

**ANALYSING THE IMPACT OF MODIFIED READING MIND MAPPING
SHARE (RMS) TECHNIQUE BASED ON TEACHING LEARNING
CYCLE IN STUDENTS' WRITING DESCRIPTIVE TEXT IN
SMPN 22 BANDAR LAMPUNG**

(A Thesis)

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**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
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LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2025**

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**MASTER PROGRAM OF ENGLISH EDUCATION
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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ABSTRACTS

ANALYSING THE IMPACT OF MODIFIED READING MIND MAPPING SHARE (RMS) TECHNIQUE BASED ON TEACHING LEARNING CYCLE IN STUDENTS' WRITING DESCRIPTIVE TEXT IN SMPN 22 BANDAR LAMPUNG

**By
Sherly Ponda**

This research investigated the impact of a modified Reading-Mind Mapping-Share (RMS) technique based on the Teaching-Learning Cycle (TLC) on seventh-grade students' descriptive writing achievement. Specifically, this study sought to answer the following research questions: (1) Is there a significant difference in students' achievement in writing descriptive paragraphs after being taught using the modified RMS technique based on the Teaching-Learning Cycle (TLC)? (2) What writing aspect is the most prominent after being taught using the modified RMS technique based on TLC? and (3) How is the students' perception of the modified RMS technique based on TLC and its correlation with their achievement in writing descriptive paragraphs?. Employing a quantitative one-group pre-test post-test design, data were collected from one class (n=32) of SMPN 22 Bandar Lampung using pre- and post-writing tests and a perception questionnaire. Writing performance was assessed across five aspects: Content, Organization, Vocabulary, Grammar, and Mechanics, with inter-rater reliability measures in place. Data analysis involved paired t-tests and Pearson Product Moment correlation. The results revealed (1) a statistically significant difference in students' overall writing achievement after the treatment ($p < 0.001$), with a substantial mean gain of 16.56 points. (2) Analysis of writing aspects indicated the most prominent improvement in Content (37.1% gain), which also achieved the highest post-test average. Furthermore, (3) a statistically significant positive correlation ($r = 0.632$, $p < 0.001$) was found between students' positive perception of the modified RMS technique based on TLC and their post-test writing scores. These findings suggest that the modified RMS technique integrated with the TLC framework is effective in enhancing students' descriptive writing skills, particularly in content development, and that a positive student perception of the technique is associated with higher writing achievement.

Keywords: *Descriptive Paragraph, RMS, TLC, Writing*

Research Tittle

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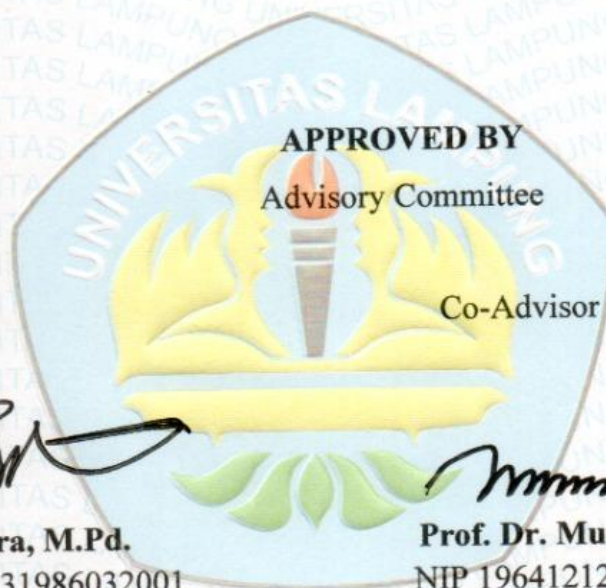
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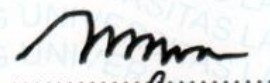
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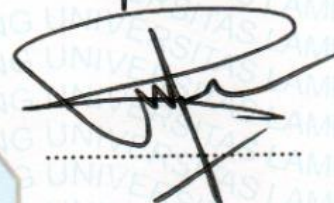
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Dengan ini saya menyatakan dengan sebenarnya bahwa:

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CURRICULUM VITAE

Sherly Ponda was born on February 7, 1975, in Krui, West Pesisir. She is the eldest child of Hi. Damsyik Ibrahim and Hj. Zulina Anies and has one brothers and two sisters.

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As a teacher, she continuously sought to deepen her knowledge and enhance her teaching skills, which led her to pursue a Master's degree in English Education at the University of Lampung in 2023. She completed the program in 2025.

DEDICATION

With love and appreciation, this thesis is fully dedicated to:

My beloved late parents,
Hi. Damsyik Ibrahim and Hj. Zulina Anies,
whose love and guidance continue to inspire me every day.

My dearest late husband,
Ir. Erlan,
loss never really erases love, it just teaches me a new way to love in memories.

My precious son and daughter,
Abang Tamam and Ajhaqu
whose love, laughter, and boundless encouragement have been a source of joy
and inspiration in my life.

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for their invaluable guidance, knowledge, and inspiration, which have shaped my
academic and professional growth.

My fellow students of the Master Program of English Education Class of 2023

My almamater, the University of Lampung

MOTTO

“The beauty in knowledge is sharing it.

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This thesis entitled "*Analysing the impact of modified reading mind mapping share (RMS) technique based on teaching learning cycle in students' writing descriptive text in SMPN 22 Bandar Lampung*" is submitted to Master in English Language Teaching Study Program of Teacher Training and Education Faculty of Lampung University as a mandatory requirement for the completion of the S-2 degree.

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Bandar Lampung, May 2025

The writer,

Sherly Ponda
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TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
APPROVAL	iii
ADMISSION	iv
LEMBAR PERNYATAAN	v
CURRICULUM VITAE	vi
DEDICATION	vii
MOTTO	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENT	xi
TABLES	xv
FIGURES	xvii
APPENDICES	xviii
I. INTRODUCTION	
1.1. Background	1
1.2. Research Question	8
1.3. Objective	9
1.4. Uses	10
1.5. Scope	11
1.6. Definition of Terms	12
II. LITERATURE REVIEW	
2.1. Writing	13
2.1.1. Definition of Writing	14
2.1.2. Component of Writing	17
2.1.3. Indicator of Writing	19
2.1.4. Writing Descriptive Text	21
2.1.5. Students' Ability in Writing Descriptive Text	23

2.1.6. Students' Problem in Writing Descriptive Text	24
2.2. Teaching Writing	26
2.3. Reading-Mind Mapping-Sharing Technique	30
2.4. Teaching Learning Cycle	33
2.4.1. Initial Field Building	34
2.4.2. Supported Reading	35
2.4.3. Learning About Genre	37
2.4.4. Supported Writing	38
2.4.5. Independent Writing	38
2.5. Teaching Writing Through Reading-Mind Mapping-Sharing	39
2.6. The Modified Reading-Mind Mapping-Sharing based on Teaching Learning Cycle	41
2.7. Procdure of Modified Reading-Mind Mapping-Sharing based on Teaching Learning Cycle	44
2.8. The Advantages and Disadvantes of Modified Reading-Mind Mapping-Sharing based on Teaching Learning Cycle.....	48
2.9. Perception	50
2.10. Theoretical Assumption.....	52
2.11. Hypothesis	53
III. METHODS	
3.1. Research Design.....	54
3.2. Variables	55
3.3. Data Resources.....	55
3.4. Data Collection Technique.....	56
3.5. Instruments.....	57
3.6. Validity	58
3.7. Reliability.....	59
3.8. Data Collection Procedure	62
3.9. Data Analysis	64
3.10. Hypothesis Testing	65
IV. RESULT AND DISCUSSION	
4.1. Result	67

4.1.1 Students' Achievement in Writing.....	69
4.1.1.1 The Result of the Pre-test	69
4.1.1.2 The Result of the Post-test.....	71
4.1.1.3 The Result of Students' Achievement in Writing	72
4.1.2 Prominent Writing Aspect	76
4.1.3 Correlation between Students' Perception and Writing Achievement ..	77
4.1.3.1 Students' Answer for the Questionnaire.....	77
4.1.3.2 The Correlation between Students' Perception and Writing Achievement	81
4.1.3.3 The Validity of the Questionnaire	81
4.1.3.4 The Reliability of the Questionnaire	82
4.1.3.5 The Correlation between Students' Perception and Writing Achievement	83
4.2. Discussion.....	84
4.2.1 Students' Achievement in Writing.....	85
4.2.2 The Most Prominent Aspect of Writing.....	89
4.2.3 Correlation between Students Perception and Writing Achievement.....	92
V. CONCLUSIONS AND SUGGESTIONS	
5.1. Conclusions.....	95
5.2. Suggestions	95
5.2.1 For Teacher	96
5.2.2 For Students	97
5.2.3 For Further Research.....	97
REFERENCES.....	99
APPENDICES	102

LIST OF APPENDICES

Appendix 1 Activities Based on Modified RMS Technique based on TLC	108
Appendix 2 Questionnaire.....	110
Appendix 3 Lesson Plan	112
Appendix 4 Pre-test.....	122
Appendix 5 Post-test	123
Appendix 6 Pre-test Result (By the Teacher)	124
Appendix 7 Pre-test Result (By the Inter-rater)	125
Appendix 8 Pre-test Result (Final).....	126
Appendix 9 Post-test Result (By the Teacher).....	127
Appendix 10 Post-test Result (By the Inter-rater)	128
Appendix 11 Post-test Result (Final)	129
Appendix 12 Questionnaire Result	130
Appendix 13 Questionnaire Analysis	132
Appendix 14 Statistical Result of the Questionnaire	134
Appendix 15 Expert Validation for the Writing Test.....	136
Appendix 16 Expert Validation for the Questionnaire	139
Appendix 17 Result of Expert Validation for the Writing Test.....	143
Appendix 18 Result of Expert Validation for the Questionnaire	144
Appendix 19 Students' Work.....	145
Appendix 20 Documentation of the Research	147
Appendix 21 Students' Result of the Questionnaire	150
Appendix 22 Permission Letter for the Research	155

I. INTRODUCTION

1.1. Backgrounds

The global need for English fluency is increasing, with English being used as a second language in many countries and as a first language in several, including the United States, Canada, Australia, New Zealand, and England (Silaban, et al., 2023). This widespread use in popular culture, literature, politics, and education has contributed to its recognition as a universal language, a necessity in our interconnected "global village" (Rao, 2019). Among the four fundamental language skills, writing is crucial, enabling coherent and organized expression of thoughts and ideas, involving critical thinking and creativity. Writing is a complex skill that demands cognitive, linguistic, and sociocultural abilities, including understanding purpose, organizing thoughts, using appropriate language, and adapting to different contexts.

Writing is the process of composing text in a written form. It is the act of conveying ideas and information through written language. It is a complex process that involves planning, drafting, revising, and editing. Harmer (2012) suggested that writing allows one to convey thoughts, feelings, and opinions through language production. It is a fundamental linguistic ability, just as crucial as speaking, hearing, and reading. Pupils must be able to compose letters, assemble written reports, respond to advertisements, and increasingly, write using electronic media. Writing is the result of careful planning, drafting, and revision that calls for specific knowledge and abilities. The skills required are idea generation, coherent organization, use of discourse markers and rhetorical conventions to integrate ideas cohesively into written texts, text revision for improved meaning, text editing for proper grammar, and final product production (Brown, 2001).

However, for the students and language learners in general, writing is considered a complex skill. Students who write are expected to come up with ideas through brainstorming, thinking through ideas, and making logical connections between

them. Students must also use suitable transitions and discourse markers to create a coherent and logical flow of ideas, therefore it requires structure and organization. Students must be proficient in language use when writing, which includes making appropriate word choices, applying proper grammar and syntax, and creating a variety of sentence structures. Students must assess their writing critically, point out mistakes, and make edits. Furthermore, being aware of and capable of monitoring one's own thought processes is essential to writing effectively. This involves establishing objectives that require students to be able to identify the aim of their work and formulate sensible targets. They must keep an eye on their development, recognize their advantages and disadvantages, and adapt as necessary.

Previous research studies have consistently identified several common problems faced by students in their writing tasks. These challenges include difficulties with grammar, vocabulary, coherence, and organization. Additionally, students often struggle to generate ideas, develop their arguments, and maintain a clear focus throughout their writing. Stated by Oliveira (2022) that students may find writing assignments too much to handle, particularly if they have to analyze material, come up with ideas, and arrange their thoughts all at once. Further Kayaalp (2020) said that students could find it difficult to critically analyze facts and relate their work to larger ideas. The linguistic and cultural aspects of learning English as a second language can provide serious difficulties for students. These consist of disparities in writing styles, vocabulary restrictions, and challenges in conveying intricate concepts (Abba, 2021).

Descriptive writing, in particular, poses unique challenges for students. It requires them to create vivid and engaging imagery, use sensory details effectively, and show rather than tell. Research has indicated that students often have difficulty in developing descriptive paragraphs that are both informative and interesting, lacking the ability to convey the essence of their subject matter. Their issues also include identifying the goal and audience, assessing the efficacy of their descriptive language and making the required adjustments, and employing

accurate and evocative language to communicate sensory experiences, all of which need for a rich vocabulary. Students from various cultural backgrounds could approach descriptive writing differently, which could affect their capacity to adhere to particular writing requirements.

Students' writing was shown to have two types of problems: linguistic problems, such as those involving grammar and vocabulary, and non-linguistic problems, such as those involving idea organization, content, and mechanical issues. According to Agustin (2014) the most common issues with student writing that were discovered were mechanical and grammatical. Using cooperative learning or the quick writing technique while teaching students to write descriptive texts is one suggested way addressing these issues. Students faced non-linguistic issues including idea organization, content, and mechanical issues, as well as linguistic issues like those relating to grammar and vocabulary. Grammar and mechanical issues were the most commonly discovered issues in pupils' writing (Rosmanizar 2023). Three common issues that students encountered when writing descriptive texts were inability to adhere to the basic framework of the genre, abuse of writing techniques, and difficulty using linguistic elements (Hartina, 2024)

Additionally, the SMPN 22 Bandar Lampung students also faced same issues. It became clear from the field experiment that those students had trouble supplying vivid and detailed information that appealed to the reader's senses. Rather than offering specific examples, they can concentrate on making generalizations. Furthermore, pupils' inability to adequately express themselves was hampered by their restricted vocabulary.

To address the challenges faced by students in writing, various teaching techniques have been proposed. Min, et.al suggested incorporating strategies that promote critical thinking, creativity, and effective communication. These techniques may include writing workshops, peer review, and the use of graphic organizers to help students visualize their ideas. According to Barroga (2021), students can improve the logical flow and clarity of their writing by using

effective approaches. Further Mebert (2020) claimed that using interesting instructional strategies can increase students' enthusiasm in writing and improve the learning experience. Good methods can aid in the development of analytical thinking abilities in students, enabling them to assess data and make persuasive presentations (Hardianti, et.al., 2023).

