

Appendix 1.



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS PENDIDIKAN GANESHA**

FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
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Nomor : 1516/UN48.7.1/DT/2020

10 Juli 2020

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala Program Studi Pendidikan Bahasa Inggris
di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: I Kadek Swartana Putra
NIM	: 1612021052
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2020/2021
Judul	: The Effect of Infographic as Instructional Media on Students' Writing Competence

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,



Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

Appendix 2.

Process Infographic

NARRATIVE ESSAY INFOGRAPHICS

PART 1. THE STRUCTURE

INTRODUCTION

Introduction is the break point of narrative essay. The whole essay will be decided in this part. The following aspect should be included in introduction.

- The hook
- The clear description of topic
- The setting
- The significance of topic
- Thesis statement

An illustration of an open book with various fantastical elements. On the left page, there's a pirate ship with a skull and crossbones on its sail. On the right page, there's a castle with a red roof and a rocket launching. A monkey is hanging from the top edge of the book, and a planet is visible in the background.

An illustration of an open book with a wizard's hat on the left page and a large purple fish on the right page. In the background, there's a castle on a hill under a sun and moon.

BODY PARAGRAPH

In body paragraph the incident will be explained. Make sure all important points are included. It starts with a topic sentence and follows by several supporting sentence. The following aspects should be included in body paragraph.

- Setting
- Climax
- Characters involved
- Ending/Resolution
- Description of situation

CONCLUSION

After narrating the events in body paragraph and giving final verdict, it follows by a conclusion of the essay. Endeavor to end the essay with a powerful conclusion. In the conclusion, the following items should be included.

- A restatement of thesis statement
- A lesson learned/moral of the story
- A viable call to action

An illustration of an open book with a knight on the left page and a large red dragon on the right page. The background shows a sunset over a field.

Timeline Infographic

GO BACK IN TIME

<p>INTRODUCTION PARAGRAPH</p> <p>HOOK: When I was a child, I often dreamed about a special pocket device that would allow me to "save" certain moments of my life, so that in case I failed to do something, I could always "load" my life from a checkpoint, already possessing a certain level of experience—exactly how they do it in video games.</p>	<p>THESIS: I guess every boy dream of being a superhero, and I was no exception.</p> 
<p>PARAGRAPH 1</p> <p>TOPIC SENTENCE: As I grew older, my life experience gradually became more diverse.</p> <p>CLOSING: Still sometimes I would like to leap into a time machine, go back a couple of years ago, and make corrections.</p>	<p>BODY PARAGRAPH</p> <p>PARAGRAPH 2</p> <p>TOPIC SENTENCE: Would I try to make other people act in a different way? I think no.</p> <p>CLOSING: So many warnings I would give to myself that sometimes I think: was it really me who did this and that?.</p>
<p>PARAGRAPH 3</p> <p>TOPIC SENTENCE: Having a time machine is an amazingly attractive idea.</p> <p>CLOSING: I try to live each day at the maximum in order to regret nothing.</p>	
<p>CONCLUSION</p>	<p>RESTATEMENT OF THESIS If I could go back in time, I would try to make my future better.</p>
<p>INTERESTING THOUGHT But you know what? I am glad that no time machine has been invented.</p>	

Narrative Essay Infographics

PART 2: DRAFTING



Setting



Baerith Kingdom
The most prosperous kingdom in Kheton World

Character



- Victor Bromeur as Protagonist Character
- Blake Bromeur as Antagonist Character
- Elena Chalot as Protagonist Character

You can add more character or change the character.

Point of View



You are suggested to use third point of view which use 'he', 'she', 'they' as the objective pronouns.

Characterization



Characterization is how the character is described through action, personality, appearance, etc.

- Victor Bromeur:
He is the King Fretto's son but none knows excepts her mother Alisa Bromeur because of her forbidden marriage with King Fretto. He is a charismatic, humble, and sympathetic man.
- Blake Bromeur:
He is Victor brother from different father. He is idealistic, loyal but also devious person.
- Elena Chalot:
She is charming and clever girl. As Queen Viviana's daughter, she is an extraordinary girl strong self-defense.

Plot



Plot is the main part of narrative. It is the main event of the story. It contains:

- Exposition
The part of the plot that tells how the story begins
- Rising Action
The events in the story that lead up to the climax
- Climax
The point of crisis in the plot
- Falling Action
The events that lead to the conclusion after the climax
- Resolution
The part of the plot that reveals the final outcome



Appendix 5.

Scoring Rubric

Content	4	3	2	1
Introduction	Attitude is defined, thesis is clearly focused, subject is significant	Thesis is clear, provides direction for essay	Unclear, formulaic, not creative	Introduction is incomplete, ineffective, or missing
Idea Development	Interesting, sophisticated, insightful	Clear and thoughtful	Simplistic, uneven in quality, lacking in relevance	Absent or ineffective
Support or Evidence	Detailed, accurate, convincing	Sufficient and accurate	Uneven	Vague, missing or inaccurate
Word Choice	Engaging and powerful choice of words	Appropriate to task	Uneven	Limited, monotonous, inappropriate
Organization	4	3	2	1
Topic Sentences	Clearly related to thesis, comprehensive, incorporates effective transitions	Comprehensive and logical	Provides bland restatement of thesis narrow or inaccurate	Absent
Paragraph Order	Contributes to an effective argument, reinforce the content	Demonstrates a clear plan	Ineffective or inconsistent	Random
Transitions	Effective and varied	Clear and functional	Mechanical	Absent
Mechanics	4	3	2	1
Sentence Structure	Complete, varied, interesting	Complete and correct	Variety is present, some errors are evident	Repetitious, fragments and run-ons are frequent

Punctuation/Spelling	Error-free	Present but do not interfere with meaning	Careless or distracting	Block meaning
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(Trigwell, K. (1992) via Assessment Resource of Hongkong University)

Final Score: ____/36



Appendix 6.

