of information that obtained from our

⁵ Geofressy Broughton, Christopher Brumfit, Eltc, *Teaching English as a Foreign Language*, (New York: Routledge:1980). P.116.

⁶ Rebecca Hughes, *English in Speech and Writing*, (UK: Taylor & Francis e-Library,2005). p.6.

experience. The writer can recall and record our knowledge through writing. As we know to write anything, certainly the writer has to get an idea beforehand and also in writing considers of element of language such as vocabulary, spelling, grammar, and punctuation in order to the sentences can be understood by the reader. Writing differs with speaking where speaking is not consider of grammar and structure in conveying of information or our thought.

2. The Processes of Writing

There are three steps of process writing according to Robert Scholeas, they are:

- a. *Prewriting*. The most productive way to begin your writing task is to collect your thoughts on paper without the pressure of structuring your expression into its final form. Prewriting is your chance practice what you have to say begin to worry about how your audience will judge the eventual form of your work. The writer must begin by choosing a subjects to write about. It means making alist to potential subjects. It purpose to narrow the focus, to discover the limits that will allow working productively.
- b. *Drafting*. Drafting is the point at which you begin to put your ideas in some kind of order and to envision a potential shape for the work you will produce: a beginning, a middle, and an end. Before begin drafting, some writers make an aoutline to remind themselves of how they wish to order they ideas.

- c. *Revising*. The writer should revise after drafting. Because to revise their writing is important if they want to be a professional writer. “it is an advantage writers can all have if they revise and rewrite before they present their work to reader. The professional writer’s secret is revision and revision and revision”.⁷

3. Writing a Paragraph

A Paragraph is a group of sentences about a single topic. Together, the sentence of the paragraph explain the writer’s main idea (most important idea) about the topic. In academic writing, a paragraph is often between five and ten sentence long, but it can be longer or shorter, depending on the topic. The first sentence of paragraph is usually indented (move in) a few spaces.⁸

A paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant. However, the paragraph should be long enough to develop the main clearly. A paragraph may also be one part of a longer piece of writing such as a chapter of a book or an essay. You will first learn how to combine and expand paragraphs to build essays.

⁷Robert and Nancy Comley Scholes. *The Practice of Writing*. (New YORK: ST. Maartin.s Press. 1985). P.16-19

⁸Dorothy Zemach. *Academic Writing from Paragraph to Essay*. (Oxford: Macmillan.2005). p.11.

A paragraph has three basic parts: a topic sentence, supporting sentences, and concluding sentence. The topic sentence. This is the main idea of the paragraph. It is usually the first sentence of the paragraph, and it is the most general sentence of the paragraph. The supporting sentences. There are sentences that talk about or explain the topic sentence. They are more detailed ideas that follow the topic sentence. the concluding sentence. This may be found as the last sentence of a paragraph. It can finish a paragraph by repeating the main idea or just giving a final comment about the topic.⁹

The topic sentence usually comes first in a paragraph and gives the writer's main idea or opinion about the topic and helps the reader understand what the paragraph is going to talk about. In addition to the three structural part of a paragraph, a good paragraph also has the elements of unity and coherence. Unity in writing is the connection of all ideas to a single topic. In an essay, all ideas should relate to the thesis statement, and the supporting ideas in a main body paragraph. Should relate to the topic sentence.¹⁰

Coherence means that your paragraph is easy to read and understand because your supporting sentences are in some kind of logical order and your ideas are connected by use of appropriate transition signal. Kinds of paragraph are

⁹Dorothy Zemach. *Academic Writing from Paragraph to Essay*. (Oxford: Macmillan.2005). p.12.

¹⁰Dorothy Zemach. *Academic Writing from Paragraph to Essay*. (Oxford: Macmillan.2005). p.78

explanation, descriptive, comparison/contrast. An explanation tells the reader what something means or how something work.

A descriptive paragraph explains how someone or something looks or feels. A process paragraph explains how something is done. To compare means to discuss how two people, places, or things are similar. To contrast means to discuss how two people, places, or things are different.

