

**TUMBLR APPLICATION AS A MEDIA IN TEACHING WRITING
SKILL AT SMPN 4 MENKENDÉK**

SKRIPSI

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SKRIPSI

TUMBLR APPLICATION AS A MEDIA IN TEACHING
WRITING SKILL AT SMPN 4 MENGKENDEK

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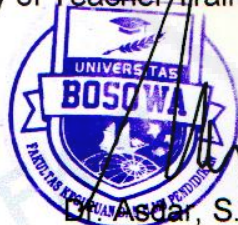


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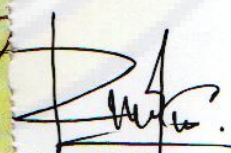
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ABSTRACT

Risma Buli. 2020. *TUMBLR Application as a Media in Teaching Writing Skill at SMPN 4 Mengkendek (supervised by Hj. St. Haliah Batau and Restu January.)*

The objective of this research was to find out is there any enhancement of students' writing skills in description text using Tumblr at the 8th grade students of SMPN 4 Mengkendek, in academic year 2020/2021.

This research used pre-experimental design with pre-test, data and post-test. The population of this research were the eight grade students of SMPN 4 Mengkendek consisting of 86 students. The writer took one class as the sample, namely class VIII-A. The data were obtained from writing test. The result of the research showed that Tumblr application were able to enhance students' writing skill at the 8th grade students of SMPN 4 Mengkendek.

The writer used inferential analysis of t-test by SPSS V.22, the writer concludes that Tumblr application were able to enhance students' writing skill. The result of the research shows that used Tumblr application can improved significantly in the students writing skill after the treatment. The study showed that there was a significant improvement in the students' mean score writing skill by Tumblr Application. The mean score of the students' writing skill are 59,67 in pre-test to 78,67 in post-test. Therefore, the objective of this study was accepted. It means that the tumblr application can enhance the students' writing skill in the English teaching at SMPN 4 Mengkendek.

Key Word : writing skill, tumblr application, descriptive text

ABSTRACT

Risma Buli. 2020. *TUMBLR Application as a Media in Teaching Writing Skill at SMPN 4 Mengkendek (supervised by Hj. St. Haliah Batau and Restu Januaryty.)*

Tujuan penelitian ini adalah untuk mengetahui adakah peningkatan keterampilan menulis siswa dalam teks deskripsi dengan penggunaan Tumblr pada siswa kelas VIII SMPN 4 Mengkendek tahun pelajaran 2020/2021.

Penelitian ini menggunakan desain pra-eksperimental dengan pre-test, analisis data dan post-test. Populasi penelitian ini adalah siswa kelas VIII SMPN 4 Mengkendek terdiri dari 86 siswa. Penulis mengambil satu kelas sebagai sampel, bernama kelas VIII-A. Data diperoleh dari tes menulis. Hasil penelitian menunjukkan bahwa penerapan Tumblr dapat meningkatkan kemampuan menulis siswa kelas VIII SMPN 4 Mengkendek.

Peneliti menganalisis data menggunakan analisis inferensial t-tes pada SPSS v.22, peneliti menyimpulkan bahwa penerapan aplikasi tumblr dapat meningkatkan kemampuan menulis siswa. Hasil penelitian menunjukkan bahwa penerapan aplikasi Tumblr bisa meningkat secara signifikan dalam keterampilan menulis siswa setelah perlakuan. Penelitian ini menunjukkan bahwa terdapat peningkatan yang signifikan pada kemampuan menulis siswa dalam belajar menggunakan aplikasi tumblr. Nilai rata-rata dari hasil menulis siswa adalah 59,67 di pre-test to 78,67 di post-test. Oleh karena itu, tujuan dari penelitian sudah terpenuhi. Ini berarti, penerapan aplikasi tumblr dapat meningkatkan kemampuan menulis siswa dalam pembelajaran Bahasa Inggris di SMPN 4 Mengkendek.

Kata Kunci: keterampilan menulis, aplikasi Tumblr, teks deskriptif

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Makassar, 09 October 2020

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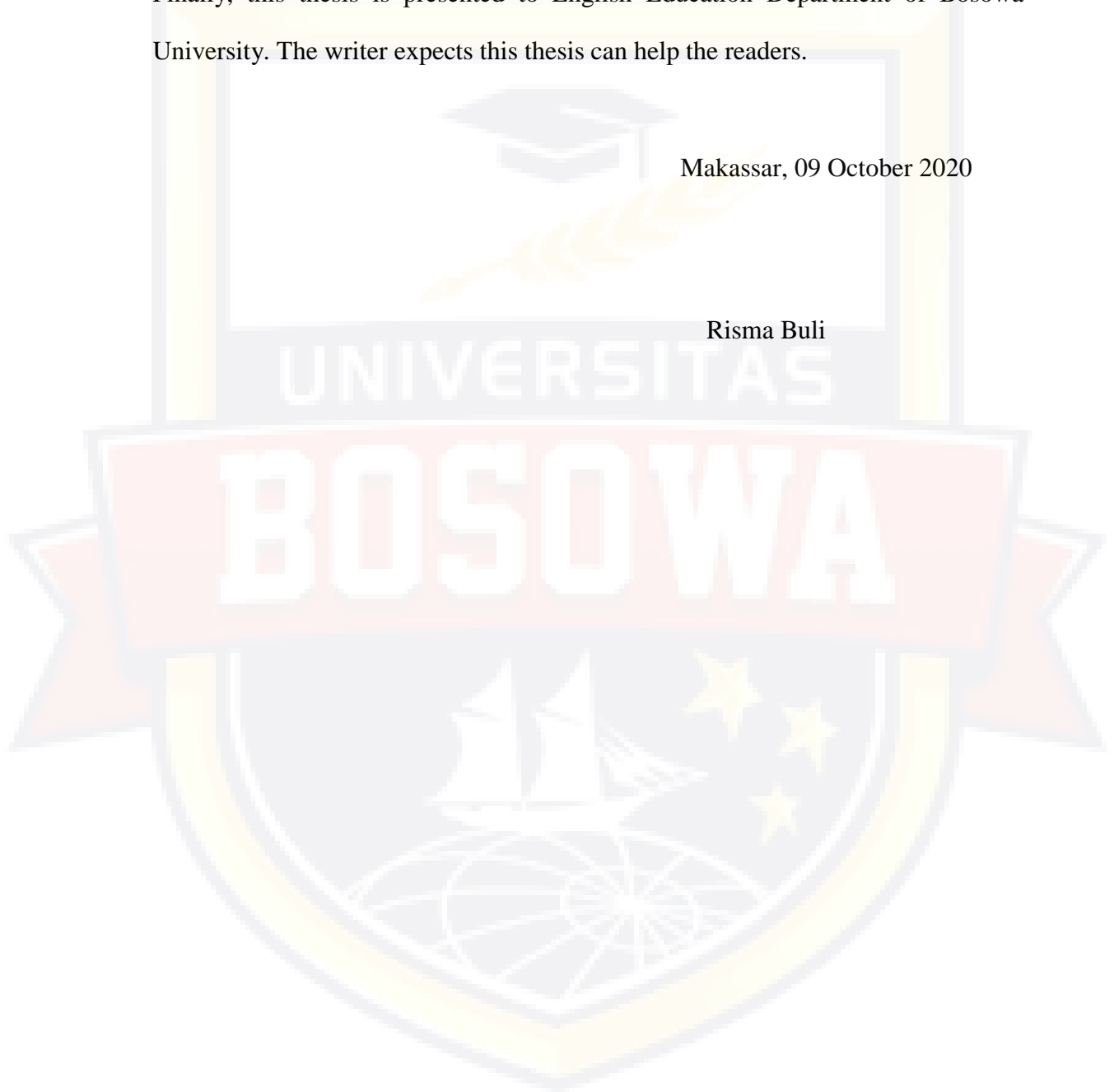


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CHAPTER I

INTRODUCTION

This chapter contains about background, identification of the problem, limitation of the problem, formulation of problem, objective of the research and significant of the research.

A. Background of the research

In this century, English is very important language because English is an International language. According to Spicer-scalante & de Jonge-Kanan (2014:243) states that English has become the global language that has influenced the whole world. There are several countries use English as mother tongue, there are several countries use as second language and there are several countries use as foreign language. Indonesia is the one of countries that use English as a foreign language. Therefore, the people must know and learn about English. And the better place that people can study about this language is in the school. Because of that, the government must be put English in the curriculum of all levels of school.

The education in Indonesian must be improving because every time there are revolution in teaching and learning. There are many technology that students and teachers can use in teaching and learning. There are many social media that student can use to study. They can find information with network in internet. Therefore, now a days, people can learn English wherever and whenever.

In learning English there are four skills such as listening, speaking, reading and writing. These skills related each other and can't be independent; therefore, learners need to master all of the four skills. As stated by Morrow in Demirbas (2013:108), receptive and productive skills are the combination of four skills – listening, reading, speaking and writing skills.

Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. Actually, all the people can speak English depend on which environment their live in. But not all the people can write in English. To write clearly it is essential to understand the basic system of a language. In English this case includes knowledge of grammar, punctuation and sentence structure. Vocabulary is also necessary, as is correct spelling and formatting.