One such technique that has shown promise in fostering students' writing skills is the Reading-Mind Mapping-Share (RMS) approach. This technique involves guiding students through a series of steps, including reading a text, creating a mind map to visualize key ideas, and sharing their thoughts with peers. The RMS approach can help students develop their understanding of the subject matter, improve their critical thinking skills, and enhance their ability to express their ideas in writing. When RMS is implemented, students can better comprehend and retain material by using mind mapping to organize and visualize it. To make their mind maps, students must read the material critically and synthesize the information. Students are encouraged to express their ideas and thoughts in a clear and concise manner by sharing mind maps. RMS is an active learning strategy that involves students and enhances their enjoyment of learning. Mind map exchanges encourage cooperation and teamwork.

During the reading phase, students are helped to read the information from a variety of learning resources critically in order to get ready to follow the learning activity. According to Muhlisin (2019), as a step in the RMS process, mind mapping exercises can promote problem solving and enhance cognitive function. The procedure might connect previously unknown concepts and gain a deeper understanding of them through the sharing phase. The lecturers' confirmation procedure is the last stage of the sharing phase. The purpose of this phase is to help pupils better understand subjects that they may not be familiar with. Through this process of confirmation, the students are able to clarify any misconceptions they may have previously had and gain a deeper understanding of the topics.. Using instructional strategies based on the RMS (Reading, Mind Mapping, and Sharing) principles has a lot of potential to raise students' understanding levels,

which will raise their level of involvement, creativity, and innovation in the classroom. (RMS) model is more successful at enhancing idea mapping abilities, which facilitates students' understanding of the material presented (Aminah et al., 2023).

Ilyas et.al (2022) states that using the RMS (Reading, Mind Mapping, and Sharing) model is quite effective on students' higher-order thinking skills. the RMS model moves students beyond rote memorization and towards a more profound and interconnected understanding, thereby significantly enhancing their higher-order thinking skills such as analysis, synthesis, evaluation, and creative thinking. Students' creativity in reading, mind mapping, and public speaking can all be enhanced by employing the RMS model of learning. Every stage of RMS learning offers opportunities to enhance student knowledge. When it comes to reading, students should be critical readers who look up a lot of information about the subject matter or idea they are studying. During the mind mapping phase, students work together to create thought maps. According to Widyaningsih and Yusuf (2018), collaborative learning activities and groups can foster cooperation, debate, idea or thought sharing, problem evaluation, and cooperative problem solving. Leontyeva, Pronkin & Tsvetkova (2021) stated that the mind mapping phase allows students to explore and illustrate various associative concepts, establish stable and visual relationships between ontological entities, and, thus, better assimilate the subject. The mind mapping phase of the RMS model leverages the power of visual representation and associative thinking to help students actively construct a robust and interconnected understanding of the subject matter, leading to better assimilation and retention of knowledge. It transforms abstract concepts into tangible, related entities within their cognitive landscape.

Despite the effectiveness of the RMS technique, there is a lack of research specifically investigating its impact on students' ability to write descriptive paragraphs. Existing studies have primarily focused on the broader aspects of writing, such as grammar, vocabulary, and overall coherence. Therefore, there is a

need for further research to explore the specific benefits of the RMS technique in enhancing students' descriptive writing skills. Furthermore, this research objects to implement the RMS technique based on teaching learning cycle. Derewianka in Chappel (2022) mentioned that Teaching Learning Cycle (TLC) is a popular science education pedagogical strategy. Its foundation is the constructivist learning theory, which contends that via experiences and interactions with their surroundings, students actively create the knowledge they possess. Strong scaffolding and specific instruction, along with high expectations, form the foundation of the teaching-learning cycle. It is founded on Vygotskian concepts of learning through contact with more adept persons in the context of shared experience. The activities are carefully planned to build up students' knowledge and talents so that they can experience success. It is not meant to be followed in a rigid order, though; teachers will switch between the phases of the cycle as needed.

The Teaching and Learning Cycle's (TLC) five stages are described in this paragraph. Engaging students and fostering a common knowledge of the subject are the main goals of the first stage, known as Initial Field Building. Teaching pupils how to read difficult materials and emphasizing thorough reading of chosen texts are the main goals of the second stage, Supported Reading. The emphasis of the third stage, Learning About the Genre, is on writing and building written texts. This includes breaking down genre examples and creating a common meta-language. In the fourth step, Supported Writing, students engage in a variety of writing-related activities, such as modeled, shared, guided, cooperative, and independent writing. Students can finally take complete control of their texts in the fifth level, Independent Writing, where they can revise and refine their writing (Derewianka in Chappel et.al, 2022)..

There are some possible correlations and overlaps between RMS (Reading-Mind Mapping-Share) and TLC (Teaching Learning Cycle) in the context of writing education, even though there may not be direct studies relating these two approaches directly. Both RMS and TLC place a strong emphasis on active

learning, in which pupils participate in practical exercises and critical thinking. Constructivist learning theory, which contends that students actively create their own knowledge, is consistent with both strategies. Similar to RMS's reading and mind mapping components, TLC's exploration phase encourages students to learn about and investigate novel concepts. Both methods can help students develop their critical thinking and problem-solving abilities because they make them examine, combine, and apply information.

While RMS and TLC have been shown to be beneficial in a variety of educational settings, there has not been much research done on their use together specifically to improve students' descriptive writing abilities. Further research is required to particularly target descriptive writing skills, as the majority of studies on RMS and TLC have concentrated on general reading comprehension or other writing-related topics. While anecdotal evidence points to the potential benefits of RMS and TLC, empirical study is required to show conclusively how well these strategies can support the development of descriptive writing abilities. Depending on the students' age, grade level, and cultural background, the modified RMS technique's efficacy may differ.

Based on the previous explanation, the primary objectives of this research is to investigate the effectiveness of the RMS technique based on teaching learning cycle in promoting students' writing description skills. Furthermore, this research also objects to find out the students' perception towards the implementation of RMS technique based on teaching learning cycle. The perception study has several implications for better preparing upcoming Indonesian EFL teachers with the skills they need to deal with this culturally diverse world, as integration of EIL-based pedagogical strategies into English language classrooms and teacher education is becoming more and more common in the literature (Nainggolan, et.al., 2022)

It is important to comprehend how students perceive the RMS technique in the context of the Teaching-Learning Cycle (TLC) for a number of reasons. First,

where the strategy may be difficult or unsuccessful can be identified by students' perceptions. Teachers can adjust their approach based on this knowledge to better suit the needs of each student. Second, teachers can modify the RMS technique to increase its effectiveness and engagement by learning the preferences of their students. Thirdly, positive attitudes can boost motivation and involvement in writing exercises. On the other hand, teachers can address areas of difficulty or dissatisfaction and create a more pleasant learning environment by identifying these problems. In conclusion, evaluating how students view the RMS approach within a TLC framework is critical to establishing a more efficient, interesting, and student-centered learning environment that fosters the growth of their writing skills.

1.2. Research Questions

In light of the background description previously provided, the research questions for this research are as follows:

1. Is there a significant difference in students' achievement in writing descriptive paragraphs after being taught using the modified Reading-Mind Mapping-Sharing (RMS) technique based on Teaching-Learning Cycle (TLC)?
2. What writing aspect is the most prominent after being taught using the modified Reading-Mind Mapping-Sharing (RMS) technique based on Teaching-Learning Cycle (TLC)?
3. How is the students' perception of the modified Reading-Mind Mapping-Sharing (RMS) technique based on Teaching-Learning Cycle (TLC) and its correlation with their achievement in writing descriptive paragraphs?

The research questions posed in this study seek to investigate the effectiveness of the modified RMS technique based on TLC in enhancing students' descriptive writing skills. Specifically, the questions aim to determine if there is a significant difference in students' writing achievement after receiving instruction using this technique, to explore students' perceptions of the technique's effectiveness, and to examine the correlation between these perceptions and their writing performance. By addressing these research questions, this study aims to contribute to our

understanding of the potential benefits of the modified RMS technique as an instructional strategy for improving descriptive writing skills.

Based on the research questions, it is assumed that the implementation of the modified RMS technique grounded in the TLC will significantly enhance students' descriptive writing achievement, with certain writing aspects like organization or detail likely showing the most prominent improvement; furthermore, students are expected to have varied perceptions of this technique, and a correlation is anticipated between their positive perceptions and higher achievement in writing descriptive paragraphs, suggesting that innovative teaching methods can positively impact learning outcomes.

1.3. Objectives

Based on the research questions previously formulated, the objectives of this research are as the followings:

1. To find out the significant difference in students' achievement in writing descriptive paragraphs after being taught using the modified Reading-Mind Mapping-Sharing (RMS) technique based on Teaching-Learning Cycle (TLC).
2. To find out the most prominent writing aspect after being taught using the modified Reading-Mind Mapping-Sharing (RMS) technique based on Teaching-Learning Cycle (TLC).
3. To find out the students' perception of the modified Reading-Mind Mapping-Sharing (RMS) technique based on Teaching-Learning Cycle (TLC). and its significant correlation with their achievement in writing descriptive paragraphs

In summary, the objectives of this research are to investigate the effectiveness of the modified RMS technique based on TLC in enhancing students' achievement in writing descriptive paragraphs. Specifically, the study aims to determine if there is a significant difference in students' writing achievement after receiving instruction using this technique, to explore students' perceptions of the technique's effectiveness, and to examine the most prominent writing aspect can be found from the students writing after being taught using the modified RMS technique based on TLC. By addressing these objectives, this research seeks to contribute to

our understanding of the potential benefits of the modified RMS technique as an instructional strategy for improving descriptive writing skills.

1.4. Uses

The findings of this research are expected to provide several implications as the followings:

1. Theoretical Implications

The study can contribute to cognitive theory by providing evidence for the effectiveness of visual-spatial strategies like mind mapping in promoting writing skills and support the constructivist perspective, which emphasizes the importance of active learning and knowledge construction.

2. Practical Implications

a. For Teachers

- 1) Instructional Strategies: Teachers can use the modified RMS technique as a valuable tool to enhance students' writing skills, particularly in descriptive writing.
- 2) Differentiation: The technique can be adapted to meet the needs of diverse learners, including those with visual-spatial strengths or challenges.
- 3) Assessment: Teachers can use student perceptions to inform their instructional practices and assess the effectiveness of the technique.

b. For Students

- 1) Enhanced Writing Skills: Students can benefit from the modified RMS technique by developing stronger descriptive writing skills, which are essential for academic and professional success.
- 2) Metacognitive Skills: The technique can help students develop metacognitive skills, such as self-assessment and reflection on their learning.

c. For Further Research Direction

- 1) Long-Term Effects: Future studies could investigate the long-term effects of the modified RMS technique on students' writing skills.

- 2) Comparison with Other Techniques: Comparing the modified RMS technique with other writing strategies could provide further insights into its effectiveness.
- 3) Contextual Factors: Exploring how contextual factors, such as grade level, subject matter, and cultural background, influence the effectiveness of the technique.
- 4) Technology Integration: Investigating the potential benefits of integrating technology with the modified RMS technique, such as using digital mind mapping tools.
- 5) Teacher Training: Researching the effectiveness of teacher training programs in implementing the modified RMS technique effectively.

In conclusion, the findings of this research are anticipated to have significant implications for both theoretical and practical applications. Theoretically, the study offers valuable insights into cognitive theory and supports the constructivist perspective. Practically, the modified RMS technique can be effectively implemented by teachers to enhance students' writing skills, promote differentiation, and inform instructional practices. Furthermore, students can benefit from the technique by developing stronger descriptive writing skills and metacognitive abilities. Future research directions include investigating the long-term effects, comparing the technique to others, exploring contextual factors, integrating technology, and conducting teacher training initiatives. By addressing these areas, we can further deepen our understanding of the modified RMS technique's potential and its implications for educational practice.

1.5. Scope

The research involved students in a specific grade level or educational setting. The treatment was the modified RMS technique based on TLC, which was implemented in the classroom setting. The research measured students' achievement in writing descriptive paragraphs using standardized assessments or teacher-created rubrics. Additionally, student perceptions of the modified RMS technique were gathered through surveys. The research analyzed the correlation

between students' perceptions of the modified RMS technique and their writing achievement.

1.6. Definition of Terms

To facilitate understanding of the concepts presented in this study, the following terms are defined:

1. Reading-Mind Mapping-Share (RMS)

A teaching strategy that involves students reading a text, creating a visual representation of the information using mind mapping, and sharing their understanding with peers.

2. Teaching-Learning Cycle (TLC)

The idea of having high expectations and providing strong scaffolding and specific instruction forms the foundation of the teaching-learning cycle. It is founded on Vygotskian ideas about learning from experience and interaction with more experienced people. The tasks are arranged with great care to increase students' skills and knowledge and help them succeed. It includes five stages; Initial Field Building, Supported Reading, Learning about the Genre, Supported Writing and Independent Writing.

3. Descriptive Paragraph

A paragraph that focuses on providing details and sensory information about a particular topic.

In conclusion, the precise definition of terms is crucial for clear and effective communication. By carefully defining key concepts, we can avoid misunderstandings, ensure that everyone is on the same page, and foster a deeper understanding of the subject matter. It is essential to consider the context, audience, and purpose of the writing when determining the appropriate level of detail and complexity for definitions. By paying close attention to the definitions of terms, we can enhance the clarity, coherence, and overall quality of writing.

II. LITERATURE REVIEW

2.1. Writing

Having existed for thousands of years, writing is more important than ever. From stone tablets to circuit boards, it has gradually advanced over millennia and is now poised for even more remarkable developments. Humanity has never depended more on writing, even if hundreds of millions of people still lack the ability to read and write. It's likely that written communication is more prevalent than oral communication these days. The earliest forms of writing, such as cuneiform and hieroglyphics, emerged several thousand years ago as tools for record-keeping, administration, and ritual. These systems, while complex, were often limited to specific groups like scribes or priests.

As alphabetic writing systems developed, writing became more accessible, paving the way for broader literacy and the spread of knowledge. The invention of the printing press revolutionized communication, enabling the mass production of written texts and contributing to significant social and intellectual changes. Today, we are immersed in a digital age where writing takes many forms – emails, social media posts, online articles, code – and its reach is virtually global. The journey of writing from complex early systems to the mass-produced word of the printing press and finally to the diverse and globally accessible forms of the digital age highlights its fundamental role in human communication, the spread of knowledge, and societal development. Each stage has built upon the last, leading to the profoundly text-rich world we inhabit today.