In this research, the writer focuses on paragraph of descriptive in genre of descriptive text where descriptive text is one of text which learnt by students of junior high school, but a five-paragraph essay is a common length for academic writing.

The structure of an essay are introduction, main body, and conclusion. The first introduction. This is the first paragraph of an essay. It explains the topic with general ideas. It also has thesis statement. This is a sentence that gives the main idea. It usually comes at or near the end of paragraph.

The second is main body. There are paragraph that explain and support the thesis statement and come between the introduction and conclusion. There must be one or more paragraph in the main body.

The last is conclusion. This is the last paragraph of an essay. It summaries or restates the thesis statement and the supporting ideas of the essay.¹¹

¹¹Dorothy Zemach. Academic Writing from Paragraph to Essay. (Oxford: Macmillan.2005). p.56

4. Teaching Writing

Teaching writing to students of English as foreign language (EFL) include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right.

Seow gives some pointers for teachers in implementing teaching writing in the book of *Methodology in Language Teaching: An*

Anthology of Current Practice..., those are: (1) teacher modelling, (2) relating process to product, (3) working within institutional constraints, (4) catering to diverse students needs, (5) exploiting the use of computers in process writing.

- a. Teacher modelling means that the teacher should model the writing process at every stage and teach specific writing strategies to students through meaningful classroom activities.
- b. Relating process to product means that the teacher guides students in achieving specific writing goals. Although students have to make a different draft from the earlier draft because of revision, they will begin to understand the result expected in every stage.
- c. Working within institutional constraints means that teaching the process skill can be done through stages such as planning, drafting, responding, revising or editing within a regular twoperiodcomposition lesson. Process skill can be repeated until itreaches the improvement.

- d. Catering to diverse students needs means that the teacher should implement a flexible programme to cater to different student needs. The teacher may also decide to have students enter into different writing groups as planners, drafters, responders, revisers or editors during a writing session. A student may be with the planners for one writing task, but move to be with the editors later for the same or another task, according to his or her need or developmental stage in writing.
- e. Exploiting the use of computers in process writing means that teaching writing in responding or editing stage, the teacher can use computer. By using computer, students will easily delete the wrong words and replace them without writing other words in a text anymore¹².

In teaching writing, the teacher should be able to make the students write their ideas well. The teacher should consider writing skills that the students have to master. In this case, Brown classified writing skills into six microskills and six macroskills as the following quotes:¹³

Microskills:

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed to suit the purpose.

¹²Richards and Renandya *Methodology in language Teaching: An Anthology of Current Practice*. (Cambridge: Cambridge University Press, 2002). P.319

¹³Douglas Brown *Language Assessment: Principles and Classroom Practices*. (New York: Longman, 2004). P.221

- 3) Produce an acceptable core of words and use appropriate word order patterns.
- 4) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.

Macroskills:

1. Use the rhetorical forms and conventions of written discourse.
2. Appropriately accomplish the communicative functions of written texts according to form and purpose.
3. Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
4. Distinguish between literal and implied meanings when writing.
5. Correctly convey culturally specific references in the context of the written text.
6. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Based on the above explanation, the teacher can determine the techniques to teach writing which are appropriate with students' ability. Examples of activities that can be done in the classroom based on the microskills and macroskills are: (1) re-writing a sentence or a paragraph, (2) writing a paragraph with right words, right grammar, and proper cohesive devices, and (3) writing a paragraph through processes fluently.

5. Assessing Writing

According to Douglas Brown, there are three scoring methods for responsive and extensive writing¹⁴. They are, holistic scoring, primary trait scoring, and analytic scoring. In holistic scoring, each point on a holistic scale is given a systematic set of descriptors, and the reader-evaluator matches an overall impression with the descriptors to arrive at a score. It means that the teacher makes a table of scores with the description.