LESSON PLAN OF EXPERIMENTAL GROUP

Level : Advance
Grade : 3rd Semester
Subject : Essay Writing
Topic : Narrative Essay
Times Allotment : 100 minutes

A. Basic Competency

- Definition and Essence of Good Essay

B. Indicator

- Identifying the definition of essay
- Elaborating the characteristic of good essay
- Creating outline of correct essay

C. Learning Objective(s)

- Students are able to identify the definition of essay
- Students are able to elaborate the characteristic of good essay
- Students are able to create an outline of correct essay

D. Instructional Material



E. Learning Method

1. Approach : Scientific Approach
2. Method : Communicative Language Teaching with Infographic

F. Learning Source

1. Material : Refining Composition Book

G. Teaching and Learning Activity

No.	Teaching and Learning Activity	Time Allotment
1	Pre-Activity	15 Menit
	<ul style="list-style-type: none"> - The lecturer greets the students by saying good morning and asks the students' condition - The lecturer checks the students' attendance - The lecturer checks the students' readiness and conditions - The lecturer informs the activities that will be going to be done 	
2	Main Activity	65 Menit
	<ul style="list-style-type: none"> - the lecturer asks the students to pay attention on the lecturer's explanation - The students listen to the lecturer's explanation about writing - The lecturer gives infographic to all the students - The lecturer asks the students to read and pay attention to the infographic given - Alongside with the student read the infographic, the lecturer give explanation of what are on the infographic - Lecturer asks the students to ask any question that they do not understand on the infographic - The lecturer answer students question and give related example to make the students more understand 	
3	Post Activity	20
	<ul style="list-style-type: none"> - The lecturer asks the students to think and choose a topic for their further written work as the homework - The lecturer and the students conclude the lesson together by asking several things that the students have not understand yet - 	

LESSON PLAN OF EXPERIMENTAL GROUP

Level	: Advance
Grade	: 3 rd Semester
Subject	: Essay Writing
Topic	: Narrative Essay
Times Allotment	: 100 minutes

A. Basic Competency

- Definition and Essence of Good Essay

B. Indicator

- Identifying the definition of essay
- Elaborating the characteristic of good essay
- Creating outline of correct essay

C. Learning Objective(s)

- Students are able to identify the definition of essay
- Students are able to elaborate the characteristic of good essay
- Students are able to create an outline of correct essay

D. Instructional Material



E. Learning Method

3. Approach : Scientific Approach

4. Method : Communicative Language Teaching with Infographic

F. Learning Source

2. Material : Refining Composition Book

G. Teaching and Learning Activity

No.	Teaching and Learning Activity	Time Allotment
1	Pre-Activity	15 Menit
	<ul style="list-style-type: none"> - The lecturer greets the students by saying good morning and asks the students' condition - The lecturer checks the students' attendance - The lecturer checks the students' readiness and conditions - The lecturer informs the activities that will be going to be done 	
2	Main Activity	65 Menit
	<ul style="list-style-type: none"> - The lecturer asks the students about the topic they have chosen last meeting - Each student shares their chosen topic and explain why they choose it - The lecturer and the students discuss the topic together - The lecturer explains the main structure of essay based on the infographic - The lecturer asks the students have any question towards the structure of the essay - The lecturer answers the students' question and give a related example 	
3	Post Activity	20 Menit
	<ul style="list-style-type: none"> - The lecturer asks the students to create topic sentence and thesis for their further writing based on the topic chosen - The lecturer and the students conclude the lesson together by asking several things that the students have not understand yet 	

LESSON PLAN OF EXPERIMENTAL GROUP

Level : Advance
 Grade : 3rd Semester
 Subject : Essay Writing
 Topic : Narrative Essay
 Times Allotment : 100 minutes

A. Basic Competency

- Main Component of Essay Writing

B. Indicator




- Elaborating the characteristic of good essay
- Explaining each component of essay writing
- Implementing essay writing component correctly

C. Learning Objective(s)

- Students are able to elaborate the characteristic of good essay
- Students are able to explain each component of essay writing
- Students are able to implement essay writing component correctly

D. Instructional Material

GO BACK IN TIME

<p>INTRODUCTION PARAGRAPH</p> <p>HOOK: When I was a child, I often dreamed about a special pocket device that would allow me to “save” certain moments of my life, so that in case I failed to do something, I could always “load” my life from a checkpoint, already possessing a certain level of experience—exactly how they do it in video games.</p>	<p>THESIS: I guess every boy dream of being a superhero, and I was no exception.</p> 
<p style="text-align: center;">PARAGRAPH 1</p> <p>TOPIC SENTENCE: As I grew older, my life experience gradually became more diverse.</p> <p>CLOSING: Still sometimes I would like to leap into a time machine, go back a couple of years ago, and make corrections.</p>	<p style="text-align: center;">BODY PARAGRAPH</p> <p>PARAGRAPH 2</p> <p>TOPIC SENTENCE: Would I try to make other people act in a different way? I think no.</p> <p>CLOSING: So many warnings I would give to myself that sometimes I think was it really me who did this and that?</p>
<p style="text-align: center;">PARAGRAPH 3</p> <p>TOPIC SENTENCE: Having a time machine is an amazingly attractive idea.</p> <p>CLOSING: I try to live each day at the maximum in order to regret nothing.</p>	
<p>CONCLUSION</p> <p>INTERESTING THOUGHT But you know, what? I am glad that no time machine has been invented.</p>	<p>RESTATEMENT OF THESIS If I could go back in time, I would try to make my future better.</p> 

Go Back in Time

When I was a child, I often dreamed about a special pocket device that would allow me to “save” certain moments of my life, so that in case I failed to do something, I could always “load” my life from a checkpoint, already possessing a certain level of experience—exactly how they do it in video games. I imagined the things I could do if I had such power: jumping from skyscrapers without a parachute (and “loading” in the last second); traveling across savannas, jungles, and deserts; racing and performing other risky occupations. I especially liked to think about saving people from desperate and dangerous situations when others could not help; I guess every boy dream of being a superhero, and I was no exception.