Writing is very important in the people life, the fact that scientific books, novels, reports, letter, newspaper, magazines, brochures, commercial advertisements are products of writing. Most of them is very important for human daily activities.

A student may write for personal enjoyment or use, or for an audience of one person or more. The audience may be known (targeted) or unknown. Taking notes for study purposes is an example of writing for one's self. Blogging publicly is an example of writing for an unknown audience. A letter to a friend is an example of writing for a targeted audience. As with speaking, it is important to consider student audience when writing. There are many different styles of writing, from informal to formal.

Writing skill is not only talks about grammars and vocabularies but also of conceptual and judgment elements. Some efforts done to solve the problems, the purpose is to make writing became easier and interest to learn for students. Many people argue that writing is very difficult to teach and to learn but the solve must be by English teacher. They using appropriate and interesting media in teaching and learning process in the class. Therefore, learners will be easy in receiving materials from teachers.

Writing is the important skills that should be possessed by the English learners. In writing student must practice their skill or order to let them developed in this skill. The researcher in this research is interested to use Tumblr as media in teaching writing at class especially to write a composition in writing the descriptive text.

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. By using Tumblr in writing descriptive text, student will enjoy write their story or thing in written form. And it make them easy to understand and implement descriptive text in writing. Many student have less interest in writing and they think that writing is a difficult thing to do. There are many student said that learning writing is very difficult because they do not know what will they do, how to start and what topic will they choose. They hard to start writing because they have no idea about what to write. The main problem in writing text is the student difficult to sharing ideas and expressing ideas in their written form. Because they insufficient knowledge of language component

such as vocabulary and grammar. They are bored to open and use the dictionary and mostly use their own interpretation about the spelling in writing, so they write the words incorrectly. They also tend to use the literal translation of word and use it improperly within a sentence. And the students are not aware to use of some grammatical aspects (verb, preposition, article, pronoun, tenses, phrasal, etc). They frequently make mistakes in writing grammatical correct sentences. But the main problem is that they do not have enough self-confidence in their writing. They think not to show and share their writing to others and many more problem. The student rarely practice their speaking to communicate. They use internet to learn English but they do not use practice it because they are not motivated to utilize it or really not interested in it. And most of them easily lose their focuses during their lesson. The problem is students writing in the literal translation. They translate the words but writing in their mother tongue, so that they write incorrectly because they do not see the grammatical aspect. The other writing problem is students reluctance in writing because they are bored and uninterested with the learning process. Therefore, the teacher must have many ideas to give more motivate student in their write, creating the right conditions for the generation of ideas, persuading them to the usefulness of the activity, and encouraging them.

Now a days, many people using technology in their daily live. They use of social media to searching information, talk and message with their family and friend, play game, study and more. Sometimes the students spend their time

just for check their social media such as Instagram, Facebook, WhatsApp, Twitter, Google, Blog, Tumblr and more. In social media, they talk and enjoy to share their feeling and opinion.

Tumblr is a micro blogging and social networking website founded by David Karp in 2007, owned by Yahoo! since 2013. The service allows users to post multimedia and other content to a short form blog. Users can follow other users' blogs or make their blogs private. Many of the website's features are accessed from a dashboard interface. Therefore, Tumblr can be used in the classroom, especially for teaching writing. It is easy to introduce the use of Tumblr and allows both the teacher and student to edit the content at any time.

Teacher can take advantages from student activity in writing on Tumblr. They can enhance the students writing habit by motivating them to write more. The researcher gives instruction in writing and the students post the result of their work in note. In the dashboard or wall, the researcher invites the students to be the member in a Tumblr group. Therefore, the people must supporting them to start study in writing with using social media step by step example use Tumblr.

Based on the consideration and statements above, the research intends to conduct a research under the title "Tumblr application as an alternative media in writing skills".

B. Identifications of the Problem

The identification of the problems in this research are:

1. The students do not know how to start because they have no idea
2. The students do not know what is the topic they will choose.

3. The students difficult to sharing ideas and show their writing to others
4. The students are bored, not interested and motivated in writing
5. The students do not have enough self-confidence with their writing

C. Limitation of the Research

Base on the background and problem statement, the researcher will observe and find out whether or not the use of Tumblr application in writing descriptive text of the 8th grade students of SMP Negeri 4 Mengkendek. The researcher focused on the 8th grade students of SMP Negeri 4 Mengkendek and the use media to enhance the students' writing, especially their topic to choose, their ideas, their motivated, their self-confidence, their grammatical aspect and vocabulary. The researcher choose media because media is important to supporting, helping, and motivating students' in writing. Therefore, the researcher used Tumblr as the media in teaching writing.

D. Formulation of Problem

Base on background of the problem, formulation of the problem was follows:

1. Is there any enhancement of students' writing skill in description text with using Tumblr at the 8th grade students of SMPN 4 Mengkendek ?

E. Objective of the Research

In connection with the problem formulation above, the objectives of this research are :

1. To find out the enhancement of students' writing skills in description text with using Tumblr at the 8th grade students of SMPN 4 Mengkendek.

F. Significant of the Research

1. Theoretically

The result of the research can be useful for English teaching and learning. The teachers are able to know the kind of students' problems on writing skill. Beside that, teachers know the strategies to solve the problem and can be reference to use media in the classroom. Hopefully this research can help to find solution in teaching and learning. The result can be dedicated for English related with Tumblr in teaching writing skill in descriptive text.

2. Practically

- a. For the school

The results of this research are expected to give contribution and positive effect in teaching writing descriptive text.

- b. For the teacher

The result of this research can give motivation, information, promotes and new creative media in learning writing descriptive text in English.

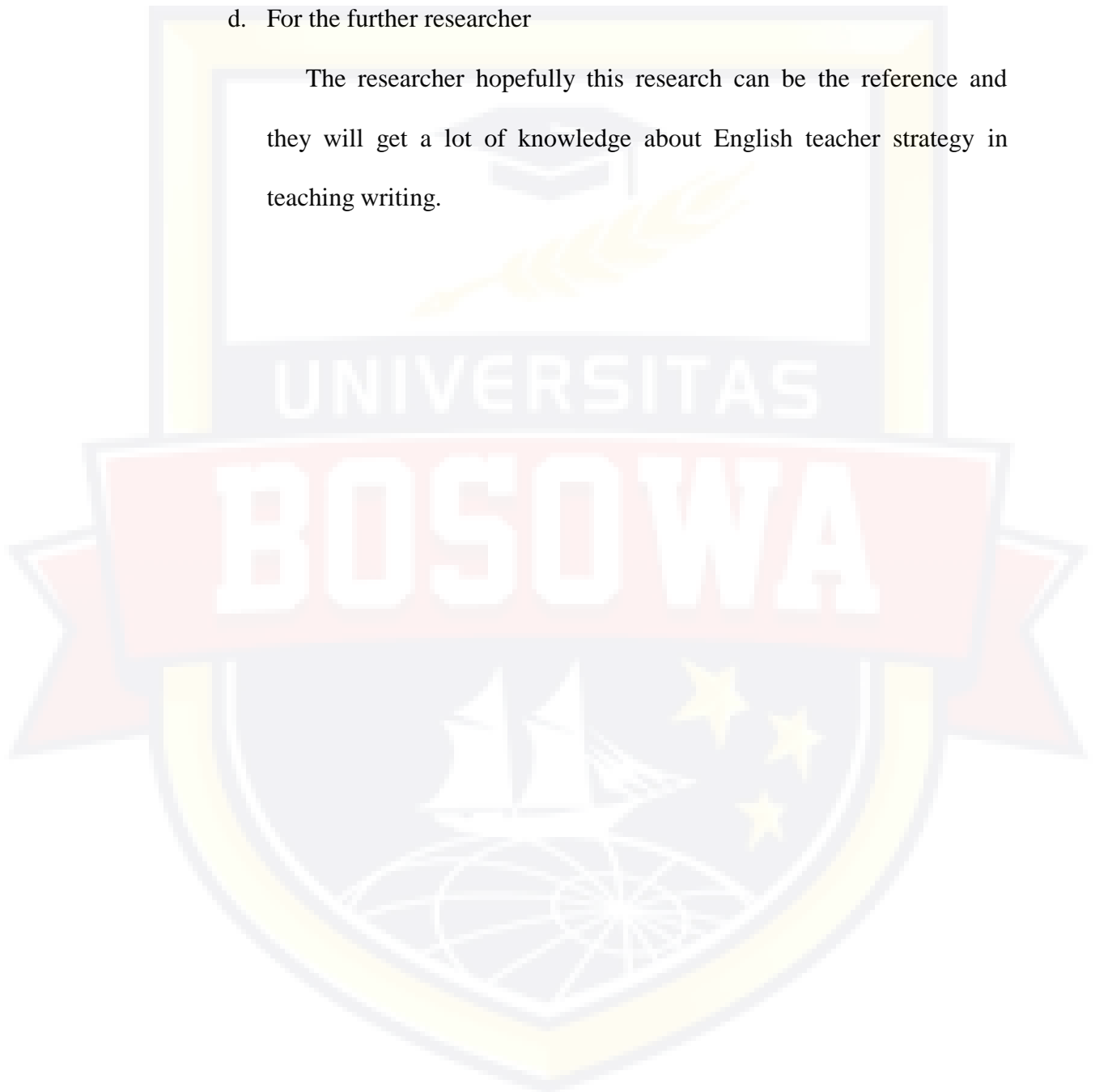
- c. For the student

The students are able to know the kind of their difficulties on writing. The researcher hope the implementation of Tumblr can be

help the student to find a way to be a good writers with follow the step in writing.

d. For the further researcher

The researcher hopefully this research can be the reference and they will get a lot of knowledge about English teacher strategy in teaching writing.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the theoretical review, the previous related research finding and the conceptual of framework. They are writing skill, media for teaching writing and using text for teaching writing. This chapter discusses certain points: general concept of writing, definition of writing, the purpose of writing, process in writing, teaching writing, kinds of text, descriptive text and media in teaching.