In primary trait scoring, the type of scoring emphasizes the task at hand and assigns a score based on the effectiveness of the text's achieving that one goal. For example, if the purpose of an essay is to persuade the reader to do something, the score for the writing would be on the accomplishment of that function. If the purpose is to exploit imagination by expressing personal feelings, so the response would be evaluated on that feature alone. In this scoring method, there are four point scale ranging from zero (no response or fragmented response) to 4 (the purpose

¹⁴Douglas Brown *Language Assessment: Principles and Classroom Practices*. (New York: Longman, 2004). P.241-246

is accomplished). In analytic scoring, there are six major elements of writing that are scored, and it enables students to home in on weaknesses and to capitalize on strengths. It captures its closer association with classroom language instruction than with formal testing. However, Brown and Bailey in Brown offer five major categories and five different levels in each category ranging from “unacceptable” to “excellent”. In summary, the categories and levels are as follows¹⁵:

Table 1

Analytic Scoring

(Language Assessment: Principles and Classroom Practices)

Categories	Maximal score
Content	30
Organization	20
Vocabulary	20
Syntax	25
Mechanics	5
Total	100

In this research, the researcher will use analytic scoring to assess students’ writing skills especially in writing narrative texts.

¹⁵Douglas Brown *Language Assessment: Principles and Classroom Practices*.(New York: Longman, 2004). P.243-246

It is because this type of assessment is the easiest and the most practical.

B. Sticky Notes Definition

Sticky note is a small piece of paper with a re-adherable strip of glue on its back, made for temporarily attaching notes to documents and other surfaces. A unique low-tack pressure-sensitive adhesive allows the notes to be easily attached, removed and even re-posted elsewhere without leaving residue. Originally small yellow squares, Post-It Notes and related products are now available in an array of colors, shapes and sizes.

According to Cambridge Dictionary that sticky notes is a small piece of paper that is sticky on one side and that you can write notes on and put temporarily on a wall, in a book, etc.¹⁶

Sticky note is the way to guide the readers or students to be active in teaching learning process, especially in teaching reading. It is done by put some stories that did not know by students in that story.¹⁷

The usefulness of this sticky note is to give a small note, reminiscent of a task, give an opinion, and a variety of other uses that are flexible. The function of Sticky note is very much, adjusting from the creativity of the owner or wearer. Because the

¹⁶<http://dictionary.cambridge.org/dictionary/english/sticky-notes>

¹⁷Hevriani Sevrika *Teaching Reading in Narrative Text by Combining Sketch to Stretch and Sticky Notes Strategies at Elevant Grade of Senior High School Students. P. 5*

sticky note can be used as a small note and it also can be used as a calendar or a logo that can be drawn.

Sticky notes are basically designed to improve the productivity of its users, and in this research the writer use a sticky note as a media of teaching learning process. Sticky notes help students to improve they motivation in study especially in writing descriptive text. With the colourful of sticky notes make students easier to remember everything that is written there and also fished our brain to continue to be creative and explore other benefits of the sticky note.

“...Sticky notes allow me to think in the moment and remember more about the text than if I were just summarizing in the end... grant me freedom to express my thoughts, opinion questions, and concern with text that I might not have otherwise expressed.”¹⁸

From the explanation above, the writer concludes that sticky notes are appropriate for teaching learning process.the way to guide the readers or students to be active in teaching learning process.

1. Prototype in Sticky-Note

The cards were iterated in different rounds, continuously increasing the fidelity.

¹⁸American International Journal of Contemporary Research
Enhancing Metacognitive Literacy: A Research Study Using Sticky
Notes in Classroom Vol. 5 No. 4; August 2015

- a. Collecting patterns on paper: The most early attempt (not on the figure) to externalize the patterns found from the different literature and questionnaire responses were put on paper. This was a collection, and a basic attempt to cluster the patterns; these clusters were based on the reflection design framework iterations.
- b. Sticky notes versions: To move the cards towards tangible versions, the second iteration was to move the patterns onto sticky notes. In this way, clustering became much easier (as shuffling became very simple), and also it forced to stick to a limited physical space for a description of the patterns.
- c. First version for pilot workshop: This card deck was the first digital version. The cards were fast prototyped to A4 paper sheets (so a size which is definitely oversized considering the end aims), and got examples with pictures and descriptions. The examples were much inspired from the questionnaire, expanded with findings from literature¹⁹.

2. Kinds of Sticky Note in Language Teaching

Below are some good web tools you can use to create and share sticky notes. We invite you to have a look and share with your colleagues.