As I grew older, my life experience gradually became more diverse. In many situations, I had no idea how to act properly, what decisions to make, what path to follow; naturally, I made mistakes. While many of my actions back then turned out for the good in the future, some mistakes provided for many painful moments for me and people around me. Mistakes are inevitable, but they allow us to learn, develop ourselves, and motivate us to change for the better. Still sometimes I would like to leap into a time machine, go back a couple of years ago, and make corrections.

Would I try to make other people act in a different way? I think no. I would rather warn myself about the awaiting consequences of my most reckless decisions. I would talk to a long-haired teen holding his first cigarette and tell him: “Don’t do that—years will pass until you finally manage to quit.” Or: “Man, don’t go there—you don’t need to see what is going on in that place tonight.” “Whoa! Don’t drive so fast, pal!” Perhaps, one of the most important warnings would be: “Don’t push her away now—you could be happy together.” So many warnings I would give to myself that sometimes I think: was it really me who did this and that?

Having a time machine is an amazingly attractive idea. It seems having one would make life so much easier! Perhaps, it is true. But what I think more often now is that living without this aggregate teaches us responsibility. This is perhaps the most important responsibility: about oneself, about important people to us, about one’s own life, which is the only one we have. **And besides, our mistakes make us what we are today.** Today I am a person leading a healthy, active lifestyle. I care about my friends and family. I think about my share of responsibility in everything that is going on in my life. I try to live each day at the maximum in order to regret nothing.

If I could go back in time, I would try to make my future better. This is what our parents always try to do when we are children. But you know what? I am glad that no time machine has been invented.

E. Learning Method

5. Approach : Scientific Approach
6. Method : Communicative Language Teaching with Infographic

F. Learning Source

3. Material : Refining Composition Book

G. Teaching and Learning Activity

No.	Teaching and Learning Activity	Time Allotment
1	Pre-Activity	15 Menit
	<ul style="list-style-type: none">- The lecturer greets the students by saying good morning and asks the students' condition- The lecturer checks the students' attendance- The lecturer checks the students' readiness and conditions- The lecturer informs the activities that will be going to be done	
2	Main Activity	65 Menit
	<ul style="list-style-type: none">- The lecturer asks the students about the topic sentence and thesis of the students' writing- Each student shares their topic sentence and thesis statement of their writing- The lecturer and the students discuss the students' work together- The lecturer explains the definition of topic sentence and thesis statement- The lecturer shares an essay with the infographic to each student- The lecturer and the students discuss the content of the essay and infographic together- The lecturer asks the students if there is any question towards the material	
3	Post Activity	20 Menit
	<ul style="list-style-type: none">- The lecturer asks the students to revise the topic sentence and thesis statement of their writing as their homework- The lecturer and the students conclude the lesson together by asking several things that the students have not understand yet	

LESSON PLAN OF EXPERIMENTAL GROUP

Level : Advance
 Grade : 3rd Semester
 Subject : Essay Writing
 Topic : Narrative Essay
 Times Allotment : 100 minutes

A. Basic Competency

- Main Component of Essay Writing

B. Indicator




- Elaborating the characteristic of good essay
- Explaining each component of essay writing
- Implementing essay writing component correctly

C. Learning Objective(s)

- Students are able to elaborate the characteristic of good essay
- Students are able to explain each component of essay writing
- Students are able to implement essay writing component correctly

D. Instructional Material

GO BACK IN TIME

<p>INTRODUCTION PARAGRAPH</p> <p>HOOK: When I was a child, I often dreamed about a special pocket device that would allow me to "save" certain moments of my life, so that in case I failed to do something, I could always "load" my life from a checkpoint, already possessing a certain level of experience—exactly how they do it in video games.</p>	<p>THESIS: I guess every boy dream of being a superhero, and I was no exception.</p> 
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<p>CONCLUSION</p> <p>INTERESTING THOUGHT But you know, what I am glad that no time machine has been invented.</p>	<p>RESTATEMENT OF THESIS If I could go back in time, I would try to make my future better.</p> 

Go Back in Time

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Would I try to make other people act in a different way? I think no. I would rather warn myself about the awaiting consequences of my most reckless decisions. I would talk to a long-haired teen holding his first cigarette and tell him: “Don’t do that—years will pass until you finally manage to quit.” Or: “Man, don’t go there—you don’t need to see what is going on in that place tonight.” “Whoa! Don’t drive so fast, pal!” Perhaps, one of the most important warnings would be: “Don’t push her away now—you could be happy together.” So many warnings I would give to myself that sometimes I think: was it really me who did this and that?

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If I could go back in time, I would try to make my future better. This is what our parents always try to do when we are children. But you know what? I am glad that no time machine has been invented.

E. Learning Method

7. Approach : Scientific Approach
8. Method : Communicative Language Teaching with Infographic

F. Learning Source

4. Material : Refining Composition Book

G. Teaching and Learning Activity

No.	Teaching and Learning Activity	Time Allotment
1	Pre-Activity	15 Menit
	<ul style="list-style-type: none">- The lecturer greets the students by saying good morning and asks the students' condition- The lecturer checks the students' attendance- The lecturer checks the students' readiness and conditions- The lecturer informs the activities that will be going to be done	
2	Main Activity	65 Menit
	<ul style="list-style-type: none">- The lecturer asks the students to consult their writing process one by one- The lecturer asks the rest of student who waits their turn, consult with his/her chair mates- The lecturer asks the students who have been consulted to keep going on their writing- During the consultation, the lecturer gives many advices and suggestion towards students writing process	
3	Post Activity	20 Menit
	<ul style="list-style-type: none">- The lecturer asks the students to revise the topic sentence and thesis statement of their writing as their homework- The lecturer and the students conclude the lesson together by asking several things that the students have not understand yet	

LESSON PLAN OF EXPERIMENTAL GROUP

Level	: Advance
Grade	: 3 rd Semester
Subject	: Essay Writing
Topic	: Narrative Essay
Times Allotment	: 100 minutes

A. Basic Competency

- Development of Narrative Essay

B. Indicator

- Explaining the development of Narrative Essay
- Explaining the structure of Essay that will be developed in Narrative Paragraph
- Creating an Essay with Narrative Essay Development Method correctly

C. Learning Objective(s)

- Students are able to explain the development of Narrative Essay
- Students are able to explain the structure of Essay that will be developed in Narrative Paragraph
- Students are able to create an Essay with Narrative Essay Development Method correctly

D. Instructional Material

Narrative Essay Infographics
PART 2: DRAFTING

Setting
Baerith Kingdom
The most prosperous kingdom in Oerth World.