Flower and Hayes's cognitive process theory in Quitadamo and Kurtz (2007) explains that writing is a complex problem-solving activity. It involves processes like planning, organizing, and revising, which enhance our thinking abilities. Writing allows us to externalize our thoughts, reflect on them, and refine them in ways that speaking often does not. Writers must first understand *what* they want

to achieve with their writing. This could be to inform, persuade, entertain, or express a feeling. They need to consider *who* they are writing for. This influences their choice of language, tone, and the information they include. Further, writers often face the challenge of coming up with relevant and interesting content. This involves brainstorming, research, and exploring different perspectives. A key part of the problem-solving process is structuring the writing in a clear and logical way. Writers must decide how to arrange their ideas, create coherence, and ensure the text flows smoothly. Also, writers grapple with choosing the right words, phrases, and sentence structures to convey their meaning effectively. This requires a strong vocabulary, grammatical knowledge, and an awareness of style. The writing process does not end with the first draft. Writers must critically evaluate their work, identify areas for improvement, and make revisions to enhance clarity, coherence, and impact.

2.1.1. Definition of Writing

Scholars have many definitions of what writing is. Writing is a way to communicate one's ideas, knowledge, cognition, and thoughts. Writing is described as an activity that includes the act of writing. In the actual world, this usually entails organizing our writing, drafting, reviewing, and revising it before assembling a final (and acceptable) document (Harmer, 2010).

Writing is a cohesive grouping of words, phrases, and sentences that are represented as marks on paper or a computer and organized based on a set of rules. This approach to L2 writing emphasizes writing as a final product and promotes an emphasis on formal text units or grammatical elements. Additionally, writing is the coherent placement of words, phrases, and sentences on a paper or screen that are organized in accordance with a set of standards. This way of thinking about L2 writing promotes an emphasis on formal text units or grammatical elements of texts and stresses writing as a product. Learning to write in a foreign or second language, according to this perspective, is mostly about linguistic knowledge and the word choices, syntactic patterns, and coherent techniques that make up the core building blocks of texts (Hyland, 2013).

Writing is not a final thing; it is a process. Many process-oriented methodologies and strategies were developed as a result of this emphasis on writing as a process. According to Clark, one of the main objectives of a writing course is to help students create an efficient writing process. The fact that there is no one-size-fits-all writing "process," that various writers employ different processes at different times depending on the kind of text they wish to write, and that reading and research are both processes are all well acknowledged. As a result, the term "process" refers to a variety of procedures, which is a crucial concept for aspiring writing teachers to grasp. Furthermore, the word "writing" can be interpreted in at least six different ways: (1) a technique for recording language by tactile or visual markers; (2) the work required to put such a system into action; (3) the result of such behavior, a text; (4) the specific form of such an output, a script form like block letter writing; (5) creative composition; (6) a profession (Coulmas, 2012).

Writing an extended document at an advanced level involves more than just the language system. Additionally, it presents significant challenges for our cognitive systems in terms of reasoning and remembering. In fact, writers may make good use of nearly all they've learned and retained in their long-term memory. They can only accomplish this, though, if their knowledge is easily accessible, either via active maintenance in short-term working memory or quick retrieval from long-term memory. Three macro-stages in the development of writing skills are proposed by Kellog. The first two, knowledge transformation and knowledge telling, are well-known to the majority of adults and students. The third advanced stage, knowledge creation, is only accessible to individuals who write professionally. Children are generally taught how to encode their words, thoughts, and voice into the graphic representation of a writing system and into well-formed sentences as part of their writing education. Youngsters concentrate on writing's technical elements, like spelling and phrasing. In their writing, they rarely include more than one or two ideas or sentences. They call this phase "knowledge telling." The main constraint at this developmental stage is working

memory. It comprises obtaining, incorporating, The stages of writing development are presented in the form of the table as the following:

Table 2.1
Kellogg's Stages of Writing Development

Feature	Knowledge Telling	Knowledge Transforming	Knowledge Crafting
Purpose of Writing	Stating "what one knows" in written form	Changing "what one knows" for the author's benefit	Crafting "what one knows" for the reader's benefit
Text results from interaction among	Author's ideas	Author ' s ideas and written text	Author ' s ideas and written text and presumed readers ' representations
Scope of planning	Idea retrieval, and formulating propositions	Same, plus an ongoing selection and evaluation of ideas and text before committing them to paper	Same, but selection and evaluation occur in the light of how readers will interpret and value the text
Scope of reviewing	(At best) adequate translation of ideas into well-formed sentences	An interaction between reviewing the text and reviewing one's ideas and intentions	Same, but expanded by presumed readers' representations of the text and/or the ideas

Young researchers develop their skills by learning to critically edit their work while or after writing, once handwriting and sentence construction have gotten more or less automatic and occupy less space. Their objective is to reach the section of the text that most clearly reflects their values. in this era of changing knowledge. On the one hand, while negotiating concepts and meanings with different formulations and text representations on the other, researchers learn to use their mental resources (attention, memory, and processing). They learn while

doing so to balance the three parts of the writing process: Planning, formulation, and evaluation are all steps in the process.

Writing can be defined as a coherent arrangement of words, phrases, and sentences on a page or screen that are structured according to a set of rules. This definition has led to the development of several process-oriented methods and techniques and occurred during the stages of knowledge telling, knowledge transforming, and knowledge crafting.

2.1.2. Components of Writing

In general, students should concentrate on particular areas of writing since mastering the talent may be accomplished by following certain features. According to Heaton (1990) there are five components should be considered in writing; content, organization, vocabulary, grammar, and mechanics'

1. Content

This refers to the ideas, information, and substance conveyed in the writing. It includes the topic, thesis statement, supporting details, and overall message.

2. Organization

This refers to the structure and arrangement of the writing. It includes the introduction, body paragraphs, and conclusion, as well as the logical flow of ideas.

3. Vocabulary

This refers to the choice and use of words. It includes word choice, word variety, and the use of appropriate vocabulary.

4. Grammar

This refers to the rules and conventions of language. It includes sentence structure, verb tense, pronoun agreement, and other grammatical elements.

5. Mechanic

This refers to the physical aspects of writing. It includes punctuation, capitalization, spelling, and formatting.

From the previous explanation of component of writing, it can be said that a good piece of writing should consider those five components; it should be unite in

content, coherence in organization, using the appropriate vocabulary based on the topic, use the correct grammar and pay a close attention to punctuation. This research, furthermore will employ the components of writing according to Heaton that will be followed up into the rubric of writing.

Experts in the field of writing have identified several key components that contribute to effective written communication. These components include (Prabavathi & Nagasubramani, 2018):

1. Clarity and Conciseness:

Writing should be easy to understand and free from ambiguity. The message should be expressed in a clear and concise manner, avoiding unnecessary words or phrases.

2. Organization and Structure:

A clear and engaging introduction should capture the reader's attention and provide a brief overview of the main points. The body of the writing should be well-organized and logically structured, presenting the main points and supporting evidence. The conclusion should summarize the main points and leave a lasting impression on the reader.

3. Content and Ideas:

The content should be relevant to the topic and provide valuable information. The writing should go beyond superficial information and delve into the subject matter. The ideas presented should be original or offer a new perspective on a familiar topic.

4. Language and Style:

Using appropriate and vivid language can enhance the effectiveness of the writing. Varying sentence structure can make the writing more engaging and easier to read. The tone and style of the writing should be appropriate for the audience and purpose.

5. Mechanics and Grammar:

Correct grammar and punctuation are essential for clear and professional writing. Accurate spelling is crucial for maintaining credibility. The writing should be formatted correctly, following appropriate guidelines for the

specific genre or style.

6. Audience Awareness:

Writers should consider their audience's needs, interests, and knowledge level when crafting their message. The writing should be tailored to the specific audience, using language and examples that they can relate to.

By focusing on these components, writers can create effective and engaging written communication that achieves their intended goals. Effective writing requires a careful consideration of several essential components. Clarity, conciseness, organization, content, language, mechanics, and audience awareness are all crucial elements that contribute to a well-written piece. By focusing on these components, writers can produce clear, engaging, and impactful communication that effectively conveys their messages to their intended audience.

2.1.3. Indicator of Writing

Writing has been demonstrated to be such a complicated talent that encompasses a wide range of features that it is difficult to construct meaningful writing jobs that will be read by someone. There five indicators of writing (Sholihah, 2011):

1. The students are capable of producing writing that is well-organized in terms of the development of ideas and information.

One essential element of excellent writing is the incorporation of well-developed ideas into the body paragraphs. Low ratings are often the consequence of a piece of writing's ideas not being developed. An idea can be developed by providing evidence for it, describing its significance, and showing how it connects to the remainder of your essay and thesis statement. A strong, well-developed piece of writing may result from continuously completing all three of these tasks. Three tactics can be used to produce ideas in order to accomplish this: the mapping, clustering, or webbing strategy, the free writing strategy, and the list-making strategy. (Oktaviany, 2021).

2. The students are able to develop content-controlled writing.

According to Oshima and Hogue in Fajri, (2016) in order to maintain the

content-controlled writing, a piece of writing should highly consider the unity, cohesion and coherence. Unity refers to the fact that it discusses only one key theme from beginning to conclusion. The main idea of the theme sentence should be clearly explained and supported by each supporting phrase. Anything that has nothing to do with the primary sentence should be omitted. When the ideas in a piece of writing are coherent, it will stay on course with its subject matter. As the main theme is established, the language flows naturally and all of the ideas are presented logically. The sentences and supporting ideas need to be arranged logically. The phrases must flow logically and smoothly from one to the next, making them cohesive. No sudden changes in direction are allowed. Every sentence should seamlessly transition into the next.

3. The students are able to focus and emphasize using complicated grammatical strategies (syntax).

Stated by Zakaria (2013), The importance of grammar in learning English has been established. The precision and meaning of grammar are provided by a system of interconnected parts. The precision and meaning of grammar are provided by a system of interrelated parts. It is the skill of speaking and writing a language correctly. It is "the conceptual system of rules and categories that helps humans to construct and interpret their language's words and sentences." Grammar is a need if we want to improve our English or pick up a new language. Like the latter, grammar is a living thing that undergoes significant change and evolution over time. Grammar today is very different from grammar in the nineteenth century. Time, culture, literature, and other things all have a role in these developments.

4. The students can employ proper spelling, punctuation, and capitalization (mechanics).

There is no trick to writing mechanics. It is a writing subskill that is essential to the writing process as a whole. Writing mechanics describes the accepted conventions for the terminology that should be utilized in one's documentation. These standards include things like capitalization, contractions, participles, numbers, gerunds, pronouns, numerals, technical

abbreviations, units of measurement, acronyms, and punctuation.
(Sun in Naeem, 2017).

5. The students are able to select words with care (vocabulary).

When learning a second or foreign language, vocabulary is essential since without it, learners are unable to understand others or express their own emotions (Viera, 2017). To succeed in any academic context, non-native speakers of English require a solid vocabulary in addition to proper grammar and pronunciation. Therefore, until they have a substantial vocabulary, learners will not be able to communicate successfully, regardless of how well they understand grammar and pronunciation.

It can be summed up from the previous explanation that a piece of writing is created when the thoughts and information are developed in a well-organized manner. Additionally, when writing, one should carefully consider the coherence and unity of the thoughts to ensure that there are no abrupt ideas. Furthermore, the components of writing that are most crucial to a piece of writing are vocabulary, grammar, and mechanics. The ability to write effectively is a complex skill that involves various components, including organization, content, language, mechanics, and vocabulary. Successful writers are able to produce well-organized, content-controlled, grammatically accurate, and mechanically sound writing. They also demonstrate a strong vocabulary and the ability to use words appropriately to convey their ideas. By mastering these components, students can develop their writing skills and communicate effectively in academic and professional settings.

2.1.4. Writing Descriptive Text

A text is a written or printed work's original words and form. In other words, it is made up of spoken or written words that are intended to communicate a message. It signifies that a piece of writing is generated by placing words together to express a meaning or transmit a message. Furthermore, Hyland in Jayanti (2019) claimed that texts are self-contained objects that may be evaluated and

characterized without regard to context, researchers, or readers. Texts have a structure to them. They are the principles that guide the right organization of components and are used to organize words, phrases, and sentences in an orderly manner. Texts are independent entities that can be assessed and described independently of readers, researchers, or context. There is a structure to texts. They serve as guidelines for proper component arrangement and are employed to arrange words, phrases, and sentences in a systematic way.

When people want to explain how something looks, smells, feels, acts, tastes, or sounds, they use descriptive text. It suggests that we may describe to someone else how something looks, smells, feels, acts, tastes, or sounds by using descriptive prose. In essence, it provides comprehensive details about the characteristics of people, locations, and things. The purpose of the extensive information is to let the reader visualize the situation. To put it briefly, descriptive writing is language that emphasizes providing specifics about an object (Gerot and Wignell in Jayanti, 2019).

Further, they generated the generic structure of descriptive text which consists of identification and description.

1. Identification

Identification is necessary in order to prevent establishing a generalization. It suggests that a writer needs to identify the precise topic of discussion. It denotes a topic or phenomenon that will be discussed in this instance. A person, an item, or a place could be the subject. An identification paragraph is a paragraph that presents or identifies a character. Students will find it easier to explore ideas in the description section if they construct a clear identification section. It implies that a sentence or paragraph might assist a student in structuring and refining their ideas so they can write effectively. Additionally, the descriptive text's language features include the use of the simple present tense, which conveys the description of the object; the use of an adjective to elucidate the noun, such as "a pretty woman," "a good-looking guy," or "the popular place in Indonesia," and the use of an action verb to indicate an activity (which is visible), such as "use," "jot," "carry," and so on. The simple present

tense is the one that is most frequently employed. This is because descriptive texts are factual in nature. In this situation, it is one of the tenses that students should be familiar with while writing descriptive English texts. If students learn it, it will be easier for them to express themselves in good writing (Peronity in Jayanti, 2019).

2. Description

It describes the precise elements, features, and attributes of the object or phenomenon being described. A description is a paragraph that describes a character. The author so outlines all pertinent information. After that, the ideas ought to be coherent. In this situation, each idea is ordered and has a relationship. The reader will consequently comprehend the English descriptive text with clarity. It suggests that if the researcher conveys the information effectively, the reader will have a clear picture of the phenomenon or subject described in an English descriptive writing, even if they are not directly confronted by the researcher.

2.1.5. Students Ability in Writing Descriptive Text

Students are expected to describe specific themes when writing a descriptive text. They could be descriptions of individuals, locations, or objects. As previously stated, the generic structure of the text itself—which includes the description and identification—will be used to evaluate the creation of a descriptive text. The text's organization will be discussed in the description, whereas the information pertaining to the topic is covered in the identification. Additionally, language mechanics, vocabulary, and characteristics will all be included in the evaluation.