¹⁹ Hevriani Sevrika *Teaching Reading in Narrative Text by Combining Sketch to Stretch and Sticky Notes Strategies at Relevant Grade of Senior High School Students*. P. 5

- a. **Wall Wisher**: This is my favourite among them all. It allows you to add music, text, video and more. It also lets you make your wall either public or private.
- b. **Stixy**
Stixy is another great tool that lets users create their own notes and stick them to a clipboard and also share them with others. You can also share documents, photos and to-do-lists.
- c. **Popplet**
Popplet is a unique web2.0 tool . It is one of the best applications for visual ideas . It combines presentations , mindmapping and online bulletins.
- d. **Linoit**
Linoit is a free sticky and canvas service that does not require anything but a web browser . Linoit is pretty much like Wall wisher.
- e. **Pegby**
Pegby is a great task management tool for educators. It allows its users to get their tasks and assignments organized just in the way they like. It is very easy to use, just peg up a card and attach it to a board . It has three columns one for things you want to do , the other for things that are still in progress and the last one for things done.
- f. **Corkboard**
Corkboard allows you to create corkboards to help you organize your postings . For instance you can create

‘Books I Read’ Corkboard and put all of your books related postings in there . It is very handy and practical and above all it is free to use.

g. **Primary Wall**

Primary Wall is created with elementary school students in mind .It allows users to organize their notes in such an easy way that no extra or advanced technology knowledge is needed.

h. **Discovery Box**

Discovery Box is a web2.0 tool to collect items in a virtual box . It allows you to build up an argument or description of an event, person or historical period by placing items in a virtual box. You can display anything from a text file to a movie.

i. **Sticker**

Sticker allows users to create sticky notes about any webpage. These notes are saved into the user`s Sticker account where they can be used as bookmarks.

j. **Noteer**

This is a great sticky note tool that lets users arrange their note on a canvas then share it with others.

k. **Spaaze**

Spaaze is another free sticky note platform where users can organize their notes which can be simple text or videos, images and also links.

l. **Listings**

Listings is a cool website that allows users to take notes

from browser, and also share and collaborate with others in real time.

m. **Scrumble**

This is a tool that provides online free space to create and share sticky notes with a group.

3. Procedures for Implementation of the Sticky Note Strategy

The graduate students participating in the research study were instructed that they would take notes in their textbooks by using *sticky notes*¹ to record their comments and then adhere the sticky notes to the page which relates to their comments. Students were informed that their sticky note comments would not necessarily be summaries about the text but would include questions, connections, thoughts, ideas, and reactions. This method would be used in lieu of their typical manner of note-taking (i.e., highlighting, writing in the page margins), when reading assigned articles and books. This interacting with text note-taking method will be referred to as the *sticky note strategy* (SNS)²⁰.

During each class period, students were asked to refer to their sticky notes when they were pertinent to discussions. For some class discussions, the professor initially led discussion; in

²⁰ American International Journal of Contemporary Research
Enhancing Metacognitive Literacy: A Research Study Using Sticky
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other classes, individual students were asked to lead whole group discussion; and in still others, small groups of students first discussed the assigned readings, and then reported back to the entire group. The professors did not establish a particular routine for text discussion but rather, attempted to vary the nature of this activity throughout the semester. Sticky note shown student's reflections concerning the text's presentation of phenomena known in principles of language transfer as metalinguistic awareness and common underlying proficiency. The student who has interacted with this particular section of the assigned text reading is cognizant of the fact that one's primary and secondary languages share a common foundation, known as metalinguistic awareness, which refers to one's knowledge of a language's sounds, words and grammar.

4. Teaching Strategies Using Via Sticky Notes

As an English teacher, annotation is an essential skill for my students to master. I often flash them copies of my own books so they can see how I record my thoughts while I read and interact with the text. But you know what? Sometimes those margins are just too small! Publishers don't publish with the intent of readers composing mass annotations, so sometimes we have to take matters into our own hands – with post-it notes. When reading certain books or articles, I equip students with a pen and a stack of stickies. As we have thoughts, we write them on the notes and stick them right into the book. Added bonuses:

- If reading school or library books, the annotations come right out just as easily as they went in.
- Post-its can act like bookmarks for important portions, too.
- Use different colored sticky-notes to color code different annotations.