A. Theoretical Review

In the theoretical review, the research examines some theories that become the frames of thoughts of the study.

1. General Concept of Writing

In this discussion, eight important points are presented. They are the general concept of writing, definition of writing, the purpose of writing, process in writing, teaching writing, kinds of text, descriptive text, media in teaching, and writing assessment.

a. Definition of Writing

Many people communication, share ideas, sending message and more with writing. According to Fachrurazy (2012:7), English included four basic skills, such us speaking, listening, reading, and writing. These skill can be grouped into receptive or passive skills (i.e. listening and reading), and productive or active skills (i.e. speaking and writing). In another point of view, listening and speaking can be

grouped into spoken skills while reading and writing can be grouped into written skills. When students deal with language production, it means that they should use their knowledge to produce the language to achieve a communicative purpose either in the form of spoken or written language. Based on the aims, the students should to develop their writing skill.

According to Larsen and Anderson (2013:32), writing is an important skill, to be developed from the beginning of language instruction. It is not easy to write because writing should be able to produce something new and can give students an idea or ideas to the readers through writing. Writing is the process of explaining what a words, an object, and or an idea is (Flachmann, 2011:1). There are some definitions about writing based of the some experts.

Cole and Feng (2015:4) states writing is a fundamental component of language. When a child writes, thoughts and knowledge are blended together creating a unique meaning. Consequently, students identify the skill of writing, as more difficult than listening and reading. Futhermore, writing is the skill that most students are least proficient in when acquiring a new language. Troia (2014:30) argues that writing is a ways to affords the students extended opportunities to think about, manipulate, transform ideas and reflect on their existing knowledge, beliefs, and confusions in written form. Because writing is permanent and promotes more concrete and precise

thinking processes, it offers a unique mechanism for extending learning beyond presentations, inquiry activities, and discussion.

Therefore, my opinion from some experts statement about writing is a fundamental and process in conveying opinions, ideas, or message indirectly to communicate and convey information.

b. The Purpose of Writing

The purpose of a piece of writing will determine the rhetorical form chosen for it.

According to Anne Whitaker (2010:2), there are three purposes of writing: to persuade, to analyze and to inform.

1. Persuasive purpose

In persuasive academic writing, the purpose is to get the readers adopt the writer answer to the question. Therefore, the writer will choose one answer to the writer question, support the writer answer using reason and evidence, and try to change the readers' point of view about the topic. Persuasive writing assignment include argumentative and position papers.

2. Analytical purpose

In analytical academic writing, the purpose is to explain and evaluate possible answers to the writer question, choosing the best answer based on the writer own criteria. Analytical assignments often investigate causes, examine effects, evaluate effectiveness, assess ways to solve problems, find the relationships

between various ideas, or analyze other people's arguments. The "synthesis" part of the purpose comes in when the writer put together all the parts and come up with the writer own answer to the question. Examples of these assignments include analysis papers and critical analyses.

3. Informative purpose

In informative academic writing, the purpose is to explain possible answer to the writer question, giving the readers new information about the writer topic. This differs from an analytical topic in that the writer do to push the writer viewpoint on the readers, but rather try to enlarge the readers' view.

c. Process of Writing

There are four stages proposed in process of writing by Harmer (2004:4).

1. Planning

Before starting to write down on paper, a writer needs to decide what to write. The plan must be set up first. What we are going to say, what message we want to deliver, what information we want to tell to others. The plan can be made by writing down every single thought which is still in pieces on ma note. But some may prefer to do all the planning on their heads. During the moment of making plan, there are 3 main points which must be kept on mind. *First*, a writer must determine the purpose of writing as its importance can influence on what type of text he wants to

make, what language we want to use, and what information he is going to deliver. *Second*, it is important to consider who the audiences are. After knowing that, a writer can choose the tone of his writing or whether he wants to make it formal or informal. *Third* is the content structure. It is crucial as it can help the readers to understand the writing. Moreover, a writer also needs to make determination on putting best order of facts, arguments or ideas on his writing.

2. Drafting

The very first piece of writing a writer makes is usually called a draft as it will be going through editing steps. The draft can be considered as the raw writing which is needed to be fixed and revised before the final product is completed.

3. Editing (Reflecting and Revising)

After the first draft, a writer needs to reread his work to see which one is working, which one is not and also to see some parts which are not grammatically accurate or some words which have to be changed to make clearer meaning because some of them may create ambiguity and confusion on the audience. In reflecting and revising, sometimes, there is a helper who points out the errors and mistakes and also suggests for the best final product.

4. Final Version

After all of the steps above, the last one is the final writing which is ready to be delivered to the audience. The first draft and

the final version will be very different as it has gone through a process which makes many changes on its" content.

d. Teaching Writing

According to Meyers (2005:3-12) there are six steps to follow to write well, those are:

1. Explore Ideas

First, writing involves discovering ideas. Before we start to write, let your mind explore freely and then record those thoughts by writing on whatever you can. Though, you should focus your explanation more systematically. As in speaking, you must have something to say, a reason for saying it, and someone to say it to. Ask yourself these three questions are your subject, your purpose and your audience.

2. Prewriting

Second, writing processes involve writing thoughts on paper or on the computer. Do not worry about grammar, exact word choice, spelling, or pronunciation because you will probably change your mind and your wording later. There are three steps:

a. Brainstorming

One way to capture your thought is by brainstorming or listing thoughts as they come to you. You might also brainstorm a second or third time to generate more ideas.

b. Clustering

In clustering, you write your subject in the middle of the page and then circle it. You write related ideas around the circle as they occur to you.

c. Free writing

You simply write about the subject without worrying about sentence structure, spelling, logic and grammar. Your free writing maybe disorganized, but that is alright. It is just a way to put ideas into words that you can look at, expand on, change, or limit. Getting words on the page will help you to generate ideas, even if you know you will change them later.

3. Organizing

After you put your ideas into words, you can begin to organize them. This process involves:

a. *Selecting (including sub tracking and adding)*

Think again about your purpose and audience. Return to your prewriting and do the following:

- 1) Underline or highlight the best ideas in your brainstorming list. Then organize the list, putting related ideas together.
- 2) Choose the part of the clustering diagram that has the best idea. Do a second clustering diagram that explores those ideas in greater detail.
- 3) Circle or highlight the best parts of your free writing. Do a second or even a third free writing on them.

b. Outlining

After selecting, sub tracking, and adding the writer can make an informal outline.

4. Write First Draft

You have done some prewriting, selected your best ideas, expanded on them and arranged them in some reasonable order. At this point do not worry about being “perfect”. New ideas will come to you later and you may discover a better arrangement of ideas.

5. Revise the Draft

Revising is among the most important steps of writing especially for people who write in a second language. It is the part of writing process that may take the most time. There are some tips for revising:

- a. Make notes in margins- or write new material on separate sheets of paper.
- b. Circle words you think you misspelled or will want to change later.
- c. Tape or staple additions where you want them go.
- d. On the computer, use cut and paste or insert commands to move things around.
- e. Print out a double-spaced copy for revision: slow down and revise in pencil.

6. Produce the Final Copy

After you have finished revising your paragraph, you can begin the final copy. There are some ways to produce the final copy:

a. Editing

After have revised your work, you can edit it and check it carefully. Focus on grammar, word choice, verb forms, punctuation and spelling.

b. Proof Reading

Proof reading means carefully examine the final copy again. Notice that the final draft is more entertaining than the original. All of its content develops the main point. Each sentence is clear and it has plenty of details.

One more important thing about writing is that it is beneficial to people's lives. As a language skill, it helps people to express what goes through their mind. On the other hand, as a human's work, it works as a source of knowledge and information for other people in the form of newspapers, magazines, books and so on. Without a doubt, writing offers important contributions to human life.

e. Kind of Text

According to Mikyong lee (2012:11) there are some types of genres: recount, procedure, narrative, description, report, explanation, and exposition. According to Lee, there are kinds of genres:

1. Recount

Recount is genre which has social function to retell event for the purpose of informing or entertaining. Recount text is to reconstruct past experiences by retelling events in original sequence. The social location are personal letters, police reports, insurance claims, and incident reports.

2. Procedure

Procedure is a genre which has social function to describe how something is accomplished through a sequence of actions or steps. Procedure text is to show how something is done. The social location are instuction manuals, science reports, cookbooks and DIY books.