There is a writing rubric in assessing the students' ability in writing. According to Brown (2003), the rubric covers students' writing abilities, vocabulary, syntax, mechanics, and concept structure. In regard to their ability to create descriptive texts, the students' ability to explain the paragraph's theme and the ideas' progression will be evaluated. During this phase, students must be able to organize their ideas in a structured manner. The capacity of the pupils to describe

the object in connection with the paragraph's content will also be examined in the assessment. It is crucial that students have comprehensive concepts about the object in order to clearly describe it when discussing it in relation to the topic. Further, the next assessment will be the use of vocabularies. At this point, students are able to display precise vocabularies related to the object of description in wide range variety of dictions and styles.

In terms of the syntax component, students' proficiency in writing descriptive texts will be evaluated based on their command of the grammar, including the proper usage of clauses, prepositions, modals, articles, verb forms, and tenses sequencing. The proper usage of the simple present tense will be evaluated in relation to the descriptive paragraph. Therefore, before students begin producing a piece of writing to create a strong descriptive text, teachers should remember that the students have learned the knowledge of this particular tense. The mechanic is the final but equally important element of composing a descriptive narrative. The exam will focus on the students' proficiency with proper spelling, punctuation, and capitalization when writing a descriptive paragraph.

In summary, it can be stated that students' ability in writing descriptive text is the students' knowledge of how to construct a piece of writing that describe in precise manner about people, place or thing, with a good structure and givinfn attention to the content, vocabulary, organization, syntax and mechanic.

2.1.6. Students' Problem in Writing Descriptive Text

Writing descriptive text requires students to use vivid language to paint a picture in the reader's mind. However, Oliveira (2022) stated that this genre presents difficulties for many students. Writing projects can be too much for students to handle, especially if they need them to organize their thoughts, generate ideas, and examine material all at once. Furthermore, pupils may struggle to critically evaluate data and connect their work to broader concepts, according to Kayaalp (2020). Students may face significant challenges due to the linguistic and cultural components of learning English as a second language. These include differences

in writing styles, language limitations, and difficulties communicating complex ideas (Abba, 2021).

Descriptive writing, in particular, poses unique challenges for students. It requires them to create vivid and engaging imagery, use sensory details effectively, and show rather than tell. Research has indicated that students often have difficulty in developing descriptive paragraphs that are both informative and interesting, lacking the ability to convey the essence of their subject matter. Their issues also include identifying the goal and audience, assessing the efficacy of their descriptive language and making the required adjustments, and employing accurate and evocative language to communicate sensory experiences, all of which need for a rich vocabulary. Students from various cultural backgrounds could approach descriptive writing differently, which could affect their capacity to adhere to particular writing requirements.

Language problems, such those involving grammar and vocabulary, and non-linguistic problems, including those affecting concept organization, content, and mechanical concerns, were shown to be present in students' writing. According to Agustin (2024), mechanical and grammatical errors were the most frequently found problems with student writing. One proposed solution to these problems is to encourage students to compose descriptive texts using cooperative learning or the rapid writing technique. Students had to deal with language problems like grammar and vocabulary as well as nonlinguistic ones like idea organization, content, and mechanical problems. Rosmanizar (2023) claimed that grammar and mechanical issues were the most commonly discovered issues in pupils' writing. Three common issues that students encountered when writing descriptive texts were inability to adhere to the basic framework of the genre, abuse of writing techniques, and difficulty using linguistic elements (Hartina, 2024)

In General, the problems students encountered in writing a descriptive text are as the followings:

1. Lack of Sensory Details

Students often forget to include details that appeal to the senses (sight, sound, taste, touch, smell). Example: Instead of simply saying "The flower was

beautiful," they could write "The vibrant red rose, with its velvety petals and sweet fragrance, was a sight to behold.

2. Overuse of Generalizations

Students may use vague, general terms that don't provide specific details. Example: Instead of saying "The food was good," they could write "The crispy, golden-brown pizza was loaded with melted mozzarella and tangy tomato sauce."

3. Weak Word Choice

Students may use weak or bland words that don't convey the desired meaning. Example: Instead of saying "The house was big," they could write "The sprawling mansion, with its towering columns and expansive gardens, dominated the neighborhood."

4. Lack of Organization

Students may struggle to organize their thoughts and present their descriptions in a logical sequence. Example: A well-organized descriptive text might start with a general overview of the subject and then move on to specific details about its appearance, sound, taste, touch, and smell.

5. Difficulty with Show, Don't Tell

Students may simply tell the reader about something instead of showing them through vivid descriptions. Example: Instead of saying "The dog was friendly," they could write "The friendly golden retriever wagged its tail excitedly and jumped up to lick my hand."

In conclusion, students often face challenges in writing descriptive text due to their tendency to neglect sensory details, overuse generalizations, employ weak word choices, struggle with organization, and fail to show rather than tell. By addressing these common issues, students can enhance their ability to create vivid and engaging descriptions that effectively convey their ideas to readers.

2.2. Teaching Writing

Historically, teaching writing has often focused on grammar, punctuation, and sentence structure. This approach, while essential for developing foundational

skills, can sometimes be overly prescriptive and stifle students' creativity and critical thinking. Traditional methods may also neglect the importance of context, audience, and purpose in writing. In recent years, there has been a shift towards process-based writing, which emphasizes the importance of the writing process, rather than just the final product. This approach recognizes that writing is a complex cognitive activity that involves multiple stages, including planning, drafting, revising, and editing. Process-based writing encourages students to view writing as a journey of discovery and exploration, rather than a fixed goal.

Collaborative writing, such as peer review and group projects, can be a valuable tool for teaching writing. By working together, students can learn from each other, develop their critical thinking skills, and improve their ability to communicate effectively. Collaborative writing can also help to build a sense of community and belonging in the classroom. Technology can also be a powerful tool for teaching writing. There are a variety of digital tools available that can help students with planning, drafting, revising, and editing. Technology can also provide opportunities for students to publish their writing and receive feedback from a wider audience.

Teaching writing can be challenging, as it requires students to develop a range of skills and strategies. Some common challenges that teachers may face include:

1. Lack of motivation: Some students may find writing to be boring or difficult.
2. Fear of failure: Students may be afraid of making mistakes or receiving negative feedback.
3. Lack of confidence: Students may doubt their ability to write effectively.
4. Difficulty with organization: Students may struggle to organize their thoughts and present their ideas clearly.

To address these challenges, teachers can create engaging and relevant writing assignments, provide positive reinforcement, and offer opportunities for students to practice and improve their writing skills. Therefore, teachers need to be fully aware of the processes and abilities involved in teaching writing in order to do it

effectively. This perspective regards writing as a career, a skill that can be acquired with dedication and hard work, as opposed to an intrinsic talent or unconscious habit. It is true that "learning to write is something like learning a second language, even in one's native language." Nobody can write like a "native speaker." Everyone learns to write at school, for the most part. In other words, we need to let pupils know that not all writers are born with the ability to use English as a *lingua franca*. If students want to write well, they must directly learn the abilities they need and employ deliberate strategies to get better at writing (Cheung, 2016).

In the past 20 years, writing courses have largely embraced both the genre and process-oriented approaches to teaching writing. These methods have not stressed the thought processes involved in the enactment of the genre practice, nor have they incorporated the establishing of the macro-rhetorical purpose in writing. It is crucial that educators clearly explain to their pupils the thought processes involved in organizing, planning, composing, and editing their work. The following guidelines must to be followed when instructing writing (Cheung, 2016):

1. Teachers must convey to students why writing is important. Ensure that students comprehend the need of defining the macro rhetorical aim and writing purposes as a crucial step in the writing process. Make sure the pupils understand the purposes of academic writing. They might then start to understand its significance in writing. Create assignments that ask students to define writing goals during the modeling, collaborative construction, and autonomous writing phases.
2. Writing instruction would focus on the knowledge-transformation method of composition.

Establish the macro-rhetorical goal of the writing as the main emphasis of your instruction on the knowledge-transformation method to writing. Use the knowledge-transformation approach to writing to explicitly educate students the thought processes involved in organizing, planning, composing, and revising their writing. Provide writing exercises in the classroom that help

students understand the distinctions between the knowledge-transformation method and the information-focused approach.

3. A more comprehensive comprehension of coherence can improve the writing abilities of second language writers.

Emphasize the distinctions between the meanings of cohesive devices and meta-discourse markers while teaching the discourse level characteristics of a coherent work. Read aloud to your students and use a coherence checklist to help them assess their own writing as they modify their writings. Arrange peer review exercises with an emphasis on writing coherence growth. The macro-rhetorical purpose of their peers' writing can likewise be discussed by peer reviewers.

4. Writing is an intricate task.

Instruct students that the process of writing is not linear and involves multiple steps, such as ideation, formulation, reading, and revision. Acknowledge that certain writing processes, such as "setting the macro rhetorical goal," "establishing writer identity," and "considering the reader," will present challenges for pupils. Arrange group exercises that make students more conscious of the nature of writing. Assist students in realizing that prewriting, drafting, and revision are not discrete, independent phases that can be distinguished from one another.

Writing teachers should make it clear to their students that a quality piece of writing requires several rounds of modification. Additionally, it is crucial that students use self-editing techniques for all of their written assignments. To identify the troublesome sections of their writing, they can read aloud what they've written. To ensure they have enough time to edit their work, they must begin planning their writing early and finish it early. They would have to fix surface-level mistakes like grammar and mechanics as well as discourse-level problems like how they come across in their writing, the tone they employ, how their ideas are developed and contextualized, and how they use language, information, and evidence to persuade their readers. Self-editing would make students accountable for and take ownership of their education (Swaffield, 2011).

2.3. Reading-Mind Mapping-Share Technique

A teaching strategy that combines reading, mind mapping, and sharing exercises is called Reading-Mind Mapping-Share (RMS). It pushes students to discuss their ideas with others, picture what they've learned, and actively interact with texts. Research has demonstrated the efficacy of the RMS technique in fostering students' critical thinking, creativity, and deeper knowledge. The RMS teaching model, an acronym for "Reading, Mind Mapping, and Sharing," is a teaching style that incorporates mind mapping techniques, cooperative sharing among students, and reading activities. Students interact with written texts, including textbooks, articles, and other pertinent materials, as part of the reading component to gain knowledge and comprehension of a specific subject. It highlights how crucial information collecting and reading comprehension are.

Visual mapping techniques are used in the Mind Mapping component to organize and display concepts, ideas, and relationships. Students can visualize and investigate the relationships between various ideas by creating diagrams or graphical representations that connect essential themes. The sharing component focuses on student communication and cooperative learning, gives students the chance to engage with their peers in small groups or during class as a whole, sharing their ideas, viewpoints, and mind maps. This sharing process promotes discussion, critical thinking, and active engagement. When it comes to the teaching function in sharing, instructors are essential in helping to organize and lead these sharing sessions. They can facilitate candid conversations, support students in speaking openly about their ideas, and offer perceptive criticism that promotes increased comprehension and information sharing. In their role as moderator, teachers make sure that all of the students who participate in the sharing sessions have a collaborative and enriching learning experience.

The RMS learning model has the following steps (Joyce, 2011):

1. Reading

Students engage in critical reading on a variety of subjects after gathering knowledge from a variety of sources or educational materials. Students are required to be prepared for learning through reading exercises. The students must read critically and comprehend the ideas in the reading material using a variety of educational or informational resources. Rather of merely memorization of data, critical reading will create a full comprehension that will be retained longer in the brain.

2. Mind Map

Students make mental maps of subjects they have read both individually and in groups. Next, using collaborative concepts, a mind map of individuals and groups is created. Learning accomplishments and idea mastery can both be improved using mind map exercises. Working together can help students develop a sense of accountability for their education and comprehension of the subject matter. Academic talents at both the upper and lower levels can be enhanced by participation with peer tutorials.

3. Sharing

Presenting the outcomes of their collaborative groups' mind maps to the class is the final step in the sharing process. At this point, social interaction—which is reflected in the feedback—is essential since everyone will be doing the evaluation and reflection process together. In terms of academic learning and skill development, the social interaction process of review and reflection can quickly have a profound impact on one's comprehension of a topic.

The Reading-Mind Mapping-Share technique fosters a comprehensive and collaborative learning experience. By engaging in critical reading, students develop a deep understanding of the subject matter. Mind mapping facilitates the organization and visualization of complex ideas, enhancing retention and comprehension. Sharing mind maps in groups promotes social interaction, critical reflection, and a sense of accountability. This collaborative approach not only enhances academic performance but also cultivates essential skills such as critical thinking, communication, and teamwork. Further, RMS learning model includes

learning phases, lecturer's activities, and students' activities, as shown by the following table: (Muhlisin, 2019)

Table 2.1
Activities Based on RMS Learning Model

Learning Phase	Teacher's Activities	Student's Activities
Pre-activity	<ul style="list-style-type: none"> ➤ Greet and pray ➤ Check students' presence ➤ Communicate or explain learning outcomes, learning objectives, and learning rules ➤ Motivate and encourage students' curiosity related to the topic given. ➤ Distribute and explain instructions of student's activity sheet and assign them to work based on the instructions. 	<ul style="list-style-type: none"> ➤ Respond greeting and pray ➤ Respond the presence honestly and with responsibility ➤ Listen to the explanation on learning outcomes, and learning rules ➤ Focus on the learning process, dig and evaluate what they want to know ➤ Focus on student's activity sheet given.
Main Activity		
Reading	<ul style="list-style-type: none"> ➤ Guide students in critical reading related to a specific topic or material 	<ul style="list-style-type: none"> ➤ Read critically related to specific topic/ material
Mind Map	<ul style="list-style-type: none"> ➤ Assign students to create mind map individually related to the information they have read before ➤ Associate students in heterogeneous groups. ➤ Assign students to create mind map collaboratively based on the information they have read before and their individual mind map ➤ Facilitate students to conduct a collaborative discussion in creating mind map with their group. 	<ul style="list-style-type: none"> ➤ Create mind map individually related to the information they have read before ➤ Create a heterogeneous group consisting of 4-6 students ➤ Create mind map collaboratively based on the information they have read before and their individual mind map ➤ Communicate their ideas on mind map in a collaborative discussion.
Share	<ul style="list-style-type: none"> ➤ Facilitate each group to present their group work (mind map) in front of the class in discussion ➤ Give motivation to students to give feedback by responding the group who is presenting their work ➤ Give feedback, reinforcement, and confirmation towards the material/ topic given through various learning sources. 	<ul style="list-style-type: none"> ➤ Present their group work (mind map) in front of the class in discussion ➤ Give a feedback/ suggestion/ question to the group who is doing the presentation ➤ Focus on the feedback, reinforcement, and confirmation given by the lecturer.
Post-activity	<ul style="list-style-type: none"> ➤ Lead students to pray and say greeting 	<ul style="list-style-type: none"> ➤ Pray before the learning is over and respond to the greeting.