Ever see a student feeling a little down? We can't control much of what a student thinks and feels during the school day, but we can show that we care. Do this with your post-it note: take a moment to write a short, encouraging word, and then stick it to the student's desk in a way that no one will notice. No attention is brought to the student, but they get a nice little message directly from their teacher.

Follow these tips to get that essential teaching interview that will help you:

- One student had gotten picked on earlier in the day, and his face showed it during class. So I wrote a note that said, "Don't let it get your down. You're still great!" He told me later this really helped him feel better.
- One student was having trouble at home, so I wrote, "You haven't been yourself. Hang in there. I'm here to talk if you need me." She wrote in a letter to me two years later that this made a world of difference for her.
- Another student had worked hard to get an A in class, and she did. I wrote, "You did it! I *knew* you could do it!" This, she said, was somehow even better than the A.

Sometimes we just need an easy way to get our thoughts out and organize them. If you have a lot of disorganized ideas that you

need to commit to paper and make sense of, then start with post-its. Grab a stack and put one idea on each post-it until you run out of ideas. Now you should have a desk with scattered, random ideas. Next step, start to organize them into similar categories; this is easy to do with stick notes. Finally, once you have written down and organized your ideas, rewrite them somewhere permanent.

This works just as well for groups, too. Have individuals start by recording their own ideas, then in small groups they can share and organize them. Sometimes including different colored post-its works for different classes of ideas; for example, I have used yellow post-its to have participants list ideas for “What we want to do” and green post-its for “How we want to do it.” Then we posted these on walls and easily organized our different ideas together. Instant collaboration!

C. Classroom Activities Using Sticky Notes

1. There are many creative ways to use sticky notes to engage students in learning. The activities may be full lesson, or brief exercise that encourage students to refer to the sticky notes and review key terms. Shorter activities encourage students to “play with” language and can be beneficial for reinforcement of basic skill.
2. Where possible, students should interact with the sticky notes whether it be affix a prefix, or a plural “s” or to move words so they are intricately engaged by the active, creative, and participatory nature of sticky notes activities.

3. Some classroom activities suggest the use of sticky notes. These activities require at least one set of the words on the sticky notes.
4. Students should maintain a personal sticky notes. To make sticky notes list stand out, provide an organizational handout that students glue to three-hole construction paper. The construction paper fits into a binder, but sticks out a little more than regular binder paper, thus making sticky notes list easily accessible.
5. The suggested activities are organized as whole class, small group/partners, or individual activities. Unless specifically indicated, the activities are done with all the words posted on the sticky notes. Some of the activities could be completed. With just the new words introduced on a given day.
6. The sticky notes activities are suggestions only and can be adapted or modified for use within different grade levels and subject disciplines.
7. In presenting sticky notes activities, teacher must be sensitive to students who may be uncomfortable with completing a task in front of their peers, e.g., spelling exercises are suggested as individual or partner activities.

Effective word study takes place within the context of a classroom that keeps the following concepts in mind: a). Language is in constant use, b). Writing and reading occurs for a variety of purpose, c). Students are encouraged to notice and explore word spellings, meanings, and relations, and d). Word investigations are fun and interesting.

Some of the ways I've seen sticky notes used in classrooms:

- When reading difficult passages from technical texts, I have seen teachers encourage students to summarize what is being stated on a sticky note and then place the note in the margin so it sticks out a bit to make it easy to find in the future
- Students use sticky notes to organize their folders, study cards and notepapers
- Students storyboard their writing with sticky notes so they can be moved around. This matches the idea that not all of us think sequentially, and allows students to take advantage of ideas spawned out of order
- Some students (particularly boys for some reason) when they get a pad of sticky notes seem to always want to draw the antics of stick men on the bottom of each one so that when they flip the pages, it appears that the stick men are moving. This actually requires planning and higher order thinking
- Students comment on other student papers or work and give suggestions for improvement and compliments on sticky notes
- Students sticky notes to identify things in the classroom, label items in a target language, or categorize items by type
- Gallery walks in which students analyze poetry, quotes or philosophies by placing their responses on sticky notes
- Teachers use colored sticky notes as disciplinary measures, green notes being exemplary behavior, and red ones warning of impending discipline if behavior doesn't change
- Here's a recent Edutopia video that shows how one middle school teacher uses sticky notes to help her assess her students.