3. Narrative

Narrative is a genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways: narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution. Narrative text is to entertain and instruct via reflection on experience. The social location are novels and short stories.

4. Description

Description is a genre which has social function to describe a particular person, place or thing. Description text is to give an account of imagined or factual events. The social location are travel brochures, novels, product details.

5. Report

Report is a genre which has social function to describe the way things are, with reference to a range of natural, manmade and social phenomenon in our environment. Report text is to present factual information, usually by classifying things and then describing their characteristics. The social location are brochures, government, and business reports.

6. Explanation

Explanation is a genre which has social function to explain the processes involved in the formation or workings of natural or social cultural phenomenon. Explanation text is to give reasons for a state of affairs or a judgment. The social location are news reports and textbooks.

7. Exposition

Analytical exposition is a genre which has social function to persuade the reader or listener that something is the case. Exposition text is to give arguments for why a thesis has been proposed. The social location are editorials, essays and commentaries.

One of the aims of writing is giving information and understanding to the other. Consequently, people have to know the elements of writing before write in order to avoid misunderstanding. There are many elements in writing kind of genre. Such as function of the text, generic structure, language competent, use of tense, etc.

f. Descriptive Text

1. Definition of descriptive text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

According to Emilia, (2011:82) descriptive text is a text which is used to describe a particular person, place or thing or something in writers' mind. The generic structure of descriptive text are :

- a. Identification : introduction of thing, place or person to be describe.
- b. Description : description of the parts, qualities, and characteristics of the thing, person, or place being discussed.

Descriptive text use relational verbs "to be" and "has/have" These sentence are simple present tense : nouns, adjectives, language focus, noun phrases.

2. Type of descriptive text

As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

- a. Description of people

People are different, and writing description of people is different. You are probably already aware of some of the

complications because you have often been asked, "What's so-and-like?" In replying, you might resort to identification, an impression, or a character sketch, depending on the situation.

1) Identification

Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).

2) Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits.

3) Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the

process, it may include identification and an impression, but it will do more than tell what people *look* or *seem* like: it will show what they *are* like. A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotees.

b. Description of places

In describing a place for example a room, what should you describe first? The walls? The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged.

The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. The arrangement of the details in your description depend on your subject and purpose.

c. Description of things

To write a description about something, the writer must have a good imagination about the thing that will be described.

Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

1) Using Proper Noun

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of *proper nouns*, which, as we know, are the names of particular persons, places, and things. For example; Arizona, University of Tennessee. Including proper nouns that readers recognize easily can make what we are describing more familiar to them.

2) Using Effective Verb

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting. For instance, “the wind had chiseled deep grooves into the sides of the cliffs” is more specific than “the wind had made deep grooves.” The verb *chiseled* also gives the reader a more accurate picture of the wind’s action than *made* does.

g. Media in teaching

Media play many roles in transmitting materials to students and support to create an effective and efficient learning process, including the learning of writing skill. According to Bakri (2011: 3), media, is

plural form of medium, which derives from Latin word *medius* that has meaning “middle”. In Bahasa, *medium* means “between or interval”.

The meaning of media aimed at something that delivers information (message) between message sender and receiver.

1. Social media

Internet offers a world of information in one place (Deore, 2012:111). With an internet the people can using social media.

Almost people know what it is social network although they cannot define it. Merchant (2012:6) said:

“Social networking as the patterning of everyday practices of social interaction, including those that take place within family structures, between friends, and in neighborhoods and communities.”

Another definition comes from Boyd & Ellison (2008:211), they define social network sites as “web- based services that allow individuals to (1) construct a public or semi- public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system”. From the definitions above, we can obviously state that the application such as Facebook, Twitter, Google+, and Tumblr belong to social networking sites. In this era of technology, social networks become a part of human life. It is successfully integrated to human daily activity not only in social purposes, but also in business yet educational ones.

2. Tumblr

According to Aji (2014:7), Tumblr is a site with a combination of simple blog with social networking services, with the address www.tumblr.com. Microblogging is “one of those words that comes up fairly regularly in discussions about the effect that technology, particularly social networking, is having on our lives so it is important to have a clear understanding of what the word means”. There are several kinds of social network, one of them is named Tumblr.

Tumblr is a microblogging website that is becoming increasingly popular in the Web 2.0 world. It is a blogging platform that aims to give users the easiest and fastest way to blog, whether they want to publish text, audio or video material. Tumblr is the media that have been chosen by the researcher in this action research. Development of Tumblr began in 2006 during a two-week gap between contracts at David Karp's software consulting company, Davidville CEO of Tumblr (housed at Karp's former internship with producer/incubator Fred Seibert's Frederator Studios which was located a block from Tumblr's current headquarters). Tumblr was launched in February 2007 and within two weeks, the service had gained 75,000 users. Emily marquart argue “At the time of writing this article, September 14th, 2010, Tumblr had a total of 7 847 501 publishers and 117 886 397 posts. 5 579 628 of those were posted on that same day. Founded in 2007, one year on and

the site had accumulated 400, 000 users, growing at a rate of 15 per cent each month.”

The simplicity of the navigation of Tumblr is something the website prides itself on. At the top of the dashboard are icons titled text, photo, link, audio and video. The variety of choices means a user can upload anything he or she would like to share, no matter the medium. There is no limit on the length of the text posts but the swiftness of Tumblr tends to invoke short, punchy posts, not unlike those found on Twitter profiles, which can only be a maximum of 140 characters. There are several features in the Tumblr related to Wikipedia. They are:

- 1) Dashboard

The dashboard is the primary tool for the typical Tumblr user. It is a live feed of recent posts from blogs that they follow. Through the dashboard, users are able to comment, reblog, and like posts from other blogs that appear on their dashboard. The dashboard allows the user to upload text posts, images, video, quotes, or links to their blog with a click of a button displayed at the top of the dashboard. Users are also able to connect their blogs to their Twitter and Facebook accounts, so whenever they make a post, it will also be sent as a tweet and a status update.

- 2) Queue

Users are able to set up a schedule to delay posts that they make. They can spread their posts over several hours or even days.

3) Tags

For each post a user creates, they are able to help their audience find posts about certain topics by adding tags. If someone was to upload a picture to their blog and wanted their viewers to find pictures, they would add the tag #picture, and their viewers could use that word to search up posts with the tag #picture.

4) HTML Editing

Tumblr allows users to edit their blog's theme HTML (hypertext markup language) coding to control the appearance of their blog. Users are also able to use a custom domain name for their blog. In conclusion, Tumblr is becoming increasingly popular for a vast array of reasons, most notably its accessibility to users and the important factor of community interaction.

3. Tumblr as Learning Media in Teaching Writing

Teaching is not merely about transferring knowledge. Teachers need to consider about the most suitable way of engaging students to be actively participate in the process. Therefore, media have a significant role in order to accomplish the objective of teaching and learning. Teacher can use Tumblr to upload learning materials or writing materials, including the later issues, and let the students to share their writing descriptive text in form of short article or comments. Although it belongs to written media, it allows to way communication between the writer and the reader.

4. The Use of Tumblr in Teaching Writing

Tumblr can be set up to teach writing skill in more communicative way. The students are supposed to understand of writing skill in order to have the things done. They have to be able to communicate in written form. Practicing writing in the classroom, the students may work individually to make a writing descriptive text and use the Tumblr to publish it. In this term, teachers had the role to guide them and it will give them more chance to explore their creativity. In order to give better understanding about the use of Tumblr, there is suggestion of a complete classroom activity to use Tumblr in the writing class.

They are follow:

- 1) Teacher posts some post in Tumblr.
- 2) Teacher asks students to access the teacher Tumblr from their personal phone/computer. Students work individually.
- 3) Students read the task on teacher Tumblr and follow the link.
- 4) Students post the works own their own Tumblr.
- 5) During the lesson, teacher have to follow the students activities online or as facilitator in the classroom.

5. Advantages and Disadvantages of Tumblr in Teaching Writing

There are some advantages of utilizing Tumblr to teach writing in the classroom:

- 1) It promotes learning material for students and helps teachers reflects their teaching.
- 2) Tumblr posting can be used for evaluations.
- 3) All the contents are viewable in chronological order and well organized. It allows the teacher and students to find information easily.

Students can learn more from the comments to their posts and get direct feedback from the teacher online. There are some disadvantages about Tumblr as follows:

- 1) Some features on Tumblr page are not that simple to use, it may distract the focus of the learning process.
- 2) There is no specific notification when the content of the Tumblr is edited, it may cause some problems in evaluating the contents.
- 3) Once the students come online, they may open other webpages which is not related to the target of learning.