This technique emphasizes the use of visual representations (mind maps) to organize and understand information. It often involves working in groups to create

and share mind maps, promoting peer-to-peer learning and discussion. The technique is designed to enhance understanding and retention of complex information by connecting ideas and concepts visually. Creating and analyzing mind maps requires students to think critically about the material, identify key points, and make connections. The Reading-Mind Mapping-Share Technique is a collaborative visual learning approach that involves reading critically, creating mind maps to organize information, and sharing those mind maps with peers to promote deeper understanding and critical thinking (Joyce, 2011).

Aminah, et.al (2023) stated that using instructional strategies based on the RMS (Reading, Mind Mapping, and Sharing) principles has a lot of potential to raise students' understanding levels, which will raise their level of involvement, creativity, and innovation in the classroom. (RMS) model is more successful at enhancing idea mapping abilities, which facilitates students' understanding of the material presented. Students' creativity in reading, mind mapping, and public speaking can all be enhanced by employing the RMS model of learning. Every stage of RMS learning offers opportunities to enhance student knowledge. When it comes to reading, students should be critical readers who look up a lot of information about the subject matter or idea they are studying. During the mind mapping phase, students work together to create thought maps. Collaborative learning activities and groups can foster cooperation, debate, idea or thought sharing, problem evaluation, and cooperative problem solving (Widyaningsih and Yusuf, 2018).

2.4. Teaching Learning Cycle

Teaching Learning Cycle (TLC) is a popular science education pedagogical strategy. Its foundation is the constructivist learning theory, which contends that via experiences and interactions with their surroundings, students actively create the knowledge they possess. The teaching-learning cycle is a framework used in education to guide the planning and implementation of effective instruction. Strong scaffolding and specific instruction, along with high expectations, form the foundation of the teaching-learning cycle. It is founded on Vygotskian concepts of

learning through contact with more adept persons in the context of shared experience. The activities are carefully planned to build up students' knowledge and talents so that they can experience success. It is not meant to be followed in a rigid order, though; teachers will switch between the phases of the cycle as needed (Derewianka in Chappel et.al, 2022).

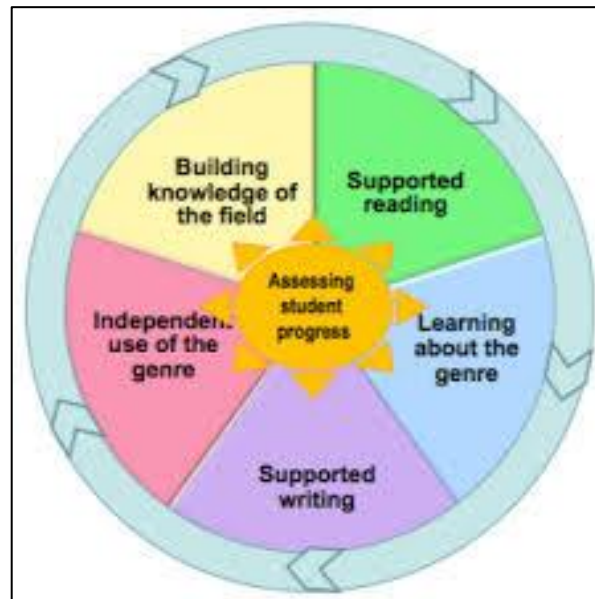


Figure 1 Teaching Learning Cycle By Derewianka and Jones

The Teaching and Learning Cycle's (TLC) five stages are described in this paragraph. Engaging students and fostering a common knowledge of the subject are the main goals of the first stage, known as Initial Field Building. Teaching pupils how to read difficult materials and emphasizing thorough reading of chosen texts are the main goals of the second stage, Supported Reading. The emphasis of the third stage, Learning About the Genre, is on writing and building written texts. This includes breaking down genre examples and creating a common meta-language. In the fourth step, Supported Writing, students engage in a variety of writing-related activities, such as modeled, shared, guided, cooperative, and independent writing. Students can finally take complete control of their texts in the fifth level, Independent Writing, where they can revise and refine their writing (Derewianka in Chappel et.al, 2022)..

2.4.1. Initial Field Building

The teaching and learning cycle often focuses on engaging students, finding out what they know about the topic under emphasis, and starting to establish shared understandings in the first stage, Building knowledge of the field. Throughout the remaining phases of the teaching-learning cycle, this field building is maintained to help students' comprehension of the subject matter grow and deepen. Instead of relying solely on past experiences or firsthand knowledge, it is crucial that this knowledge be disseminated so that all students may participate equally in conversations and write with confidence about the subject matter. Although the discussion will frequently center on written text, images, and other artifacts, the emphasis at this time is typically on the spoken language of the students. This phase may comprise.

Students could be invited to produce a first rough draft (notes, dot points, graphics) early in the cycle, drawing on any existing knowledge and/or the preliminary understandings developed through the initial field-building. As learners progress through the course, they will continue to refine and sculpt this raw material, adding language and content from focus lessons along the way. The teacher can also learn about the strengths and weaknesses of the students and possible teaching points (for example, during guided reading/writing sessions) from this rough draft and any later iterations. Starting early in the writing process and coming back to the material as it develops frequently with feedback and direction makes the writing assignment less intimidating than if it is left until the very end.

2.4.2. Supported Reading

The Supported Reading stage still increases discipline knowledge, even if reading carefully selected texts or text extracts in the topic area is now prioritized. This stage recognizes that children need to be taught how to understand texts that are increasingly challenging, complicated, and abstract, particularly in the secondary years. By highlighting headers, subheadings, images, captions, and other components, the instructor will typically help the students scan the text to gain a

sense of its genre and subject and help them understand how it will flow. To help the students grasp the content, particularly in relation to the present task, the instructor may then focus on key portions. While there are many tried-and-true activities that may be utilized to help students with their reading, most teachers are probably familiar with the typical practices of guided, shared, independent, and modeled reading.

2.4.2.1. Modelled reading

Here, the teacher uses a "think-aloud" approach to demonstrate the comprehension techniques that he or she would do when reading a pertinent book. Modeled reading works best when teachers do more than just "think aloud." They should also give students ample opportunity to raise similar questions about the text, explain and defend the tactics they are using, and give them lots of practice using them. When it comes to the work at hand, the genre, and/or the needs of the pupils, it is usually best to concentrate on just one or two tactics at a time.

2.4.2.2. Shared Reading

We cannot presume that students can read the kinds of texts they will come across in all subject areas on their own, especially sophisticated, digital/online, and multimodal texts. They require direction in order to read important texts purposefully and strategically. During group reading sessions, the instructor reads aloud to the class while posing questions, discussing vocabulary in context, elucidating the connection between text and visuals, deciphering important ideas, exemplifying comprehension techniques, highlighting pertinent linguistic elements, and other strategies. A reading session could incorporate teacher read-alouds, collaborative readings, and even modeled reading.

2.4.2.3. Guided Reading

In general, reading proficiency varies throughout students. Teachers can work with children who have comparable needs and levels of proficiency to help them extend their reading capacity by grouping them based on need. The teacher can work with a specific group on guided reading activities to address particular aspects of reading relevant texts, while other groups collaborate on reading tasks

related to the current task. The group may be instructed to identify the ways in which the language establishes linkages throughout the book if the teacher has noticed, for instance, that some pupils struggle to follow the cohesive relationships in a text. While some students may want assistance with more complex techniques, others may need coaching with word decoding in a mentor book.

2.4.2.4. Collaborative Reading

The remaining students can work in groups or pairs, or independently, on structured reading tasks linked to the current curriculum task while the teacher works with a specific group. Preferably, the exercises should entail several readings and actual annotation of the text, utilizing abilities like decision-making, problem-solving, evaluation, summarizing, synthesizing, taking notes, and so forth.

2.4.3. Learning about the Genre

At this time, the focus shifts more to the composition and crafting of the students' written texts since they are now beginning to come up with concepts for their writing. From genre to field, the emphasis changes to the goal of writing. The instructor might even break down a sample of the genre the students will be writing later in class. Learners frequently need multiple interactions with genre models before internalizing the focus genre and its unique linguistic patterns. Currently, the class is working on creating a common metalanguage to describe different parts of texts. In this cycle step, we dissect a sample text that is comparable to what the students are writing. The model text could be created by the teacher at the level of a high achiever, but it could also be a published text that needs to be edited, a well-written text from a student from a prior year, or a combination of student writings. Once more, a range of exercises can be employed to acquaint pupils with the attributes of the genre (e.g., sorting and sequencing, genre comparisons). Nonetheless, it is customary to start by restating the reason for writing, then go over the usual steps that the text takes to accomplish its goal and some of the language's unique characteristics.

2.4.4. Supported Writing

Similar to aided reading, kids' writing can be supported through a variety of activities. Here, we'll concentrate on well-known techniques like guided, shared, modelled, cooperative, and independent writing. Utilize the "think-aloud" technique in modeled writing to illustrate the decisions you would make if you were writing a piece that was comparable to what the students are writing. This could be short-lived, focus on certain tactics, combine with shared writing (see below), and involve the entire class or just a few students. Many students will benefit from working together to create a text that is comparable to the one they are writing, even if some will be ready to start working on their own texts at this stage. In order to have something to give, the kids arrive at the activity prepared. As you watch students create their writings in guided writing, talk about the language choices they use. This is a chance to give comments on topics like sentence construction, vocabulary growth, cohesiveness, punctuation, and spelling to groups of children with comparable requirements.

Additionally, it's a chance to solidify knowledge about the genre or topic. Create pair or group exercises for collaborative writing that involve evaluating students' drafts while utilizing the knowledge gained from earlier lessons (e.g., discussing sentence construction choices, combining simple sentences into compound and complex sentences when appropriate, expanding and pruning sentences, giving students potential sentence alternatives and asking them to explain their choice, discussing the relationships between written text and images, improving a poorly designed diagram, soliciting peer feedback on audience engagement, and defending decisions made in the revision of their previous drafts). Students may be consulting the rubric for successfully completing the entire job at this point, but they may be doing so throughout the cycle.

2.4.5. Independent Writing

Students are now able to assume complete responsibility for their own texts. They have expanded their understanding of the subject, organized their writing into phases that accomplish the goal, and used important linguistic and multimodal

elements. They can now alter the text to make it flow better, make better language choices, and take the reader's wants into consideration. The student may need to conduct further research in that field if they are creating a text in the same genre as the model text but in a slightly different field (for example, investigating an explanation of floods when the teacher may have modelled an explanation of drought). Lastly, students can edit their writings for accuracy in grammar, punctuation, and spelling. Provide recommendations for pupils to modify, edit and proofread their texts. Additionally, they can enhance the way the text is presented (e.g. font choices, headings, graphics, layout). Giving students clear guidelines to follow as they work on their assignments is an important scaffolding technique for this phase of the curricular cycle. These standards could be developed collaboratively, but what matters is that they represent the common vocabulary and comprehensions regarding the genre and subject the class has been studying. Students can utilize the criteria as a helpful tool to help them reflect on their own work as they finish it. At this stage, students can share their published texts with others, including peers and parents, feeling a sense of achievement as they look back over their saved drafts and observing the progress they have made throughout the cycle.

2.5. Teaching Writing through RMS Technique based on TLC

The theories that underpin the RMS Technique within TLC place a strong emphasis on the value of process-oriented writing instruction, social engagement, active learning, and schema building. The RMS technique can offer an organized and efficient framework for teaching writing by including these components. The RMS technique aligns with several key theories of writing instruction, as the followings:

1. Constructivist Theory

This theory emphasizes that learners actively construct their own knowledge through interaction with their environment and experiences. The RMS technique supports this by encouraging students to revise their writing based on feedback and reflection, actively building their understanding of effective writing.

2. Sociocultural Theory:

This theory highlights the importance of social interaction and collaboration in learning. The sharing component of the RMS technique fosters peer interaction and allows students to learn from each other's writing.

3. Schema Theory

This theory proposes that individuals organize their knowledge into mental representations called schemas. The modeling component of the RMS technique provides students with examples of well-structured writing, helping them develop their own schemas for effective writing.

4. Process Approach to Writing

This approach emphasizes the importance of viewing writing as a multi-stage process involving planning, drafting, revising, and editing. The RMS technique aligns with this by focusing on revision and providing opportunities for students to iterate on their writing.

By effectively combining RMS and TLC, teachers can create a dynamic and engaging learning environment that fosters students' writing skills and confidence.

The Integration of RMS into TLC phases can be executed as the followings:

1. Initial Field Building:

This phase can be done through modeling in which teacher shares examples of effective writing related to the topic to inspire students. This phase can also be done through sharing in which teacher encourages students to share their initial ideas and thoughts, providing a foundation for future development.

2. Supported Reading

In the modeling phase teacher can analyze exemplary texts together, highlighting effective writing strategies and techniques. In the sharing phase, teacher can Have students discuss their understanding of the texts and share their own interpretations.

3. Learning About the Genre:

In the modeling phase, teacher can present examples of well-written pieces within the genre, focusing on key features and conventions. In the sharing

phase, teacher can have students analyze and discuss the examples, identifying the genre's characteristics.

4. Supported Writing:

In the revision phase, teacher can provide targeted feedback on students' drafts, guiding them through the revision process. While in the modeling, teacher can demonstrate effective revision techniques, such as adding details, improving sentence structure, or strengthening the argument. The last in the sharing, teacher can encourage students to share their drafts with peers for feedback and to learn from each other's work.

5. Independent Writing

In revision, teacher can remind students of the importance of revising their work and provide resources for self-assessment. In the sharing, teacher can encourage students to share their final pieces with a wider audience, such as classmates, teachers, or parents.

However, there are things as the key considerations for combining RMS and TLC. The first is related to the alignment. Teacher needs to ensure that the RMS activities align with the goals and objectives of each TLC phase. The second is balance. Teacher needs to strike a balance between teacher-directed and student-centered activities. The third is differentiation. Teacher needs to adapt the RMS techniques to meet the needs of different learners. The last but not least is feedback. Teacher needs to provide timely and constructive feedback to support students' growth and development.

2.6. Teaching Writing through Modified RMS Technique based on TLC

RMS (Reading, Mind-mapping, Sharing) is a pedagogical approach emphasizing the interactive process of writing, learning from examples, and collaborating with peers. Meanwhile, TLC (Teaching and Learning Cycle) is a framework for effective instruction, typically involving initial field building, supported reading, learning about the genre, supported writing, and independent writing. RMS can be seen as a specific implementation of TLC, providing a concrete approach to teaching writing within the broader framework of the TLC cycle. There are some

possible correlations and overlaps between RMS (Reading-Mind Mapping-Share) and TLC (Teaching Learning Cycle) in the context of writing education, even though there may not be direct studies relating these two approaches directly. Both RMS and TLC place a strong emphasis on active learning, in which pupils participate in practical exercises and critical thinking. Constructivist learning theory, which contends that students actively create their own knowledge, is consistent with both strategies. Similar to RMS's reading and mind mapping components, TLC's exploration phase encourages students to learn about and investigate novel concepts. Both methods can help students develop their critical thinking and problem-solving abilities because they make them examine, combine, and apply information.