Character
- Victor Bromour: as Protagonist Character
- Blake Bromour: as Protagonist Character
- Diana Chaibot: as Protagonist Character
You can add more character or change the character.

Point of View
You are suggested to use third point of view which use "he", "she", "they" as the objective pronouns.

Characterization
Characterization is how the character is described through action, personality, appearance, etc.
- Victor Bromour: He is the King Frates's son but none knows accepts her mother: Risa Bromour because of her forbidden marriage with King Frates. He is a charismatic, humble, and sympathetic man.
- Blake Bromour: He is Victor's brother from different father. He is idealistic, loyal but also devious person.
- Diana Chaibot: She is charming and clever girl. As Rusan Wivani's daughter, she is an extraordinary girl strong self-defense.

Plot
Plot is the main part of narrative. It is the main event of the story. It contains:
- Exposition: The part of the plot that tells how the story begins.
- Rising Action: The events in the story that lead up to the climax.
- Climax: The point of crisis in the plot.
- Falling Action: The events that lead to the conclusion after the climax.
- Resolution: The part of the plot that reveals the final outcome.

E. Learning Method

9. Approach : Scientific Approach

10. Method : Communicative Language Teaching with Infographic

F. Learning Source

5. Material : Refining Composition Book

G. Teaching and Learning Activity

No.	Teaching and Learning Activity	Time Allotment
1	Pre-Activity	15 Menit
	<ul style="list-style-type: none">- The lecturer greets the students by saying good morning and asks the students' condition- The lecturer checks the students' attendance- The lecturer checks the students' readiness and conditions- The lecturer informs the activities that will be going to be done	
2	Main Activity	65 Menit
	<ul style="list-style-type: none">- The lecturer asks the students to collect their writing progress- The lecturer gives infographic to each student- The lecturer explains what that infographic for- The students are asked to develop a narrative essay based on the infographic given- The students can customize the content on the infographic based on their needs- The lecturer asked them to consult if there is something that they do not understand	
3	Post Activity	20 Menit
	<ul style="list-style-type: none">- The lecturer asks the students to develop the further narrative essay at home as a homework- The lecturer and the students conclude the lesson together by asking several things that the students have not understand yet	

LESSON PLAN OF EXPERIMENTAL GROUP

Level	: Advance
Grade	: 3 rd Semester
Subject	: Essay Writing
Topic	: Narrative Essay
Times Allotment	: 100 minutes

A. Basic Competency

- Development of Narrative Essay

B. Indicator

- Explaining the development of Narrative Essay
- Explaining the structure of Essay that will be developed in Narrative Paragraph
- Creating an Essay with Narrative Essay Development Method correctly

C. Learning Objective(s)

- Students are able to explain the development of Narrative Essay
- Students are able to explain the structure of Essay that will be developed in Narrative Paragraph
- Students are able to create an Essay with Narrative Essay Development Method correctly

D. Instructional Material

Narrative Essay Infographics
PART 2: DRAFTING

Setting
Baerith Kingdom
The most prosperous kingdom in Oerth World.

Character
- Victor Bromour: as Protagonist Character
- Blake Bromour: as Protagonist Character
- Dina Chabot: as Protagonist Character
You can add more character or change the character.

Point of View
You are suggested to use third point of view which use 'he', 'she', 'they' as the objective pronouns.

Characterization
Characterization is how the character is described through action, personality, appearance, etc.
- Victor Bromour:
He is the King's brother's son but none treats accepts her mother: Risa Bromour because of her forbidden marriage with King Fretis. He is a charismatic, humble, and sympathetic man.
- Blake Bromour:
He is Victor's brother from different father. He is idealistic, loyal but also devious person.
- Dina Chabot:
She is charming and clever girl. As Ruan Wivene's daughter, she is an extraordinary girl strong self-defense.

Plot
Plot is the main part of narrative. It is the main event of the story. It contains:
- Exposition
The part of the plot that tells how the story begins
- Rising Action
The events in the story that lead up to the climax
- Climax
The point of crisis in the plot
- Falling Action
The events that lead to the conclusion after the climax.
- Resolution
The part of the plot that reveals the final outcome.

E. Learning Method

11. Approach : Scientific Approach

12. Method : Communicative Language Teaching with Infographic

F. Learning Source

6. Material : Refining Composition Book

G. Teaching and Learning Activity

No.	Teaching and Learning Activity	Time Allotment
1	Pre-Activity	15 Menit
	<ul style="list-style-type: none">- The lecturer greets the students by saying good morning and asks the students' condition- The lecturer checks the students' attendance- The lecturer checks the students' readiness and conditions- The lecturer informs the activities that will be going to be done	
2	Main Activity	65 Menit
	<ul style="list-style-type: none">- The lecturer asks the students about the progress of their writing- The lecturer asks the students to consult what they stuck into- The lecturer asks the students to give suggestion to their friend's work	
3	Post Activity	20 Menit
	<ul style="list-style-type: none">- The lecturer asks the students to finish their writing and submit it in the next meeting- The lecturer and the students conclude the lesson together by asking several things that the students have not understand yet	

LESSON PLAN OF CONTROL GROUP

Level	: Advance
Grade	: 3 rd Semester
Subject	: Essay Writing
Topic	: Narrative Essay
Times Allotment	: 100 minutes

A. Basic Competency

- Definition and Essence of Good Essay

B. Indicator

- Identifying the definition of essay
- Elaborating the characteristic of good essay
- Creating outline of correct essay

C. Learning Objective(s)

- Students are able to identify the definition of essay
- Students are able to elaborate the characteristic of good essay
- Students are able to create an outline of correct essay

D. Instructional Material

Introduction: Introduce the topic, and the incident that you're going to describe. Explain why it's important to you.