B. The Previous Related Research Finding

There are some studied which are relevant with the using Tumblr in teaching writing. First, previous study was written by the student of Walisongo State Islamic University, entitled “The Use of Tumblr to Enhance the Students’ Writing Skill in Recount Text (a classroom action research of tenth graders in MA Al Khoiriyyah Semarang in academic year 2014/1015)” by Nita Kurniati (2015). She was teaching writing recount text using Tumblr to enhance

students' writing skill. She using classroom action research model. In cycle I she doing action research are planning, acting, observing, reflecting. The population of her study was tenth grade students of MA Al Khoiriyyah Semarang in academic year 2014/2015. The procedure of her research are pre-cycle, cycle I, cycle II. The technique of collecting data, she used three instruments are documentation, observation, and test. The data analysis technique are observation checklist and analyzing test. Based on the result that had been done in two cycles (cycle I and cycle II), using Tumblr to teach writing can enhance students writing skill. Second, the previous study was written by the student of Universitas Tanjungpura Pontianak, entitled "Teaching Writing with Tumblr (a classroom action research at the eleventh grade students of SMA Negeri 3 Pontianak in academic year of 2016/2017)" by Mustarini Bella Vitiara (2017). She was teaching writing using Tumblr to improve students' writing skill. The population of her study was eleventh grade students of SMA Negeri 3 Pontianak in academic year of 2016/2017. She using classroom action research method and choose one class consist of 12 boys and 26 girls. The procedure of her research are observation, interviewed and identify. The researcher used observational and non-observational technique for collecting action research data. She use qualitative and quantitative to analyzed data. Based on the result of post-test, using Tumblr in the cycle I and cycle II has succeeded in enhancing the students' writing skill. Using Tumblr could make the students interested and

enthusiastic in writing class. The students did not give any burden and they showed positive attitudes towards the use of Tumblr.

The other research got that the students brainstorm the ideas of their writing they write by optimizing online resource. They get online references, they making draft to help the students in organizing the text. And my research got that the students get and used more vocabulary. Using Tumblr make the classroom routines smooth and need more efficient. Cause when I did my research in the village there's no one know about Tumblr, that make the student's full of motivation, attention, and enthusiasm to learn.

C. Conceptual Framework

The conceptual framework underlying of this research is illustrated in the following the diagram :

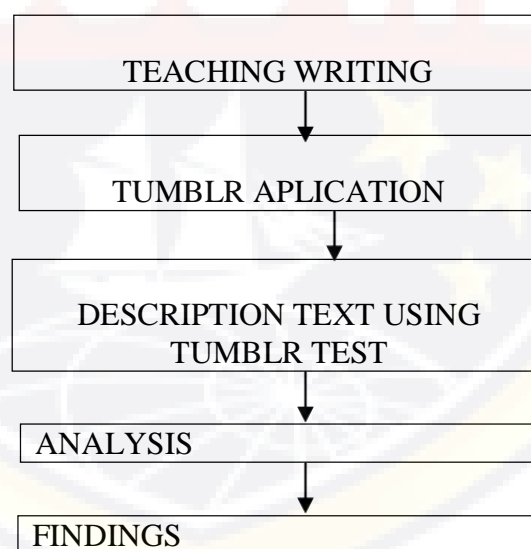


Table 2.1 Frame of conceptual framework

Based on the theories above, the researcher assumed that writing is one of the important parts in English Communication. Therefore, the teacher should have appropriate media in teaching writing. It makes students easier to understand more about writing.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter the researcher presents research design, research setting, population and sample, variable and the operational definition, procedure of collection data, and the technique of analyzing data.

A. Research Design

There were many kinds of experimental research design, such as pre-experimental design, true experimental, factorial design and quasi-experimental design (Ary et al, 2010:302). In this research, the writer applied a pre-experimental method. Before giving treatment the writer gave a pre-test about writing descriptive text to know their prior knowledge (O_1), then the writer taught writing descriptive text using Tumblr Application (X), and finally the writer gave a post-test to examine the students' writing improvement (O_2). The comparison between the pre-test and post-test score decided the success of the treatment. On the treatment the writer used Tumblr Application as a media in teaching writing.

The formula was present as follows :

Pre-test	O_1
Treatment	X
Post-test	O_2

Table 3.1 The diagram of the research design

Sugiono, (2010:107)

B. Time and Location of the Research

This research took approximately one month for the research and start on September 2020. The writer established at SMPN 4 Mengkendek at the 8th grade students in 2020/2021 academic year. The location of this research was at Jl. Poros Mebali-Buntu, Benteng Ambeso, Gandangbatu Sillanan district, Tana Toraja regency of South Sulawesi.

C. Population and Sample of the research

1. Population

The population was the entire group that the writer want to draw conclusions about. The population of this research was the 8th grade students of SMPN 4 Mengkendek in 2020/2021 academic year. There were 86 students at the eight grade, from 3 classes.

2. Sample

The sample was specific group of individuals that the writer will collect data. There are two categories of sampling : Probability Sampling and Non-Probability Sampling. In this research the writer took one class as the sample, namely class VIII-A. The total samples are 30 students.

D. Research Variable and Operational Definition

1. Variable of the Research

In this research there were two variables: dependent and independent variable. In this research, the dependent variable was students' writing and independent variable was the use of Tumblr Application as a media.

2. Operational Definition of Variables

a. Writing

Writing was the one of the component of language skill such as Speaking, Listening, and Reading. Many people communication, share ideas, sending message and more with writing.

b. Tumblr Application

Tumblr application was the useful for people who wants writing story their experience because with using Tumblr people can share their ideas, communication, and write more story. With Tumblr the writer hope it can be a teaching media for students to improving their writing anywhere and everywhere.

E. Instrument of the Research

A research instrument was a tool used to obtain, measure, and analyze data from subjects around the research topic. The instrument of this research was writing test. The writer gave the treatment at 8th grade students. The writing test used in pre-test and post-test. Writing text used which was specified by the writer. Basically, pre-test and post-test were same. The student wrote text test in 30 minutes. The writer gave the test to find out enhance and to investigate the students writing skill in description text by using media namely Tumblr.

F. Procedure of Collecting Data

According to Ary et al, (2010:431), there were three most common methods used in qualitative research such as observation, interviewing, and documents or artifacts. In this research, the writer did :

The first was pre-test the writer chose one class and gave a test that was a basic test (writing test) in the first meeting to measure their knowledge about writing. The writer gave writing test about descriptive text.

The second was treatment, the writer introduced and taught about tumblr application, descriptive text and then writing skills in description text with using tumblr test. The writer gave example of writing descriptive text with using Tumblr application.

The third, in the post-test the writer used the same test with pre-test to find out enhance of students' writing skill in description text with using Tumblr.

G. Technique of Data Analysis

Ary et al, (2010:481) suggest analysis involves reducing and organizing the data, synthesizing, searching for significant patterns, and discovering what was important. It means that, data analysis was a process of editing, coding or classifying and manipulating the data.

There were five components presented in the analytical scoring rubric for writing, i.e: content, organization, vocabulary, language use and mechanics. The writer used analytical scoring rubric to analyze the data related to the students' paragraph writing test. The analytical scoring rubric using as follows:

Table 3.2 The component of writing skills

Components of Writing	Scores	Indicators
Content	4	Relevant to the topic and easy to understand
	3	Rather relevant to the topic and easy to understand
	2	Relevant to the topic but is not quite easy to understand
	1	Quite relevant to the topic but is not quite easy to understand
Organization	4	Most of the sentences are related to the main idea
	3	Some sentences are related to the main idea
	2	Few sentences related to the main idea
	1	The sentences are unrelated to each other
Vocabulary	4	A few errors in choice of words, spelling and punctuation.
	3	Some errors in choice of words, spelling and punctuation
	2	Occasional errors in choice of words, spelling and punctuation
	1	Frequent errors in choice of words, spelling and punctuation

Grammar	4	A few grammatical inaccuracies
	3	Some grammatical inaccuracies
	2	Numerous grammatical inaccuracies
	1	Frequent grammatical inaccuracies
Mechanic	4	Few errors of spelling and capitalization
	3	Occasional errors of spelling, punctuation and capitalization. (meaning not obscured)
	2	Frequent errors of spelling, punctuation, and capitalization. (meaning confused or obscured).
	1	Dominated by errors of spelling, punctuation, capitalization, handwriting illegible or not enough to evaluate.

In this research, the writer used the following formula in scoring the students' tests.

$$\Sigma -$$

Where : Σ = Standard Score

X = Raw Score

N = Maximum Score

Table 3.3 Scoring Classification

No.	Score	Classification
1	81-100	Very good
2	61-80	Good

3	41-60	Fair
4	21-40	Poor
5	0-20	Very poor

Source : (Puskur, 2006)

Calculating the mean score, standard deviation, frequency table, and the value of t-test in identifying the difference between pre-test and post-test the writer used inferential analysis in SPSS (Statistic Product and Statistic Solution) versi 22.0 program. It means that the writer did not use manual computation. All the data collected were accounted by using SPSS.