In the process of teaching, the overlap between RMS (Reading-Mind Mapping-Sharing) and TLC (Teaching and Learning Cycle) lies in their shared focus on effective writing instruction. Both approaches emphasize on the Iterative process (the importance of revising and refining writing over time), learning from examples (the value of studying and imitating well-written texts), Collaborative learning (the benefits of sharing work with peers and receiving feedback), structured approach (The need for a systematic and organized approach to teaching writing). The modified RMS technique aligned with the TLC framework can be constructed as the followings:

Phase 1: Initial Field Building

- Purpose
 - To activate prior knowledge and create a context for the upcoming learning.
- Activities:
 - Brainstorming and Mind Mapping: Guide students in creating mind maps to explore their existing knowledge and ideas related to the topic. This helps visualize connections and identify potential areas of interest.
 - Short Reading: Introduce a brief text or article that is relevant to the topic. Encourage students to read independently or aloud and discuss their initial thoughts and questions.

Phase 2: Supported Reading

- Purpose:
To provide scaffolding and support for students as they read and comprehend the text.
- Activities:
 - Guided Reading: Read aloud a portion of the text and engage students in discussions about the content, vocabulary, and main ideas.
 - Collaborative Mind Mapping: Have students work in pairs or small groups to create mind maps together, summarizing key points and making connections between different sections of the text.
 - Think-Pair-Share: After reading a section, ask students to think about a specific question or prompt individually, then pair with a partner to discuss their ideas and share their findings with the class.

Phase 3: Learning About the Genre

- Purpose:
To develop students' understanding of the genre and its characteristics.
- Activities:
 - Genre Analysis: Read and analyze examples of the genre together, identifying key features such as structure, language, and purpose.
 - Mind Map Creation: Create a mind map to visually represent the characteristics of the genre, helping students understand its unique qualities.
 - Shared Reading: Read aloud a text from the genre and discuss how it exemplifies the genre's conventions.

Phase 4: Supported Writing

- Purpose:
To provide guidance and support for students as they begin to write their own texts.
- Activities:
 - Writing Prompts and Models: Provide students with writing prompts or model texts that align with the genre.

- Mind Mapping for Writing: Encourage students to use mind maps to brainstorm ideas and organize their thoughts before writing.
- Peer Review and Sharing: Have students share their drafts with a partner or small group for feedback and suggestions.

Phase 5: Independent Writing

- Purpose:
To allow students to apply their learning and produce their own original texts.
- Activities:
 - Individual Writing: Provide students with time to work independently on their writing projects.
 - Self-Assessment and Reflection: Have students reflect on their writing process and use self-assessment tools to evaluate their work.
 - Sharing and Celebration: Create opportunities for students to share their completed texts with the class or a wider audience.

By integrating reading, mind mapping, and sharing techniques into each phase of the teaching-learning cycle, teachers can create a dynamic and engaging learning environment that fosters deeper understanding, critical thinking, and effective communication skills. Teachers can create a structured and effective approach to teaching writing that fosters students' critical thinking, creativity, and communication skills.

2.7. Procedure of Teaching Writing through Modified RMS Technique based on TLC

The Modified Reading-Mind Mapping-Share Technique combines the elements of reading, mind mapping, and sharing to enhance writing instruction. It promotes critical thinking, creativity, and collaboration among students. In the teaching learning process, the procedure can be formulated as the followings:

1. Pre-Reading Activity:

Introduce the topic or theme to the students. Activate prior knowledge by asking questions or conducting a brainstorming session.

2. Guided Reading:

Provide students with a carefully selected text related to the topic. Guide students through the text, asking questions to encourage comprehension and critical thinking. Use strategies like summarizing, questioning, clarifying, and predicting to aid understanding.

3. Mind Mapping:

Introduce mind mapping as a visual tool for organizing ideas. Model the process of creating a mind map using the text as a starting point. Guide students in creating their own individual mind maps, connecting the main idea to subtopics and supporting details.

4. Peer Sharing and Discussion:

Have students share their mind maps in small groups or pairs. Encourage students to discuss their ideas, ask questions, and provide feedback. Facilitate discussions to help students connect their ideas and deepen their understanding.

5. Writing Prompt and Planning:

Provide a writing prompt related to the topic or theme. Guide students in using their mind maps to plan their writing, organizing their ideas and determining the main points they want to convey.

6. Drafting:

Encourage students to use their mind maps as a guide to write their first drafts. Remind students to focus on developing their ideas, using clear language, and maintaining a logical flow.

7. Peer Review and Revision:

Have students exchange their drafts with a partner or small group. Provide students with specific guidelines for peer review, such as focusing on clarity, organization, and supporting evidence. Guide students in revising their drafts based on the feedback they receive.

8. Final Writing:

Encourage students to make any necessary revisions to their drafts. Have students proofread their work for errors in grammar, punctuation, and spelling.

9. Sharing and Celebration:

Create opportunities for students to share their final pieces of writing with the class or a wider audience. Celebrate their accomplishments and provide positive feedback.

The RMS and TLC are effective strategies for teaching writing. This procedure combines elements of both to provide a comprehensive approach. In the teaching and learning process, the procedure is as the following:

Pre-activity

1. Teacher's Activities:

- a. The teacher begins by creating a positive learning environment through greeting and prayer and managing the class by checking حضور (presence).
- b. Crucially, the teacher sets the stage for learning by communicating learning outcomes, objectives, and rules, ensuring students understand the purpose and expectations of the lesson.
- c. To engage students, the teacher motivates and encourages their curiosity about the topic and distributes and explains the student activity sheet, providing clear instructions.

2. Student's Activities:

- a. Students actively participate by responding to the greeting and prayer and taking responsibility for their attendance.
- b. They demonstrate attentiveness by listening to the explanation of learning outcomes and rules.
- c. Students show engagement by focusing on the learning process and exploring their existing knowledge and by carefully studying the activity sheet.

Main Activity

1. Initial Field Building:

- a. The teacher introduces the topic through a short text and activates prior knowledge by guiding students in creating a simple mind map.
- b. The teacher fosters interaction by encouraging students to share their initial thoughts and experiences.

- c. Students read the text, create their mind maps, and participate in sharing, laying the groundwork for deeper learning.
2. Supported Reading:
 - a. The teacher facilitates deeper understanding by guiding students to read the text independently or in pairs, encouraging collaboration and summarizing.
 - b. Students solidify their comprehension by creating individual mind maps and sharing these within groups.
 3. Learning about Genre:
 - a. The teacher expands students' knowledge by providing genre examples and guiding them to analyze the genre's structure and characteristics using mind maps.
 - b. Students actively analyze texts, identify genre characteristics, and use mind maps to organize their findings, which they then share and compare.
 4. Supported Writing:
 - a. The teacher prepares students for writing by having them revisit relevant text sections and develop mind maps as a writing framework.
 - b. The teacher supports the writing process by providing guidance and feedback.
 - c. Students use mind maps to generate ideas, share drafts for peer feedback, and begin writing with the teacher's support.
 5. Independent Writing:
 - a. The teacher encourages refinement by guiding students to revise their mind maps and writing.
 - b. Students take ownership of their work by completing their writing independently, incorporating feedback and their own revisions.
 - c. The teacher provides a platform for students to share their completed work.

Post-activity

1. The lesson concludes with the teacher leading a prayer and offering a greeting.
2. Students participate by praying and responding to the greeting.

Through the implementation of the procedure, it can enhance critical thinking since students analyze and synthesize information from the text. It also promotes creativity through the mind mapping that encourages students to generate original ideas and connections. It can also foster collaboration through peer sharing and discussion create a collaborative learning environment. It can also improve writing skills in which the technique helps students organize their thoughts, develop clear arguments, and use effective language. The last, it is Adaptable to various topics and grade levels in which the technique can be modified to suit different learning needs and contexts.

2.8. Advantages and Disadvantages of Teaching Writing through Modified Reading-Mind Mapping-Share Technique

RMS (Reading-Mind Mapping-Share) is an educational technique stressing the dynamic process of writing, learning from examples, and engaging with peers. In the meanwhile, the Teaching and Learning Cycle, or TLC, is a framework for efficient instruction that usually consists of field building, reading support, learning about the genre, writing support, and independent writing. Viewed as a particular application of TLC, RMS offers a practical method of teaching writing inside the larger context of the TLC cycle. While direct research linking RMS (Reading-Mind Mapping-Share) and TLC (Teaching Learning Cycle) directly may not exist, there are some potential overlaps and correlations between these two approaches in the context of writing education.

Both RMS and TLC emphasize active learning, where students engage in hands-on activities and critical thinking. Both approaches are aligned with constructivist learning theory, which holds that students actively develop their own knowledge. Just like the reading and mind mapping components of RMS, the exploration phase of TLC pushes students to learn about and research new ideas. Because they require students to investigate, mix, and apply information, both approaches can aid in the development of their critical thinking and problem-solving skills.

Teaching writing through modified reading-mind mapping-share technique will bring several advantages as the followings:

1. Enhances critical thinking: By analyzing and synthesizing information from the text, students develop critical thinking skills.
2. Promotes creativity: Mind mapping encourages students to generate original ideas and connections.
3. Fosters collaboration: Peer sharing and discussion create a collaborative learning environment.
4. Improves writing skills: The technique helps students organize their thoughts, develop clear arguments, and use effective language.
5. Adaptable to various topics and grade levels: The technique can be modified to suit different learning needs and contexts.
6. Visualizes thinking: Mind mapping provides a visual representation of ideas, making them easier to understand and remember.
7. Increases engagement: The interactive nature of the technique can increase student engagement and motivation.

However the implementation of modified reading-mind mapping-share technique in the process of teaching writing will also bring several disadvantages as the followings:

1. Time-consuming: Implementing the technique can be time-consuming, especially for longer texts or larger classes.
2. Requires teacher guidance: The technique requires the teacher to provide clear instructions, model the process, and facilitate discussions.
3. May not suit all learning styles: Some students may find mind mapping challenging or prefer a more linear approach to learning.
4. Limited to short-term gains: While the technique can be effective in improving writing skills, long-term gains may require additional strategies and practice.

Overall, the advantages of the Modified Reading-Mind Mapping-Share Technique based on TLC outweigh the disadvantages. It is a valuable tool for teachers who want to enhance their students' writing skills and promote critical thinking, creativity, and collaboration.

2.9. Perception

The intricate cognitive process of perception entails the selection, organization, and interpretation of sensory data. It is how we interpret the environment we live in. According to James in Albright (2015), the process of creating a mental image of the world through the interpretation of sensory data is called perception. It is a complex process that involves more than just passively receiving sensory information. It's an active process of constructing a mental representation of our surroundings. Building a mental picture of the world from sensory data is the active process of perception. Our brains actively evaluate and create a meaningful representation of our environment during this dynamic, ongoing process, which goes beyond simply passively processing sensory data. Perception is an active process that is shaped by past encounters, expectations, needs, wants, cultural beliefs, and values, as well as how we interpret incoming information. Sensual information is not simply relayed through perception. In order to form a logical image, the brains actively organize and interpret the raw input. The intricate interaction between our cognitive processes and sensory input is known as perception. The brain actively manipulates and processes sensory data to produce a valuable and meaningful world representation (Gregory in Montesclaros & Fernandez, 2022).

Raja, et.al (2022) suggested that the perception study has several implications for better preparing upcoming Indonesian EFL teachers with the skills they need to deal with this culturally diverse world, as integration of EIL-based pedagogical strategies into English language classrooms and teacher education is becoming more and more common in the literature. In language learning and teaching research, perception analysis is important for a number of reasons: (Montesclaros & Fernandez, 2022)

1. Recognizing Learner Challenges

Perception and processing of foreign language sounds, vocabulary, and grammar structures can be difficult for learners. Educators can create successful techniques to overcome these perceptual barriers by having a thorough understanding of them. Different learners have different perceptions,

which influences their capacity to pick up language skills. Perception research facilitates the identification of individual variations and the customization of education.

2. Improving Instructional Strategies

Teachers can create educational materials and activities that address the strengths and weaknesses of learners' perceptions by having a solid understanding of perception. By appealing to numerous senses and improving perception, multimodal approaches (such as visual aids, auditory signals, and kinesthetic activities) can improve language learning.

3. Examining the Mechanisms of Language Acquisition

Perception studies shed light on the cognitive processes behind language learning. Our understanding of the learning process is aided by our comprehension of how students interpret and process linguistic information. The crucial period hypothesis posits that language acquisition occurs within a physiologically set window, and perception plays a role in this process. Perception research can shed light on this notion.

4. Encouraging Intercultural Understanding

Cultural influences have an impact on perception. Teachers can better grasp how cultural differences impact language acquisition and instruction by reading research on perception. By understanding cultural variations in perception, teachers may develop culturally sensitive learning settings and enhance intercultural understanding.

In addition to this, Flora et.al (2024) affirm that an individual's perception of what they experience calls for identification. This aligns with the idea that even when sharing the same experience, individuals may perceive it differently. Their study specifically focused on English teachers' perceptions of implementing the Scientific Approach (SA) and teaching text genres, as well as their beliefs in English language teaching in Indonesia. In other words, perception research is critical to the study of language learning and teaching because it advances our knowledge of language acquisition processes, clarifies learner difficulties, enhances instructional strategies, and fosters cross-cultural understanding.

This research, in addition measured the students' perception through the implementation of a questionnaire. The questionnaire was adapted from Towler (2010) who claimed that measuring perception can be assessed from three dimensions; behavioral, emotional and cognitive. The behavioral dimension evaluated standards like participation and attendance and would show that there was no disruptive or unfavorable behavior. Affective responses like interest, delight, or a sense of belonging are experienced when the emotional dimension is evaluated. Furthermore, the cognitive dimension evaluated learning requirements, complexity, and investment. The following table presents each dimension.