Thesis statement: Quickly sum up what you learned as a result of the incident you're describing.

Main body: You'll now talk about the incident involved. As you do so, make sure you're including all the important points. Who was involved? Where did it happen? Why did it happen? Describe exactly what happened, including your thoughts and feelings on the matter.

Conclusion: Refer to your thesis again, and how your experiences impacted your understanding of the topic at hand.

E. Learning Method

13. Approach : Scientific Approach

14. Method : Communicative Language Teaching with Infographic

F. Learning Source

7. Material : Refining Composition Book

G. Teaching and Learning Activity

No.	Teaching and Learning Activity	Time Allotment
1	Pre-Activity	15 Menit
	<ul style="list-style-type: none">- The lecturer greets the students by saying good morning and asks the students' condition- The lecturer checks the students' attendance- The lecturer checks the students' readiness and conditions- The lecturer informs the activities that will be going to be done	
2	Main Activity	65 Menit
	<ul style="list-style-type: none">- the lecturer asks the students to pay attention on the lecturer's explanation- The students listen to the lecturer's explanation about writing- The lecturer explains the characteristic of essay- The lecturer allows the students to ask any question related to the material- The lecturer answer students question and give related example to make the students more understand	
3	Post Activity	20
	<ul style="list-style-type: none">- The lecturer asks the students to think and choose a topic for their further written work as the homework- The lecturer and the students conclude the lesson together by asking several things that the students have not understand yet-	

LESSON PLAN OF CONTROL GROUP

Level	: Advance
Grade	: 3 rd Semester
Subject	: Essay Writing
Topic	: Narrative Essay
Times Allotment	: 100 minutes

A. Basic Competency

- Definition and Essence of Good Essay

B. Indicator

- Identifying the definition of essay
- Elaborating the characteristic of good essay
- Creating outline of correct essay

C. Learning Objective(s)

- Students are able to identify the definition of essay
- Students are able to elaborate the characteristic of good essay
- Students are able to create an outline of correct essay

D. Instructional Material

Introduction: Introduce the topic, and the incident that you're going to describe. Explain why it's important to you.

Thesis statement: Quickly sum up what you learned as a result of the incident you're describing.

Main body: You'll now talk about the incident involved. As you do so, make sure you're including all the important points. Who was involved? Where did it happen? Why did it happen? Describe exactly what happened, including your thoughts and feelings on the matter.

Conclusion: Refer to your thesis again, and how your experiences impacted your understanding of the topic at hand.

E. Learning Method

15. Approach : Scientific Approach

16. Method : Communicative Language Teaching with Infographic

F. Learning Source

8. Material : Refining Composition Book

G. Teaching and Learning Activity

No.	Teaching and Learning Activity	Time Allotment
1	Pre-Activity	15 Menit
	<ul style="list-style-type: none">- The lecturer greets the students by saying good morning and asks the students' condition- The lecturer checks the students' attendance- The lecturer checks the students' readiness and conditions- The lecturer informs the activities that will be going to be done	
2	Main Activity	65 Menit
	<ul style="list-style-type: none">- the lecturer asks the students about topic that the students have been chosen- The lecturer asks the students to consult the topic that they have been chosen- Each student consults their topic with the lecturer- The lecturer asks the rest of students to discuss their topic with their chair mates	
3	Post Activity	20 Menit
	<ul style="list-style-type: none">- The lecturer asks the students to write the topic sentence and thesis statement of the topic chosen- The lecturer and the students conclude the lesson together by asking several things that the students have not understand yet-	

LESSON PLAN OF CONTROL GROUP

Level	: Advance
Grade	: 3 rd Semester
Subject	: Essay Writing
Topic	: Narrative Essay
Times Allotment	: 100 minutes

A. Basic Competency

- Main Component of Essay Writing

B. Indicator

- Elaborating the characteristic of good essay
- Explaining each component of essay writing
- Implementing essay writing component correctly

C. Learning Objective(s)

- Students are able to elaborate the characteristic of good essay
- Students are able to explain each component of essay writing
- Students are able to implement essay writing component correctly

D. Instructional Material

Thesis Statements and Topic Sentences

A *thesis driven essay* is comprised of an initial thesis statement that establishes a claim or argument, and ensuing topic sentences that support and develop that claim. Ideally, a reader would be able to read only the thesis statement and topic sentences of your text, and still be able to understand the main ideas and logical progression of your argument.

What is a thesis statement?

- A thesis statement *asserts the main claim or argument of your paper*.
- A thesis statement also often *previews* the structure of the rest of the essay in a way that corresponds with the body paragraphs (see example C).
- A strong thesis statement makes a complex and unique argument that someone could reasonably object to; the rest of the essay should then defend that argument.

» For instance, “Andrew Carnegie was extremely wealthy” is not a sufficiently insightful thesis statement because it is neither complex nor objectionable.

Where are they located?

- Thesis statements often appear as the last sentence/s of your introductory paragraph or section. **
- A thesis statement can appear as one sentence (see examples C and D) or several sentences (see examples A and B); this is dependent on the requirements of your rhetorical context.

*** Note: these are general guidelines for constructing a strong thesis statement and topic sentences in a thesis driven essay; always refer to your assignment or sample text from your field for specific expectations about the role and placement of a thesis statement.*

What is a topic sentence?

- A topic sentence is the first sentence of a paragraph that signals to the reader what the paragraph's main idea will be.
- Topic sentences should:
 - » relate back to the argument of the thesis;
 - » concisely summarize the key idea of the paragraph;
 - » can even contain key words from the thesis statement.