Table 3.4 The Students' Score and Classification in Pre-test

Students Initial	C	O	M	G	V	Students Score
AG	4	4	2	2	2	60
AR	3	3	3	2	2	65
AFP	3	3	2	2	2	60
ES	2	2	2	2	2	50
GP	2	2	2	2	2	50
HP	3	3	3	3	2	70
JP	3	3	3	2	2	65
HRP	3	3	3	3	2	70
JL	3	3	3	3	2	70
JK	2	2	2	1	1	40
MAR	2	2	2	1	1	40
MKR	3	3	2	1	1	50
MN	3	3	2	2	2	60
MR	2	2	2	2	2	55
NEP	4	4	1	1	2	60
NIA	3	3	2	2	1	55
OAR	2	2	3	2	2	55
OP	2	2	2	2	2	50
PTR	3	3	2	2	2	60
SEP	4	4	2	2	2	70
SK	2	2	2	2	2	50
SP	4	4	3	2	2	75
TF	3	3	3	2	2	65

TV	3	3	3	2	2	65
VR	3	3	3	2	3	70
WM	3	3	2	2	2	60
YG	4	4	3	2	1	70
YM	3	3	2	1	2	55
YTP	4	4	3	2	2	75
ZL	3	3	2	1	1	50

Source student pre-test

Table 3.5 The Students' Score and Classification in Post-test

Students Initial	C	O	M	G	V	Students Score
AG	3	3	4	3	3	80
AR	3	3	3	3	2	70
AFP	4	4	3	3	3	85
ES	3	3	3	2	3	70
GP	3	3	3	3	2	70
HP	4	4	3	3	2	80
JP	4	4	4	3	2	85
HRP	4	4	3	3	2	80
JL	4	4	3	2	3	80
JK	4	4	3	2	2	75
MAR	4	4	3	2	2	75
MKR	4	4	3	3	3	85
MN	4	4	2	2	2	70
MR	4	4	3	2	3	80
NEP	4	4	3	2	2	75
NIA	3	3	3	2	2	65
OAR	4	4	2	3	3	80
OP	3	3	3	3	2	70
PTR	4	4	3	2	3	80
SEP	4	4	3	2	3	80
SK	3	3	3	2	3	70
SP	4	4	4	4	3	95
TF	4	4	3	3	3	85
TV	4	4	4	3	2	85
VR	4	4	3	3	3	85
WM	4	4	2	3	3	80
YG	4	4	3	2	3	80
YM	4	4	3	3	2	80
YTP	4	4	4	4	3	95
ZL	4	4	3	2	2	75

Source student post-test

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the data collected of the pre experimental research. In this chapter the writer obtained find through the istruments used during the research and showed the calculation of pre-test and post-test score. This findings is the result data of students' writing skill at SMPN 4 Mengkendek using Tumblr application.

A. Findings

In this reseach the writer presented the test were done in pre-test and post-test. The writer gave the students' writing test before and after treatment. It also explained the mean score, standard deviation, frequency, and other. The writing focus on writing skills component which are content, organization, vocabulary, grammar and mechanic. Then, the writer used Tumblr application as instrument in collecting data. Pre-test and post-test were done at the 8th grade students of SMPN 4 Mengkendek to get writing score of the students. The students' scores in pre-test are presented in the following table :

Table 4.1 The Students' Score and Classification in Pre-test

No.	Students Initial	Students Score	Clasification
1	AG	60	Fair
2	AR	65	Good
3	AFP	60	Fair
4	ES	50	Fair
5	GP	50	Fair
6	HP	70	Good
7	JP	65	Good
8	HRP	70	Good

9	JL	70	Good
10	JK	40	Poor
11	MAR	40	Poor
12	MKR	50	Fair
13	MN	60	Fair
14	MR	55	Fair
15	NEP	60	Fair
16	NIA	55	Fair
17	OAR	55	Fair
18	OP	50	Fair
19	PTR	60	Fair
20	SEP	70	Good
21	SK	50	Fair
22	SP	75	Good
23	TF	65	Good
24	TV	65	Good
25	VR	70	Good
26	WM	60	Fair
27	YG	70	Good
28	YM	55	Fair
29	YTP	75	Good
30	ZL	50	Fair

Source student pre-test

In the table 4.1 show the result of pre-test. There are 30 students as the sample of the research. The writer gave the students' writing test before and after treatment. For the pre-test the writer gave explanation for all students in the class about test and gave the students test before students were given the treatment. In the instrument, the writer gave the students topic about family and the students chose the mother or father to describe one of them. The writer gave 30 minutes to write down and describe. And after that, the writer gave explanation and understanding for the next meeting (before treatment).

Table 4.2 The Students' Score and Classification in Post-test

No.	Students Initial	Students Score	Classifications
1	AG	80	Good
2	AR	70	Good
3	AFP	85	Very Good
4	ES	65	Fair
5	GP	70	Good
6	HP	80	Good
7	JP	85	Very Good
8	HRP	80	Good
9	JL	80	Good
10	JK	75	Good
11	MAR	75	Good
12	MKR	85	Very Good
13	MN	70	Good
14	MR	80	Good
15	NEP	75	Good
16	NIA	65	Good
17	OAR	80	Good
18	OP	70	Good
19	PTR	80	Good
20	SEP	80	Good
21	SK	70	Good
22	SP	95	Very Good
23	TF	85	Very Good
24	TV	85	Very Good
25	VR	85	Very Good
26	WM	80	Good
27	YG	80	Good
28	YM	80	Good
29	YTP	95	Very Good
30	ZL	75	Good

Source student post-test

The table 4.2 show the result of post-test. For the post-test, the writer gave the same explanation about the test in the pre-test. The test intended to know the students' writing skill after students were given the treatment. Based on the table, the student writing was good after doing instrument by Tumblr Application. It means the students score that showed are different of raising

score from the pre-test into the post-test. Based on the data, almost all students got “good” score.

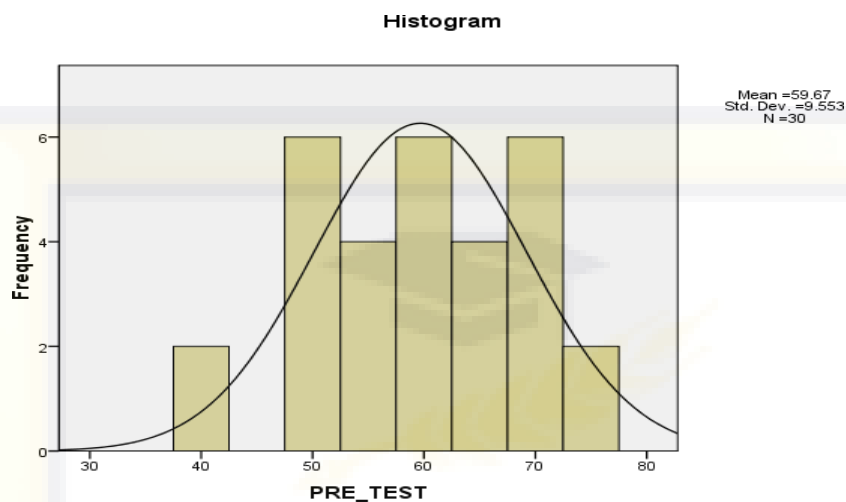
Table 4.3 SPSS of Students’ Score in Pre-test

PRETEST

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	2	6,7	6,7	6,7
50	6	20,0	20,0	26,7
55	4	13,3	13,3	40,0
60	6	20,0	20,0	60,0
65	4	13,3	13,3	73,3
70	6	20,0	20,0	93,3
75	2	6,7	6,7	100,0
Total	30	100,0	100,0	

In 4.3 table, the writer presented the students SPSS in pre-test scores. In pre-test none students classified as very good and very poor, 12 students (40%) classified as good, 16 students (53,3%) classified as pair, and 2 students (6,7%) classified as poor. The writer found in the pre-test, most of students no mastery of vocabulary and grammar, so that the students difficult to make a good paragraph.

The curve shows the students’ score in pre-test, where many students got a good and fair classification. And a few students got a very good and poor classification.



In this curve above there none students got very good classification, 12 students got good classification, 16 students got fair classification, 2 students got poor classification, and none students got very poor classification.

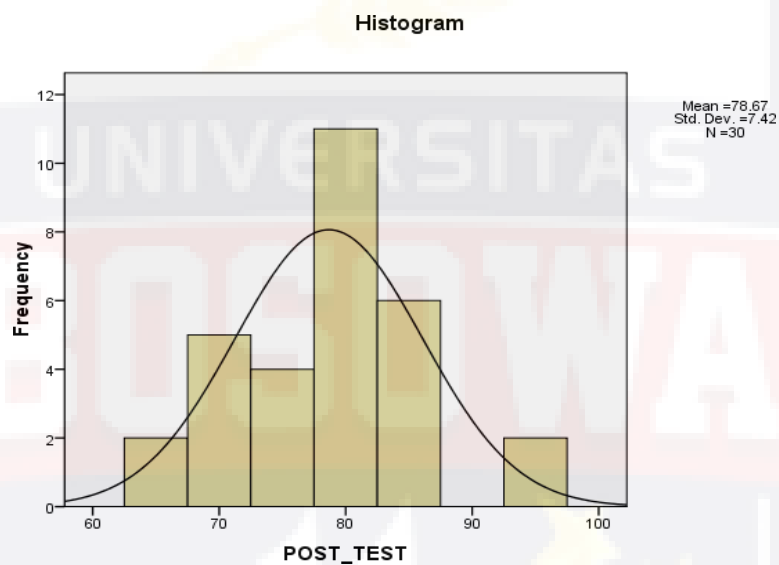
Table 4.4 SPSS of Students' Score in Post-test

POSTTEST

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 65	2	6.7	6.7	6.7
70	5	16.7	16.7	23.3
75	4	13.3	13.3	36.7
80	11	36.7	36.7	73.3
85	6	20.0	20.0	93.3
95	2	6.7	6.7	100.0
Total	30	100.0	100.0	

In 4.4 table, the writer presented the students achievement in pre-test scores. There are

The curve shows the students' score in post-test, where many students got a very good and good classification. And a few students got a fair classification.