Table 2.2
The Behavioral, Emotional and Cognitive Dimension by Towler

	Positive Engagement	Non Engagement	Negative Engagement
Behavioral	Attends lectures, participates with enthusiasm	Skips lectures without excuse	Boycotts, pickets or disrupts lectures
Emotional	Interest	Boredom	Rejection
Cognitive	Meets or exceeds assignment requirements	Assignments late, rushed or absent	Redefines parameters for assignments

Each of these dimensions, according to Towler, can have a "positive" and a "negative" pole, each of which represents a different kind of involvement. A void of non-engagement (apathy or withdrawal) separates them. The words "positive" and "negative" are not used here to denote value judgment, but rather to express the mindset that is suggested in much of the literature: actions that confront, challenge, or reject can be counterproductive because they are disruptive, obstructive, or postpone. On the other hand, conformity to standards and expectations signifies acceptance and internalization. This is not to contest that individual academics view evidence of students' critical engagement as a measure of achievement. Therefore, one can interact along the behavioral, emotional, or cognitive dimensions in either a "positive" or "negative" way.

2.10. Theoretical Assumption

After reviewing all the theories concerning the RMS technique based on TLC to promote student's writing description, several theoretical assumptions can be developed. Students actively construct their own knowledge through interaction

with their environment and experiences. The RMS technique based on TLC, by providing opportunities for students to explore, reflect, and share their ideas, aligns with this constructivist approach. The RMS technique based on TLC, by breaking down complex tasks into smaller, manageable steps and providing visual aids (mind maps), can help reduce cognitive load. Learning is influenced by social interactions, observation, and modeling. The sharing component of the RMS technique based on TLC allows students to learn from each other's experiences and develop their writing skills through observation and imitation. Individuals organize their knowledge into mental representations called schemas. The mind mapping component of the RMS technique based on TLC helps students create and activate relevant schemas related to the topic, enhancing their understanding and ability to write descriptively. Learners are capable of achieving more with guidance and support than they can alone. The teacher's role in the RMS technique based on TLC is to provide scaffolding and support, helping students to move beyond their current level of understanding and develop their writing skills. The RMS technique based on TLC framework provides a structured approach to teaching and learning that can be adapted to various subjects and contexts. By integrating the RMS technique into the TLC framework, we can leverage the strengths of both approaches to promote student's writing description.

2.11. Hypothesis

In the attempt of answering the research questions presented in the previous chapter, the hypotheses are formulated as the followings:

1. For RQ1: Is there a significant difference in students' achievement in writing descriptive paragraphs after being taught using the modified RMS technique based on Teaching-Learning Cycle (TLC)?
 - a. H0: There is no significant difference in students' achievement in writing descriptive paragraphs after being taught using the modified RMS technique based on the Teaching-Learning Cycle (TLC).
 - b. H1: There is a significant difference in students' achievement in writing descriptive paragraphs after being taught using the modified RMS technique based on the Teaching-Learning Cycle (TLC).

2. For RQ2: What writing aspect is the most prominent after being taught using the modified RMS technique based on TLC?

Hypothesis: The most prominent writing aspect after being taught using the modified RMS technique based on TLC will be content, organization, vocabulary, grammar, mechanics.

3. For RQ3: How is the students' perception of the modified RMS technique based on TLC and its correlation with their achievement in writing descriptive paragraphs?
 - a. H0): There is no significant correlation between students' perception of the modified RMS technique based on TLC and their achievement in writing descriptive paragraphs.
 - b. H1: There is a significant correlation between students' perception of the modified RMS technique based on TLC and their achievement in writing descriptive paragraphs.

III. METHODS

3.1. Research Design

The objectives of this research are to find out; (1) significant difference in students' achievement in writing descriptive paragraphs after being taught using the modified RMS technique based on Teaching-Learning Cycle (TLC), (2) the most prominent writing aspect after being taught using the modified RMS technique based on TLC (3) the students' perception of the modified RMS technique based on TLC and its correlation with their achievement in writing descriptive paragraphs.

Hence, to address these objectives the quantitative approach was employed and one group pre-test post-test research design was applied. The one-group pre-test post-test design is a suitable choice for this study primarily because of its simplicity and practicality. As Creswell and Creswell (2018) note, this design is commonly used in educational research to assess the impact of an intervention. It is straightforward to implement and understand, making it ideal when resources are limited. While simpler, it can still provide valuable insights into the potential effects of the modified RMS technique on writing achievement and perceptions.

This design involves a single group of participants. First, a pre-test was administered to measure the students' initial achievement in writing descriptive paragraphs. This provides a baseline understanding of their writing abilities before any intervention. Following the pre-test, the students received instruction using the modified RMS technique based on the Teaching-Learning Cycle (TLC). After this instructional period, a post-test was given to re-measure their writing achievement. By comparing the scores from the pre-test and post-test, we can observe any changes or improvements in their writing. Additionally, data on students' perceptions of the technique was collected to understand their experiences and how these might correlate with their writing achievement. The design can be seen in the following figure.



Figure 3.1 The Research Design

Figure 3.1 is the design for this research. Pre-test as the initial step was conducted prior to the treatment. The treatment as the next step was the application of the modified RMS method based on TLC. The post-test, as the last step was conducted after the treatment is completed.

3.2. Variables

The measurable qualities or traits that can alter or fluctuate during a study are known as variables. Since they enable researchers to examine relationships, cause-and-effect, and other phenomena, they are crucial parts of the research process (Creswell and Creswell, 2018).

There are two variables in this research, independent variable and dependent variable. Creswell and Creswell (2018) suggested that a factor or attribute that a researcher manipulates or controls in an experiment is known as an independent variable. The outcome or result that is being measured, or the dependent variable, is thought to be directly impacted by it. In a research study, a dependent variable is one that is measured or observed to determine whether the independent variable has an impact on it. It is the investigation's result or outcome. Further, in this research the modified RMS method based on TLC was the independent variable (X) while the students writing description skill was the dependent variable (Y).

3.3. Data Resources

Creswell and Creswell (2018) claimed that the raw elements utilized to create knowledge and information are called data resources. They can be gathered from a variety of physical and digital sources, and they can be organized or disorganized. In this research, the data were the students' result of their writing test and the

questionnaire of the students' perception of the modified RMS method based on TLC. The data was obtained from one class of the seventh grade students of SMPN 22 Bandar Lampung. To select the subjects of the research then, purposive sampling technique was employed. With purposive sampling, which is a non-probability sampling technique, participants are chosen by researchers according to particular standards or attributes that are pertinent to the study. It is frequently employed when investigators must focus on a specific population with particular skills, backgrounds, or characteristics that are critical to the goals of the study (Creswell and Creswell, 2018). The sample selected then was the class of VII(i) SMPN 22 Bandar Lampung.

3.4. Data Collection Technique

The procedures used to get information or data for research purposes are known as data collecting techniques. The target population, the kind of data required, and the study issue all influence the technique selection. This research then obtained the data through the employment of tests which were pre-test and post-test and questionnaire. The elaborations are as the followings:

3.4.1. Test

A test is a tool or process for measuring something that is used to evaluate someone's performance, knowledge, skills, or talents in a certain field. It is a methodical approach to acquiring data that helps you make wise choices. The test in this research was the writing test of a descriptive paragraph which consisted of pre-test and post-test.

1. Pre-test

A pre-test is measurement or assessment conducted before to an experiment or treatment. It acts as a benchmark against which post-test results—measurements made following the treatment—can be compared. The pre-test was employed as the first step of this research in the attempt of gaining the information of the students' writing achievement before the treatment of the RMS method based on TLC. Students were to write a descriptive paragraph based on the given picture.

2. Post-test

A post-test is a measurement or assessment given following an experiment or treatment. By assessing the changes that have taken place in the participants or subjects, it is utilized to assess the effectiveness of the treatment. In this research, the post-test was in the form of writing test as well, in which the students were to write a descriptive paragraph based on the given picture.

3.4.2. Questionnaire

In this research, the questionnaire was employed in the attempt of finding the students perception towards the effectiveness of the implementation of the RMS method based on TLC. The questionnaire was distributed to the participants after the RMS method based on TLC is applied.

3.5. Instrument

Research instruments are the tools or methods used to collect data for a research study. They serve as the bridge between the research question and the actual data gathered. The choice of instrument depends on the research design, the nature of the data to be collected, and the research objectives. In addition, two kinds of instruments were employed in this research, writing test and questionnaire.

3.5.1. Writing Test

Writing tests are often employed in educational research to evaluate the writing skills of various learner groups or assess how well language teaching programs work. Writing assessments can also be used by researchers to investigate the connection between writing abilities and other factors. A study can pinpoint areas where language instruction and learning needs to be improved by examining test results. Hence, this research employed the writing test to measure the students' achievement in writing descriptive paragraph. Regarding to the topic of the test, based on the objective of the lesson, students were to write a descriptive paragraph about a thing based on the given picture. Jacob identified five writing criteria that was used to evaluate the results: topic, organization, vocabulary, grammar, and mechanics. Additionally, an inter-rater scoring mechanism was

used to score the student in order to eliminate subjectivity. This meant that a second person also graded the students' work; in this instance, the inter-rater was the English teacher at SMPN 22 Bandar Lampung.

3.5.2. Questionnaire

In the attempt of finding the students' perception towards the effectiveness of the implementation of the RMS method based on TLC, a questionnaire was employed. According to Towler (2010), three important behavioral, emotional, and cognitive elements are among the markers shown in the questionnaire. Firstly, learning efficiency and effectiveness, learning participation, learning multitasking, learning cooperation, discussion involvement, and curiosity were all covered under the behavioral elements. The second one was the emotional component, which encompassed contentment, comfort, and excitement. Ultimately, the cognitive component of learning entailed being diligent, advantageous, and proficient in learning. The questionnaire consisted of fifteen close-ended statements that led to the students' perception which was scored by a Likert scale of strongly agree, agree, neutral, disagree, and strongly disagree.

3.6. Validity

Validity is determined by how appropriate, meaningful, accurate, and useful the results are. The act of gathering and examining data to support such assumptions is known as validation. Validity is the extent to which data collected with a particular instrument supports any conclusions a researcher draws. An instrument's validity is not decided by the instrument itself, but rather by the conclusions drawn about its particular usage. These inferences ought to be sensible, pertinent, accurate, and helpful. An instrument is deemed valid if it satisfies the requirements for face, construct, and content validity (Frankael and Wallen, 2009).

3.6.1. Content Validity

Content validity refers to both the format and substance of the instrument. Is the material appropriate? How far reaching is your coverage? Is the desired variable

logically achievable? To what extent does the sample of items or questions represent the subject matter to be assessed? Is this format appropriate? The report's structure and content must align with the definition of the variable and the population under evaluation. This study employed the writing test to ascertain the students' writing proficiency, which subsequently assessed using a scoring rubric.

3.6.2. Construct Validity

Construct validity refers to the characteristics of the psychological notion or attribute that the instrument is measuring. To what extent does a concept measure account for individual differences in behavior or performance on particular tasks? Construct validation is a broad field that includes a variety of methods and kinds of evidence, such as criteria- and content-related evidence. Researchers are more confidence in their abilities to interpret an instrument's output the more data they have coming from a variety of sources. The writing test was utilized in this study to evaluate the students' writing proficiency. As a result, the test should address the students' competence in using correct content, organization, grammar, vocabulary and mechanic in describing items.

3.6.3. Validity of the Questionnaire

This study employed the idea of the modified RMS method based on TLC to assure validity because the instrument's goal is to generate data from the questionnaire. The equivalency of the treatments offered in the test was the subject of content validity. To strengthen the content validity of the questionnaire, the questionnaire was developed from the theory of. How the theory was applied to the elements was known as construct validity. The researcher investigated it using the modified modified RMS method based on TLC and theories of perception towards writing. Trowler (2010) defines three dimensions of student-developed and defined involvement that the researcher employed in the questionnaire, which was based on the theory of perception. These aspects are behavioral, emotional, and cognitive. It implies that specific aspects was measured by the tests according to the indication. Additionally, the items and their constructs are associated while examining the validity of the questionnaire. It

included fifteen open-ended questions regarding opinions of the modified RMS approach based on TLC and opinions regarding various writing-related topics.

3.7. Reliability of the Questionnaire

Frankael and Wallen (2009) mentioned that the consistency and dependability of the device are referred to as reliability. It guarantees that the questionnaire will yield results that are consistent throughout administrations, between situations and people. Reliable and significant findings are guaranteed by a trustworthy tool. An unreliable instrument may yield inconsistent or erroneous results, which could result in conclusions that are not trustworthy. Reliable tools yield consistent outcomes with various administrations, in various circumstances, and with various subjects. This facilitates the replication and comparison of results from other investigations. When a research instrument is dependable, it raises the credibility of the findings. Establishing trust and belief in the research is crucial.

3.7.1. Reliability of the Writing Test

In writing tests, reliability pertains to the instrument's dependability and consistency in assessing writing proficiency. When administered differently, by different people, and with diverse raters, a trustworthy writing test will yield scores that are consistent. Inter-rater will then be used in this study to preserve reliability. Because it lessens the possibility that individual raters would affect scores based on biases or personal preferences, inter-rater dependability contributes to the fair and impartial scoring process. One of the English teachers at SMPN 22 Bandar Lampung served as the inter-rater.

In addition, to measure the reliability of the writing test, the result of the test was computed through Pearson Product Moment correlation in SPSS. The following is the formula (Field, 2018).

$$r = \frac{\sum (x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum (x_i - \bar{x})^2 \sum (y_i - \bar{y})^2}}$$

In this case:

- r : Pearson Coefficient Correlation
- n : number of sample
- x : independent variable
- y : dependent variable

Later on, the value of r indicated how reliable the writing test is. The correlation strength, as indicated by the value of r, is explained as follows: (Setiyadi, 2018)

Table 3.2

Interpretation of r-Value

r Value	Interpretation
0.00 – 0.20	Very Low
0.21 – 0.40	Low
0.41 – 0.60	Medium
0.61 – 0.80	High
0.81 – 1.00	Very High

The r-value, or Pearson correlation coefficient, is a powerful statistical tool for measuring the strength and direction of linear relationships between two variables. A perfect positive correlation is indicated by an r-value of 1, while a perfect negative correlation is indicated by an r-value of -1. An r-value of 0 indicates no correlation.