Topic sentences and comprehension

- Topic sentences can help you with paragraph cohesion. Each paragraph should have one unique main idea that develops a facet of the thesis statement, and that main idea should be unified in one paragraph – not spread throughout the essay.
- Topic sentences have been shown to help readers recall the content of the text because they prepare readers for the ensuing ideas of the paragraph.

Topic sentences often follow the “old/new contract” (see handout) and link back to what was established in the previous paragraph

E. Learning Method

17. Approach : Scientific Approach

18. Method : Communicative Language Teaching with Infographic

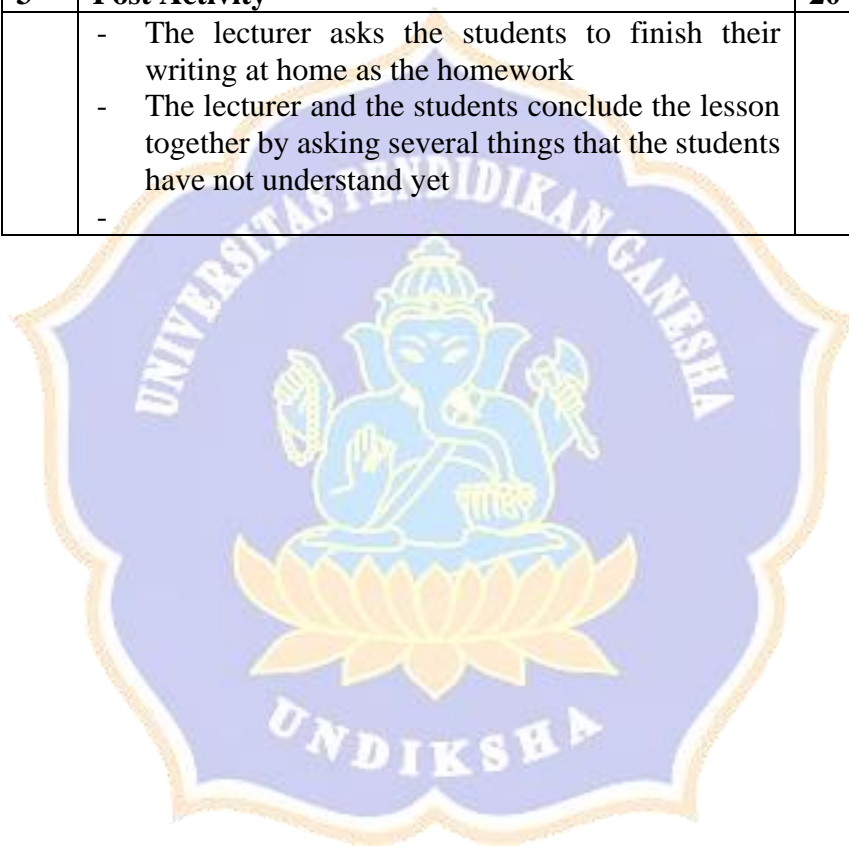
F. Learning Source

9. Material : Refining Composition Book

G. Teaching and Learning Activity

No.	Teaching and Learning Activity	Time Allotment
1	Pre-Activity	15 Menit
	<ul style="list-style-type: none">- The lecturer greets the students by saying good morning and asks the students' condition- The lecturer checks the students' attendance- The lecturer checks the students' readiness and conditions	

	- The lecturer informs the activities that will be going to be done	
2	Main Activity	65 Menit
	<ul style="list-style-type: none"> - The lecturer asks the students about their writing progress especially in thesis statement and topic sentence - The lecturer explains the definition of thesis statement and topic sentence in detailed - The lecturer allows the students to consult about their writing progress - The lecturer asks the rest of students to discuss their writing progress with their chair mates 	
3	Post Activity	20 Menit
	<ul style="list-style-type: none"> - The lecturer asks the students to finish their writing at home as the homework - The lecturer and the students conclude the lesson together by asking several things that the students have not understand yet - 	



LESSON PLAN OF CONTROL GROUP

Level	: Advance
Grade	: 3 rd Semester
Subject	: Essay Writing
Topic	: Narrative Essay
Times Allotment	: 100 minutes

A. Basic Competency

- Main Component of Essay Writing

B. Indicator

- Elaborating the characteristic of good essay
- Explaining each component of essay writing
- Implementing essay writing component correctly

C. Learning Objective(s)

- Students are able to elaborate the characteristic of good essay
- Students are able to explain each component of essay writing
- Students are able to implement essay writing component correctly

D. Instructional Material

Thesis Statements and Topic Sentences

A *thesis driven essay* is comprised of an initial thesis statement that establishes a claim or argument, and ensuing topic sentences that support and develop that claim. Ideally, a reader would be able to read only the thesis statement and topic sentences of your text, and still be able to understand the main ideas and logical progression of your argument.

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- A strong thesis statement makes a complex and unique argument that someone could reasonably object to; the rest of the essay should then defend that argument.

» For instance, “Andrew Carnegie was extremely wealthy” is not a sufficiently insightful thesis statement because it is neither complex nor objectionable.

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- Topic sentences have been shown to help readers recall the content of the text because they prepare readers for the ensuing ideas of the paragraph.