In this curve above there score in post-test, 8 students got very good classification, 21 students got good classification, 1 student got fair classification and none students got poor and very poor.

Table 4.5 Statistics the mean score and standard deviation of Students Pre-test

PRE-TEST		
N	Valid	30
	Missing	0
Mean		59.67
Median		60.00
Mode		50 ^a
Std. Deviation		9.553
Range		35
Minimum		40
Maximum		75
Sum		1790

In table 4.5 is the statistics the mean score and standard deviation of students pre-test. There is not students got missing. The mean students score is 59,67. The minimum score is 40 and the maximum score is 75. The sum of the sudents pre-test is 1790.

Table 4.6 Statistic the mean score and standard deviation of Students Post-test

POST_TEST		
N	Valid	30
	Missing	0
Mean		78.67
Median		80.00
Mode		80
Std. Deviation		7.420
Range		30
Minimum		65
Maximum		95
Sum		2360

In table 4.6 is the statistics the mean score and standard deviation of students post-test. There is not students got missing. The mean students score is 78,67. The minimum score is 65 and the maximum score is 95. The sum of the sudents pre-test is 2360. There are significant improvement in students score from pre-test to post-test.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE_TEST	59.67	30	9.553	1.744
	POST_TEST	78.67	30	7.420	1.355

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE_TEST & POST_TEST	30	.602	.000

Paired Samples Test

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PRETEST - POSTTEST Pair 1	-19.000	7.812	1.426	-21.917	-16.083	-13.321	29	.000

B. Discussion

In this part the result of the analysis data conducted in there step. The first is gave the students test. The writer gave the test in pre-test before used Tumblr application to know the students' writing ability score. The second is gave the students treatment used Tumblr application. The last was given the students test in post-test to know the students skill after used the Tumblr.

To scoring the students writing, the writer be guided by five elements of writing skills which are Content that refers to logical development of ideas. Content the result of pre-test and post-test in content showed a different significant, in pre-test students got lowest rate percentage. And after treatment, in post-test showed high percentage. Organization refers to introduction, body and conclusion. Style refers to style to syntactic structure and vocabulary. Language use refers to mechanics, punctuation, cpitalization, spelling, and grammar.

The writer take one class as the sample with total of students are 32 students and the writer only took 30 students as the data sample. In the pre-test, the writer gave the students topic to choose mother or father to write and describe their parents. The writer asked the students to write adjective and vocabulary that they did not know and will discuss. The writer during the treatment found that, with Tumblr students can take an dvantages in writing skills English through descriptive text. Students can motivated, interest, share ideas with use Tumblr. In the post-test students make the better paragraph.

Based on the final score, the use of Tumblr can be used in writing teaching and learning.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains about two parts. The first part deal with the conclusion and the second part deal with suggestion.

A. Conclusion

Based on the data analysis, the writer concludes that the use of Tumblr application in teaching writing at the second grade students of SMPN 4 Mengkendek, Tana Toraja in 2020/2021 academic year can be applied to determine the effectiveness of using Tumblr in writing. It can be seen from the significantly percentage from the pre-test until post-test. This study concludes as follows :

1. The use of Tumblr application in teaching writing descriptive text is effective way to enhance the students' writing skill at SMPN 4 Mengkendek, Tana Toraja.
2. Based on the t-test data, in pre-test the mean of students score is 59.67 with 9.553 standart derivation and 1.744 satndart error mean. And in post-test, the mean of students score is 78.67 with 7.420 standart derivation and 1.355 standart error mean.

From the research, the writer can concludes that the use of Tumblr application for writing sills can enhance the students' writing skill in description text with using Tumblr at the 8th grade students of SMPN 4 Mengkendek and the use of Tumblr application can be a solution of

writing skill in teaching description text at the 8th grade students of SMPN 4 Mengkendek because there was a significant improvement on pre-test score to post-test.

B. Suggestion

Based on the conclusions above, the writer put some suggestions and recommendation as follow that this research can be useful for English teaching and learning. The teachers are able to know the kind of students' problems on writing skill. Beside that, teachers know the strategies to solve the problem and can be reference to use media in the classroom. Hopefully this research can help to find solution in teaching and learning. The result can be dedicated for English related with Tumblr in teaching writing skill in descriptive text. Beside that, the people need English because it is very useful for us in communicating internationally and god for our future. And the writer hope this book can help for :

1. For the school

The results of this research are expected to give contribution and positive effect in teaching writing descriptive text.

2. For the teacher

The result of this research can give motivation, information, promotes and new creative media in learning writing descriptive text in English.

3. For the student

The students are able to know the kind of their difficulties on writing.

The researcher hope the implementation of Tumblr can be help the student to find a way to be a good writers with follow the step in writing.

4. For the further researcher

The researcher hopefully this research can be the reference and they will get a lot of knowledge about English teacher strategy in teaching writing.



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APPENDICES

APPENDIX I : RESEARCH INSTRUMENT

PRETEST AND POST-TEST

“TUMBLR APPLICATION AS A MEDIA IN TEACHING WRITING SKILL” DESCRIPTIVE TEXT

In decriptive text the students will describe their mother.

Pretest

1. The researcher will introduce and explain what is the topic or students.
2. In pretest, the researcher will give 30 minutes for students to write on the paper and finish about writing descriptive text test.
3. In post-test, the students will complete writing descriptive text test to measure their writing knowledge.

A. Task Activity in Pretest & Post-test

- Complete the writing test

APPENDIX 2 : LESSON PLAN**RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

Nama Sekolah : SMP Negeri 4 Mengkendek
Mata Pelajaran : Bahasa Inggris Kelas/Semester : VIII/I (Ganjil)
Materi pokok/Tema : Menulis/writing
Alokasi Waktu : 8 x 45 menit

A. Kompetensi Inti

- KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI-2 : Menghargai perilaku (jujur, disiplin, tanggungjawab, peduli, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat, dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI-3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI-4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Tujuan Pembelajaran

KD		Tujuan Pembelajaran
1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1. Siswa diharapkan mampu memahami tentang writing. 2. Memahami dan mengidentifikasi penulisan deskripsi teks. 3. siswa mampu menggunakan pilihan kata yang benar.
2.1	Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	4. Menyusun kalimat menjadi paragraf deskripsi teks dengan benar.
2.2	Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	5. Mampu memanfaatkan digital media yang telah ada untuk belajar bahasa Inggris. 6. Memperoleh pengetahuan baru tentang menulis deskripsi teks.
3.4	Memahami pengertian dan contoh menulis deskripsi teks.	

Fokus penguasaan karakter:

Spiritual : Berdoa sebelum dan sesudah melakukan kegiatan

Sosial : Pemanfaatan digital media.

C. Materi Pemelajaran

- a. Text Type : Descriptive
- b. Grammar :
 - Simple Present Tense

- Noun Phrase
- Adjective Phrase
- Degree of Comparison

D. Metode Pembelajaran

Metode Pembelajaran : Diskusi, Tanya-Jawab dan Presentasi.

E. Media dan Alat:

1. Media : Tumblr Application dan Power Point Presentation
2. Alat : Handphone, Laptop, dan LCD

F. Sumber Pembelajaran

1. Kementrian Pendidikan dan Kebudayaan, Bahasa Inggris, buku Guru dan Buku Siswa SMP Kelas VIII
2. Beberapa teks deskripsi telah dipilih sebagai contoh untuk di tulis di Tumblr.

G. Langkah-Langkah Kegiatan Pembelajaran:

1. Pertemuan pertama

Kegiatan Pertemuan	Langkah-langkah Pembelajaran	Durasi
Pendahuluan	1) Pendidik menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk	15 Menit

	<p>mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.</p> <p>2) Pendidik mengajukan pertanyaan yang bertujuan untuk menuntun peserta didik ke materi yang akan dipelajari</p> <p>3) Pendidik menyampaikan tujuan pembelajaran.</p> <p>4) Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap : Kerja Sama dan Percaya Diri</p>	
Kegiatan Inti	<p>1) Pendidik menjelaskan materi tentang writing text dan descriptive text</p> <p>2) Pendidik memberikan contoh tentang teks deskripsi.</p> <p>3) Peserta didik diberikan waktu untuk menanyakan hal yang kurang jelas.</p> <p>4) Peserta didik akan diberikan topik yang akan di berikan sebagai tes di pretest.</p> <p>5) Peserta didik diberikan waktu untuk menyelesaikan writing descriptive text tes yang sudah disiapkan oleh pendidik.</p>	60 menit
Penutup	<p>1) Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya</p> <p>2) Peserta didik bersama dengan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari</p> <p>3) Pendidik memberikan penguatan terhadap materi</p>	15 Menit

	<p>yang baru saja dipelajari</p> <p>4) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya,</p> <p>5) Pendidik mengevaluasi sikap yang baru saja terpantau selama PBM</p> <p>6) Peserta didik mengucapkan salam perpisahan</p>	
--	---	--