3.7.2. Reliability of the Questionnaire

Cronbach's alpha is a widely used statistical measure to assess the internal consistency reliability of a questionnaire. It evaluates how well the items within the questionnaire measure the same underlying construct. A higher Cronbach's alpha value indicates greater internal consistency, suggesting that the items are measuring a single, coherent construct. The following is the formula to measure the alpha.

$$\alpha = \frac{n}{n-1} \left(1 - \frac{\sum s^2(X_i)}{s^2(Y)} \right)$$

In this case;

n refers to the number of scale items

$s^2(X_i)$ refers to the variance associated with item

$s^2(Y)$ refers to the variance associated with the observed total scores

Generally, a Cronbach's alpha of 0.7 or higher is considered acceptable for most research purposes. However, the appropriate threshold may vary depending on the specific field of study and the nature of the questionnaire. It is important to interpret Cronbach's alpha in conjunction with other validity and reliability measures to ensure the overall quality of the questionnaire. Further, the interpretation of the value of an alpha is explained as follows: (Nunnally in Henson, 2001)

Table 3.3

Interpretation of Reliability

Coefficient of α	Interpretation
$\alpha < 0.5$	Unacceptable
$0.5 \leq \alpha \leq 0.6$	Poor
$0.6 \leq \alpha \leq 0.7$	Acceptable
$0.7 \leq \alpha \leq 0.9$	Good
$\alpha \geq 0.9$	Excellent

In order to make the calculation of Cronbach's Alpha easier, SPSS is used to calculate the reliability of the questionnaire in this study. When a measurement yields identical or almost identical results when repeated, it is considered trustworthy. (Wiratna in Erawati, et al., 2021). The following serves as the foundation for decision-making in the reliability test:

1. If the Cronbach's alpha value is > 0.6 then the questionnaire is declared reliable or consistent.
2. If the Cronbach's Alpha value is < 0.6 then the questionnaire is declared unreliable or inconsistent.

3.8. Data Collection Procedure

Data collection procedures are the methods used to gather information for research purposes. The choice of procedure depends on the research question, the target population, and the available resources. The steps of the data collection procedure in this research were as the followings:

1. Administering Pre-test

A pre-test is measurement or assessment conducted before to an experiment or treatment. It acted as a benchmark against which post-test results—measurements made following the treatment—can be compared. The pre-test was employed as the first step of this research in the attempt of gaining the information of the students' writing achievement before the treatment of the RMS method based on TLC. Students were to write a descriptive paragraph based on the given picture.

2. The Treatment

The treatment as the next step is the application of the modified RMS method based on TLC. This step was conducted in three meetings and 90 minutes for each meeting. The phase of the modified RMS method based on TLC was conducted. The first was Initial Field Building consists of brainstorming, mind mapping and short reading. Second was Supported Reading consisted of guided reading, collaborative mind mapping and think-pair-share. Third was Learning About the Genre consists of genre analysis, mind map creation and shared reading. Fourth was Supported Writing consisted of writing prompts and models, mind mapping for writing and peer review and sharing. The last was Independent Writing consisted of individual writing, self-assessment and reflection and sharing and celebration.

3. Administering Post-test

A post-test is a measurement or assessment given following an experiment or treatment. By assessing the changes that have taken place in the participants or subjects, it is utilized to assess the effectiveness of the treatment. In this research, the post-test was in the form of writing test as well, in which the students were to write a descriptive paragraph based on the given picture.

4. Questionnaire Distribution

In the attempt of finding the students' perception towards the effectiveness of the implementation of the RMS method based on TLC, a questionnaire was employed. Three important behavioral, emotional, and cognitive elements were among the markers shown in the questionnaire. Firstly, learning efficiency and effectiveness, learning participation, learning multitasking, learning

cooperation, discussion involvement, and curiosity were all covered under the behavioral elements. The second one was the emotional component, which encompassed contentment, comfort, and excitement. Ultimately, the cognitive component of learning entailed being diligent, advantageous, and proficient in learning. The questionnaire consisted of fifteen close-ended statements that led to the students' perception which was scored by a Likert scale of strongly agree, agree, neutral, disagree, and strongly disagree.

5. Scoring

The results of the students writing then scored based on the provided scoring rubric by Jacob. Additionally, an inter-rater scoring mechanism was used to score the student in order to eliminate subjectivity. This meant that a second person graded the students' work; in this instance, the inter-rater was the English instructor at SMPN 22 Bandar Lampung.

6. Result Analysis

Following the scoring phase, the research then compared the pre- and post-test results to see whether there has been a substantial difference in the students' writing achievement. In addition, the questionnaire was scored as part of this study to determine whether or not students view the learning activity using the modified RMS based on TLC as positively. Finally, using a modified RMS based on the TLC teaching approach, the questionnaire result was associated with the posttest scores following the treatments.

3.9. Data Analysis

To analyze the data collected from a test and questionnaire, several steps were typically involved:

1. Scoring of the test and the questionnaire

These involved assigning scores to each participant's responses based on a predetermined scoring rubric or key by Heaton (1988), then based on the rubric, continued by organizing the scores into criteria proposed by Propham (2017)

2. Analyzing the results of the test and the questionnaire

Descriptive statistics, such as means, standard deviations, and frequencies, can be used to summarize the questionnaire data. Inferential statistics, such as validity, reliability and normality of the test analyses. Shapiro-Wilk test was employed for detecting departures from normality, since the data was small sample sizes ($n < 50$) (Cresswell, 2018).

3. Calculating the correlation using Paired T-test and Pearson Product Moment

This statistical method can be used to measure the strength and direction of the linear relationship between two variables. Pearson's r is specifically designed to assess how well two variables fit a straight line (Cresswell, 2018).

4. Interpreting, describing, and drawing conclusions

The results of the data analysis should be interpreted and described in a clear and concise manner. Based on the findings, researchers can draw conclusions about the research question and the implications of the study.

3.10. Hypothesis Testing

Hypothesis testing is a statistical method used to determine whether a hypothesis about a population parameter is supported by sample data.

1. Hypothesis for Research Question 1: Is there a significant difference in students' achievement in writing descriptive paragraphs after being taught using the modified RMS technique based on Teaching-Learning Cycle (TLC)?

Null Hypothesis (**H₀**): There is no significant difference in students' achievement in writing descriptive paragraphs after being taught using the modified RMS technique based on the Teaching-Learning Cycle (TLC). This hypothesis assumed that any observed difference between the pre-test and post-test scores is due to random chance rather than the intervention. Alternative Hypothesis (**H₁**): There is a significant difference in students' achievement in writing descriptive paragraphs after being taught using the modified RMS technique based on the Teaching-Learning Cycle (TLC). This hypothesis posited that the Modified RMS technique based on TLC will lead to a statistically significant change (either an improvement or a decline, though an improvement is generally expected) in students' descriptive writing achievement.

To test this hypothesis, a paired-samples t-test was utilized. This statistical test is appropriate for comparing the means of two related samples (pre-test and post-test scores from the same group). The significance level (alpha, α) was set at 0.05. The formula for the paired-samples t-test is:

$$t = \frac{\bar{d}}{\frac{sd}{\sqrt{n}}}$$

In this case:

t = the calculated t-statistic

\bar{d} = the mean of the differences between paired observations (post-test score pre-test score for each student)

sd = the standard deviation of the differences

n = the number of pairs (i.e., the number of students)

The calculated t-value was compared to the critical t-value from the t-distribution table with $df=n-1$ degrees of freedom at the chosen significance level. If the absolute calculated t-value was greater than the critical t-value, or if the p-value obtained from the statistical software was less than 0.05, the null hypothesis was rejected in favour of the alternative hypothesis.

2. Hypothesis for Research Question 2: What writing aspect is the most prominent after being taught using the modified RMS technique based on TLC?

Hypothesis: The most prominent writing aspect after being taught using the modified RMS technique based on TLC were content, organization vocabulary, grammatical accuracy and mechanics.

To determine the most prominent writing aspect, a detailed descriptive statistical analysis of the students' post-test writing scores was conducted for each assessed writing aspect (e.g., content, organization, vocabulary, grammar, mechanics). The mean score for each aspect was calculated. The aspect with the highest mean score was considered the most prominent. Additionally, qualitative content analysis of writing samples was performed to identify

patterns and specific improvements within each aspect. The formula for calculating the mean (\bar{X}) for each writing aspect is:

$$\bar{X} = \frac{\sum_{i=1}^n X_i}{n}$$

In this case:

- \bar{X} = the mean score for a specific writing aspect
 $\sum_{i=1}^n X_i$ = the sum of all individual scores for that writing aspect
 n = the number of students

3. Hypothesis for Research Question 3: How is the students' perception of the modified RMS technique based on TLC and its correlation with their achievement in writing descriptive paragraphs?

Null Hypothesis (**H0**): There is no significant correlation between students' perception of the Modified RMS technique based on TLC and their achievement in writing descriptive paragraphs. This hypothesis suggests that students' views on the technique do not statistically relate to their writing scores. Alternative Hypothesis (**H1**): There is a significant correlation between students' perception of the Modified RMS technique based on TLC and their achievement in writing descriptive paragraphs. This hypothesis anticipated a statistically significant relationship between students' perceptions and their writing achievement. It was expected that a more positive perception would correlate with higher achievement.

To test this hypothesis, Pearson Product-Moment Correlation Coefficient was employed. This statistical measure determined the strength and direction of the linear relationship between students' perception scores (obtained through a questionnaire or survey) and their post-test descriptive writing achievement scores. The significance level (α) was set at 0.05. The formula for Pearson's r is:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

In this case:

r = Pearson Product-Moment Correlation Coefficient

n = the number of pairs of scores

$\sum XY$ = the sum of the products of paired scores

$\sum X$ = the sum of scores for variable X (perception scores)

$\sum Y$ = the sum of scores for variable Y (post-test achievement scores)

$\sum X^2$ = the sum of squared scores for variable X

$\sum Y^2$ = the sum of squared scores for variable Y

The calculated r -value ranged from -1 to +1, indicating the strength and direction of the correlation. The p -value associated with the calculated r -value determined statistical significance. If the p -value was less than 0.05, the null hypothesis was rejected, indicating a significant correlation.

V. CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the compelling evidence gathered, several conclusion can be derived as the followings;

- a. It seems highly likely that the integration of the modified Reading-Mind Mapping-Share (RMS) technique within the Teaching-Learning Cycle (TLC) holds considerable promise for enhancing students' descriptive writing abilities. The notable surge in their writing achievement, evidenced by the substantial increase in average scores and a clear shift towards improved performance post-intervention, strongly suggests that this pedagogical approach makes a real difference.

This improvement likely occurred because the TLC's structured phases (Initial Field Building, Supported Reading, Learning About the Genre, Supported Writing, and Independent Writing) provided a scaffolded learning environment, while the RMS technique equipped students with active tools to engage with content, organize thoughts, and refine their understanding. The combination ensured that students moved from foundational understanding to application and independent production in a guided yet interactive manner.

- b. The emergence of content as the strongest aspect in their writing after the treatment leads us to believe that the RMS-TLC combination is particularly effective in empowering students to generate richer, more organized, and more detailed ideas in their descriptive pieces.

This is likely attributable to the core components of the RMS technique. The "Reading" phase exposed students to diverse vocabulary and descriptive examples, enriching their mental lexicon and idea bank. The "Mind Mapping" component was instrumental in helping students visually organize their thoughts, connect ideas, and generate a wealth of details before writing, effectively addressing potential weaknesses in brainstorming and idea development. The visual and associative nature of mind mapping, as supported by research, facilitates a deeper and more interconnected understanding of the

subject matter, leading to more comprehensive and well-developed content in their writing.

- c. The significant positive connection between students' positive feelings about the RMS-TLC technique and their improved writing achievement indicates, in our view, that fostering a positive learning environment and engaging students with the instructional technique are crucial ingredients for writing success.

This occurred because when students perceive a teaching method as helpful and conducive to their learning, they are more likely to invest effort, actively participate, and take ownership of their learning. The structured yet collaborative nature of the TLC and RMS, which emphasizes active engagement and peer interaction, likely contributed to this positive perception, making the learning process more enjoyable and effective, and consequently boosting their confidence and performance in writing descriptive paragraph. In essence, this research believe that weaving active learning strategies like RMS, which encourage idea development and organization, into the structured and engaging framework of the TLC, offers a genuinely valuable pathway for significantly boosting students' descriptive writing achievement and cultivating a more positive and effective learning experience.

5.2 Suggestion

Based on the findings and the limitations encountered throughout this research, several suggestions can be proposed for teachers, students and future research practical. The followings are the suggestions

5.2.1. For Teachers:

Based on the result of this research, several suggestions for the teacher are as the followings:

- a. The study provides strong evidence for the effectiveness of this integrated approach in enhancing students' descriptive writing skills. Teachers are encouraged to incorporate the Reading-Mind Mapping-Share (RMS) technique within the stages of the Teaching Learning Cycle (TLC) to provide a structured and engaging learning experience.

- b. The prominence of content in students' post-instruction writing suggests that the mind mapping component of the RMS technique is particularly beneficial for generating and organizing ideas. Teachers should explicitly teach and encourage the use of mind mapping and other pre-writing strategies to help students develop richer and more detailed content in their writing.
- c. The significant positive correlation between students' perception of the technique and their writing achievement highlights the importance of creating a positive learning environment and ensuring students understand the benefits of the instructional strategies being used. Teachers should clearly explain the purpose and value of techniques like RMS and TLC to enhance student engagement and motivation.
- d. Recognize that implementing the RMS technique within the TLC framework can be time consuming. Teacher should plan lessons carefully, breaking down activities into manageable steps, and providing sufficient time for each stage (Reading, Mind Mapping, Sharing, and the TLC phases).
- e. Be mindful of potential uneven student participation during the "Share" phase of RMS. Teacher should employ strategies to encourage all students to contribute actively, such as assigning specific roles within groups, using structured sharing protocols, or incorporating individual reflection alongside group work.

5.2.2 For Students

Based on the result of this research, several suggestions for the teacher are as the followings:

- a. Students are encouraged to actively participate in all stages of the Reading-Mind Mapping-Share (RMS) technique. Utilizing mind mapping as a tool for organizing thoughts and connecting ideas before writing can significantly enhance the quality and depth of their written work.
- b. Understanding the different phases of the Teaching Learning Cycle (Exploration, Concept Introduction, Concept Application) can help students become more aware of their learning process and how different activities contribute to their understanding and skill development in writing.

- c. The "Share" component of RMS provides valuable opportunities for learning from peers and receiving constructive feedback. Students should actively participate in sharing their ideas and writing, and be open to feedback that can help them improve their writing skills.
- d. A positive attitude towards learning strategies can significantly impact learning outcomes. Students are encouraged to approach new techniques like RMS with an open mind and recognize their potential benefits for improving their writing abilities.

5.2.3 For Future Research

- a. This study focused on descriptive paragraphs. Future research could investigate the effectiveness of the modified RMS technique based on TLC in enhancing students' writing achievement in other genres, such as narrative, persuasive, or expository writing.
- b. Further research could delve deeper into the specific contributions of each phase of the TLC and each component of the RMS technique to students' writing development. This could help identify the most impactful elements of the integrated approach.
- c. While this study provided quantitative evidence of effectiveness, qualitative research methods, such as student interviews and classroom observations, could provide richer insights into students' experiences with the modified RMS technique based on TLC and the reasons behind its impact on their writing.
- d. This study involved a specific group of students. Future research could investigate the effectiveness of this approach with diverse student populations, considering factors such as age, language background, and prior writing abilities.

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