Topic sentences often follow the “old/new contract” (see handout) and link back to what was established in the previous paragraph

E. Learning Method

19. Approach : Scientific Approach

20. Method : Communicative Language Teaching with Infographic

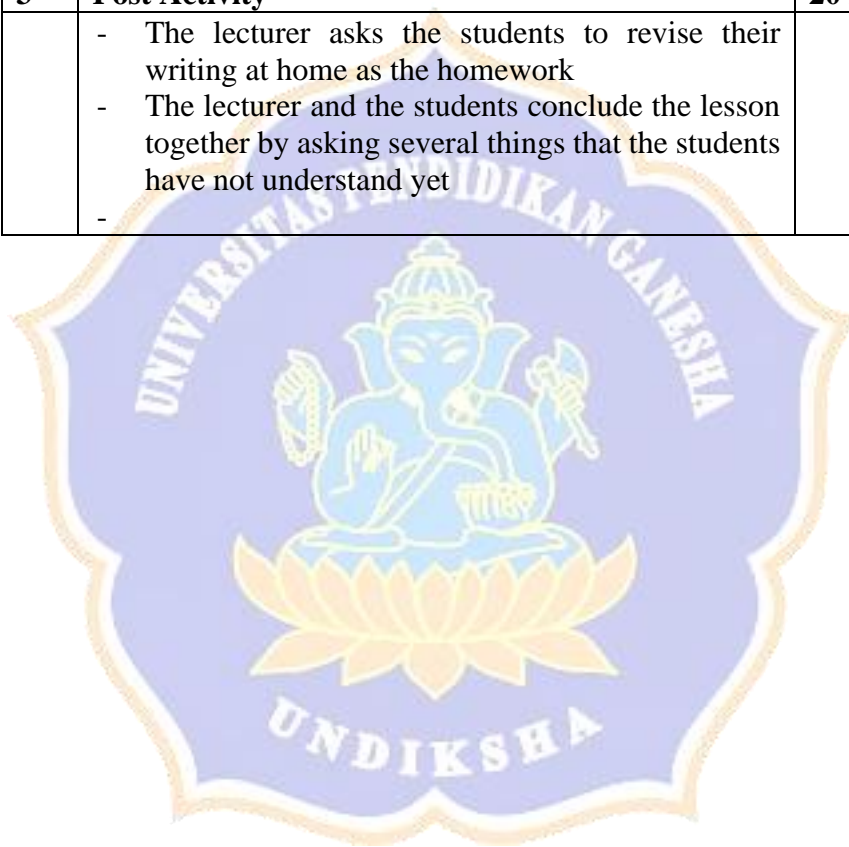
F. Learning Source

10. Material : Refining Composition Book

G. Teaching and Learning Activity

No.	Teaching and Learning Activity	Time Allotment
1	Pre-Activity	15 Menit
	<ul style="list-style-type: none">- The lecturer greets the students by saying good morning and asks the students' condition- The lecturer checks the students' attendance- The lecturer checks the students' readiness and conditions	

	- The lecturer informs the activities that will be going to be done	
2	Main Activity	65 Menit
	<ul style="list-style-type: none"> - The lecturer asks the students to consult their writing process one by one - The lecturer asks the rest of student who waits their turn, consult with his/her chair mates - The lecturer asks the students who have been consulted to keep going on their writing - During the consultation, the lecturer gives many advices and suggestion towards students writing process 	
3	Post Activity	20 Menit
	<ul style="list-style-type: none"> - The lecturer asks the students to revise their writing at home as the homework - The lecturer and the students conclude the lesson together by asking several things that the students have not understand yet - 	



LESSON PLAN OF CONTROL GROUP

Level	: Advance
Grade	: 3 rd Semester
Subject	: Essay Writing
Topic	: Narrative Essay
Times Allotment	: 100 minutes

A. Basic Competency

- Development of Narrative Essay

B. Indicator

- Explaining the development of Narrative Essay
- Explaining the structure of Essay that will be developed in Narrative Paragraph
- Creating an Essay with Narrative Essay Development Method correctly

C. Learning Objective(s)

- Students are able to explain the development of Narrative Essay
- Students are able to explain the structure of Essay that will be developed in Narrative Paragraph
- Students are able to create an Essay with Narrative Essay Development Method correctly

D. Instructional Material

Consider the topic. You should be able to weave your truth into a story that matters. It would not be a good narrative essay if you are not involved in your writing and don't want to share your experience with others.

Start with the draft. It is not easy to write a good story from the beginning to the end without some planning. That is why you should create a [narrative essay outline](#) and draft and then polish it until you are sure that the result meets all the requirements. This method is used by many people, including famous writers.

Storyline elements. Most stories contain elements as the description, plot, characters, setting, and other components. These help each text attract the readers' attention and make them think about it. Make sure your narrative story contains all these elements and is written in accordance with all standards of English grammar and proofreading.

The point of view. Readers and listeners should clearly understand your role in the story, which is why it is so important to let them know all the details of the described event, as well as the explanation of your behavior in a particular situation.

Proving and supporting. You should not only show your opinion but also give arguments that support it. You can provide readers with any facts and references that showcase your thoughts and the results of your conclusions.

Do not give details that don't mean anything to your story. They make your essay too wordy and can confuse readers. To determine whether specific details are needed, find out if they have significant roles in the plot.

Clear writing. Use simple words and appropriate language in the text. The clearer your readers understand what you are telling them, the better their feedback will be and keep in mind that some things that are clear to you can be ambiguous to your readers so you should check your text before you hand it in.

Describe events chronologically. As a rule, such papers are created in proper chronological order in order to avoid confusion and allow everyone who reads it to follow the author's thoughts easily and with interest.

Read some narrative essay examples. The more you read them, the more you'll be able to create a well-developed plot. You can also watch video presentations in which other persons describe their experience as it helps to learn how to present your thoughts appropriately.

Double-check the provided requirements. When you get such an assignment, you should be provided with some guidelines and requirements. If not, you can always request more details from your instructors.