D. Descriptive Text

1. Defining of Descriptive Text

Terminologically, there are so many experts that have different definition for description, but here the writer takes several definitions according to experts as following:

According to George E. Wishon and Julia M. Burks cite that “Description reproduces the way things look, smell, taste, feel, or sound; it may also evoke mood, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even of unit time. It may be used also to describe more than the outward appearance of people...”²¹

While Thomas S. Kane has cited “Description is about sensory experience how something looks, sounds, taste. Mostly is about visual experience but description also deals with other kind perception”.²² Moreover, R.R Jordan cites that “In academic writing, physical description may occur in a number of disciplines or subject. A description of people, family relationships, occupations and institutions might occur in social or physical anthropology and sociology”.²³

²¹ George E. Wishon & Julia M. Burk, *Let's Write English: Revised Edition*, (New York: Litton Educational Publishing, inc. 1980). p.377-383.

²² Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: Oxford University Press, Inc,2000). P.351

²³ R.R. Jordan, *Academic Writing Course Study Skills in English: Third Edition*, (Longman: Pearson Education Limited,1999). P.21.

From the definition above, the writer concludes that description is a representation about anything that obtained from our experience either a visual experience or audio experience. Of course, from a visual experience and audio experience itself, the writer can develop our idea to describe the object to be a written or descriptive text

2. The Generic Structure of Descriptive Text

The general structure of the text includes:

- a. Identification: that is general introduction about describing of the subject. It contains name, occupation, profession, and career. It means, in this part indicate and state initial information what is being describe.
- b. Description: about characteristics of the subject such as physical feature, the way he/she dresses and his/her personality, quality, behavior, and special of his/her characteristic.²⁴

3. Language Feature

In the descriptive text, there are some of language feature in making sentences. They are:

- a. The use of adjectives and compound adjectives, e.g.: Debby is brown-skinned
- b. The use of linking verbs, e.g.: She *always* appears young

²⁴ M. Sudarwati and Eudia Grace, *Look a Head an English Course for senior High School Students Year*, (Jakarta:Erlangga, 2007). P.135.

c. The use of attributive *has* and *have*

Meanwhile, according to R.R. Jordan cites that: “when we describe a process or procedure, we often use present passive verb forms (*is/are +verb stem+ ed e.g. it is manufactured*), when we report a particular procedure, we are concerned with only one particular occasion in the past then we often use a past passive tense (*was/were +verb stem+ ed e.g. It was heated*) and a description that does not involve a process or procedures is often written in the present simple active tense (*verb stem + s e.g. it comprises*)”²⁵.

From the explanation above, the writer concludes that to make a sentence of description the writer can use of three patterns such as present passive verb form, past passive tense and present simple active tense. The patterns are used depend on situation context.

4. The Example of Descriptive Text

The Example of Descriptive Paragraph which is taken from Dorothy E Zemach and Carlos Islam,²⁶

Jack Collins

Jack Collin is the most amazing person I have ever met. He came to my school and talked about his difficult life in Prison. He was in Prison for 15 years.

He made a lot of mistakes when he was young but now he has changed his life. He saw a lot of violence in Prison. So he

²⁵ M. Sudarwati and Eudia Grace, *Look a Head an English Course for senior High School Students Year*, (Jakarta:Erlangga,2007). p.135.

²⁶ Dorothy E Zemach and Carlos Islam, *Paragraph Writing from Sentence to Paragraph* (Oxford: Macmillan Publisher, 2005). P.26.

uses his experience to help high school students. Jack is tall and strong. He also looks a little scary because he has some a spider tattoos. The thing I remember most is his sensitive personality. He really wants to help young people. I've never met anyone like jack before.