E. Learning Method

21. Approach : Scientific Approach

22. Method : Communicative Language Teaching with Infographic

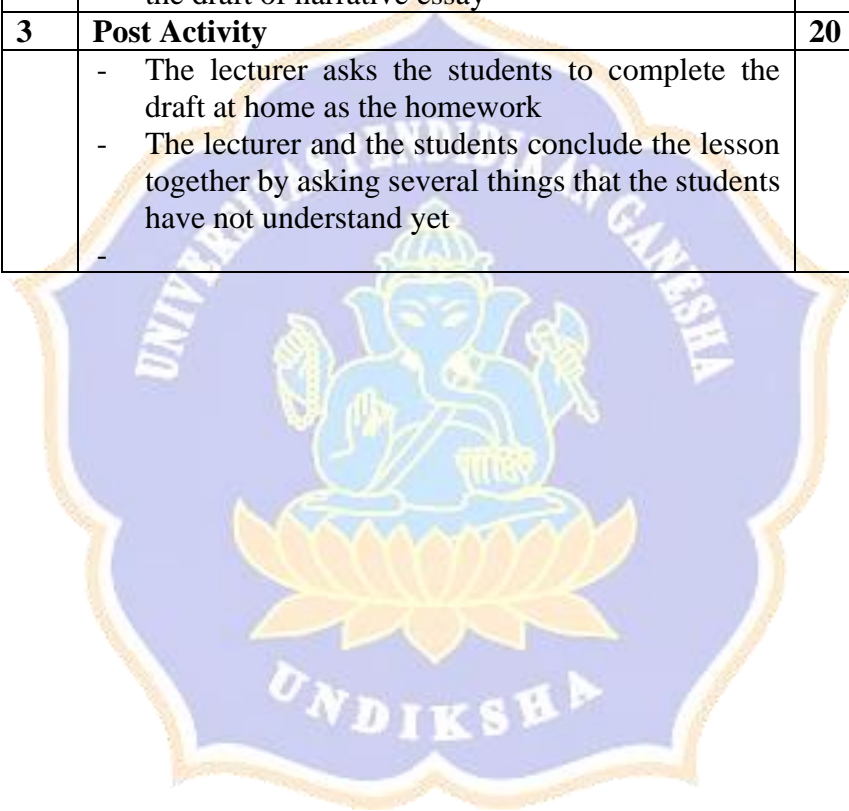
F. Learning Source

11. Material : Refining Composition Book

G. Teaching and Learning Activity

No.	Teaching and Learning Activity	Time Allotment
1	Pre-Activity	15 Menit
	<ul style="list-style-type: none">- The lecturer greets the students by saying good morning and asks the students' condition- The lecturer checks the students' attendance- The lecturer checks the students' readiness and conditions	

	- The lecturer informs the activities that will be going to be done	
2	Main Activity	65 Menit
	<ul style="list-style-type: none"> - The lecturer explains the elements of narrative essay - The lecturer asks the students to create a draft of a narrative essay - The lecturer allows the students to ask any question that they do not understand towards the narrative essay - The lecturer answer and clarify the misunderstood of the students - The lecturer allows the students to consult about the draft of narrative essay 	
3	Post Activity	20 Menit
	<ul style="list-style-type: none"> - The lecturer asks the students to complete the draft at home as the homework - The lecturer and the students conclude the lesson together by asking several things that the students have not understand yet - 	



LESSON PLAN OF CONTROL GROUP

Level	: Advance
Grade	: 3 rd Semester
Subject	: Essay Writing
Topic	: Narrative Essay
Times Allotment	: 100 minutes

A. Basic Competency

- Development of Narrative Essay

B. Indicator

- Explaining the development of Narrative Essay
- Explaining the structure of Essay that will be developed in Narrative Paragraph
- Creating an Essay with Narrative Essay Development Method correctly

C. Learning Objective(s)

- Students are able to explain the development of Narrative Essay
- Students are able to explain the structure of Essay that will be developed in Narrative Paragraph
- Students are able to create an Essay with Narrative Essay Development Method correctly

D. Instructional Material

Consider the topic. You should be able to weave your truth into a story that matters. It would not be a good narrative essay if you are not involved in your writing and don't want to share your experience with others.

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Read some narrative essay examples. The more you read them, the more you'll be able to create a well-developed plot. You can also watch video presentations in which other persons describe their experience as it helps to learn how to present your thoughts appropriately.

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E. Learning Method

23. Approach : Scientific Approach

24. Method : Communicative Language Teaching with Infographic

F. Learning Source

12. Material : Refining Composition Book

G. Teaching and Learning Activity

No.	Teaching and Learning Activity	Time Allotment
1	Pre-Activity	15 Menit
	<ul style="list-style-type: none">- The lecturer greets the students by saying good morning and asks the students' condition- The lecturer checks the students' attendance- The lecturer checks the students' readiness and conditions	

	- The lecturer informs the activities that will be going to be done	
2	Main Activity	65 Menit
	<ul style="list-style-type: none"> - The lecturer asks the students about the development of their narrative essay draft - The lecturer asks the students to consult their progress one by one - The lecturer asks the rest of students to discuss with their chair mates - The lecturer gives advices and suggestions towards students' progress 	
3	Post Activity	20 Menit
	<ul style="list-style-type: none"> - The lecturer asks the students to complete the narrative essay at home as the homework - The lecturer and the students conclude the lesson together by asking several things that the students have not understand yet 	



RIWAYAT HIDUP



I Kadek Swartana Putra lahir di Denpasar pada tanggal 28 Desember 1997. Penulis lahir dari pasangan suami istri, Bapak I Wayan Nitia dan Ibu Ni Suartini. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini, penulis beralamat di Banjar Tanjung Bungkak 1, Desa Sumerta, Kecamatan Denpasar Timur, Kota Denpasar, Provinsi Bali.

Penulis menyelesaikan pendidikan dasar di SDN 1 Kesiman dan lulus pada tahun 2010.

Kemudian, penulis melanjutkan pendidikan menengah pertama di SMP Dwijendra Denpasar. Penulis menyelesaikan pendidikan di sekolah menengah pertama pada tahun 2013. Lalu, penulis melanjutkan pendidikan di SMA Negeri 3 Denpasar. Pendidikan menengah atas diselesaikan pada tahun 2016. Selanjutnya, penulis melanjutkan pendidikan di Universitas Pendidikan Ganesha dan mengambil program studi Pendidikan Bahasa Inggris. Pada semester akhir di tahun 2020, penulis telah menyelesaikan Skripsi yang berjudul "*The Effect of Infographic as Instructional Media on Students' Writing Competence*". Jadi dari tahun 2016 sampai dengan penulisan skripsi ini, penulis masih terdaftar sebagai mahasiswa Program S1 Pendidikan Bahasa Inggris.

Appendix 8.