2. Pertemuan kedua

Kegiatan Pertemuan	Langkah-langkah Pembelajaran	Durasi
Pendahuluan	<p>1) Pendidik menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.</p> <p>2) Pendidik memberikan motivasi kepada peserta didik tentang pentingnya mengatur jadwal kegiatan dalam belajar</p> <p>3) Pendidik menyampaikan tujuan pembelajaran.</p> <p>4) Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap : Kerja Sama dan Percaya Diri</p>	15 Menit
Kegiatan Inti	<p>1) Pendidik menjelaskan dan mengingatkan kembali tentang materi dan test minggu lalu.</p>	60 menit

	<ol style="list-style-type: none"> 2) Peserta didik membaca buku teks tentang teks deskripsi didalam buku. 3) Pendidik memperkenalkan aplikasi Tumblr dan memperlihatkan bagaimana cara menggunakan aplikasi tersebut. 4) Peserta didik diminta untuk mengamati contoh deskripsi teks yang diperlihatkan dari aplikasi Tumblr. 5) Peserta didik diberikan waktu untuk sesi tanya jawab. 	
<p style="text-align: center;">Penutup</p>	<ol style="list-style-type: none"> 1) Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya 2) Peserta didik bersama dengan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari 3) Pendidik memberikan penguatan terhadap materi yang baru sajadipelajari 4) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. 5) Pendidik mengevaluasi sikap yang baru saja terpantau selama PBM 6) Peserta didik mengucapkan salam perpisahan 	<p style="text-align: center;">15 Menit</p>

3. Pertemuan Ketiga

Kegiatan Pertemuan	Langkah-langkah Pembelajaran	Durasi
Pendahuluan	<ol style="list-style-type: none"> 1) Pendidik menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik. 2) Pendidik memberikan motivasi kepada peserta didik tentang pentingnya mengatur jadwal kegiatan dalam belajar 3) Pendidik menyampaikan tujuan pembelajaran. 4) Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap : Kerja Sama dan Percaya Diri. 	15 Menit
Kegiatan Inti	<ol style="list-style-type: none"> 1) Pendidik menjelaskan dan mengingatkan kembali tentang materi yang dipelajari minggu lalu. 2) Peserta didik diberikan waktu untuk sesi tanya jawab. 3) Pendidik akan memberikan topic yang akan di gunakan dalam tugas menulis deskripsi teks menggunakan Tumblr. 4) Pendidik akan memberikan instruksi untuk membuka aplikasi Tumblr. 5) Pendidikan akan memberikan beberapa peraturan sebelum menulis menggunakan 	60 menit

	<p>Tumblr.</p> <p>6) Para peserta didik akan diberikan waktu untuk menyelesaikan tugas tersebut.</p> <p>7) Peserta didik mengumpulkan hasil kerja mereka.</p>	
Penutup	<p>1) Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya</p> <p>2) Peserta didik bersama dengan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari</p> <p>3) Pendidik memberikan penguatan terhadap materi yang baru saja dipelajari</p> <p>4) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</p> <p>5) Pendidik mengevaluasi sikap yang baru saja terpantau selama PBM</p> <p>6) Peserta didik mengucapkan salam perpisahan</p>	15 Menit

4. Pertemuan keempat

Kegiatan Pertemuan	Langkah-langkah Pembelajaran	Durasi
Pendahuluan	<p>1) Pendidik menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik</p>	15 Menit

	<p>untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.</p> <p>2) Pendidik mengajukan pertanyaan yang bertujuan untuk menuntun peserta didik ke materi yang akan dipelajari</p> <p>3) Pendidik memberikan motivasi kepada peserta didik tentang pentingnya mengatur jadwal kegiatan dalam belajar</p> <p>3) Pendidik memberikan pertanyaan tentang materi sebelumnya sebagai refleksi kegiatan</p> <p>4) Pendidik menyampaikan tujuan pembelajaran.</p> <p>5) Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap : Kerja Sama dan Percaya Diri</p>	
<p>Kegiatan Inti</p>	<p>1) Pendidik menjelaskan kembali tentang hal-hal yang sudah diberikan selama beberapa pertemuan.</p> <p>2) Peserta didik diberikan waktu untuk menanyakan kembali hal yang kurang dipahami selama beberapa pertemuan.</p> <p>3) Peserta didik akan diberikan topic yang sama di pretest yang berhubungan dengan postest.</p> <p>4) Peserta didik diberikan waktu untuk menyelesaikan tes menulis teks deskripsi yang sudah disiapkan oleh</p>	<p>60 menit</p>

	pendidik.	
Penutup	<ol style="list-style-type: none"> 1) Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya 2) Peserta didik bersama dengan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari 3) Pendidik memberikan penguatan terhadap materi yang baru saja dipelajari 4) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. 5) Pendidik mengevaluasi sikap yang baru saja terpantau selama PBM 6) Peserta didik mengucapkan salam perpisahan 	15Menit

H. Pedoman penilaian

No.	Score	Classification
1	91-100	Excellent
2	76-90	Good
3	61-75	Average
4	51-60	Poor
5	<50	Very poor

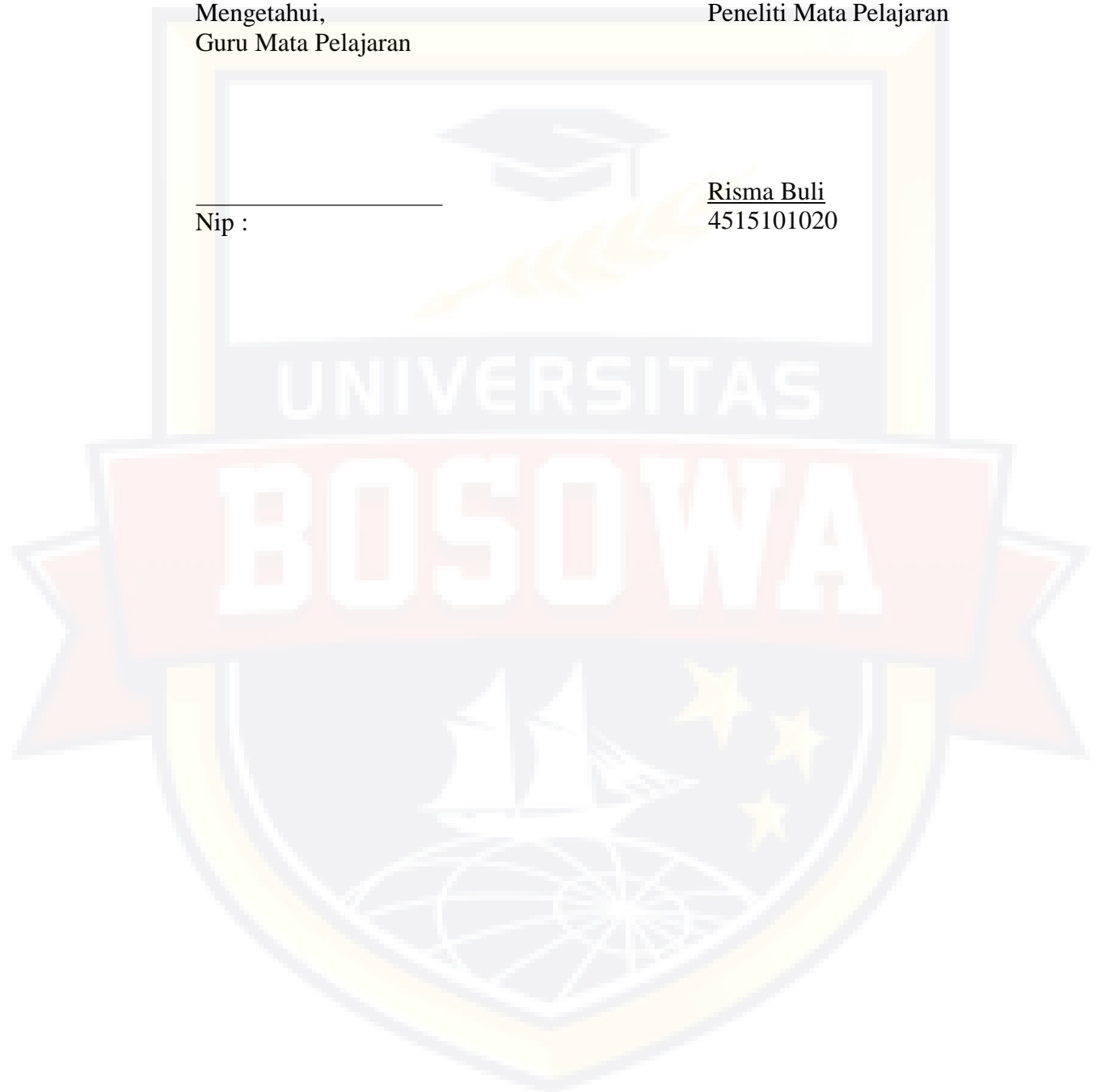
Tana Toraja, September 2020

Mengetahui,
Guru Mata Pelajaran

Peneliti Mata Pelajaran

Nip : _____

Risma Buli
4515101020



Appendix 3: PRE TEST, POST TEST, AND TREATMENT

1. Pertemuan Pertama (PRE TEST)

WRITING TEST

Write a description about your family(father,mother,sister,brother ect)

Choose the one of your family

My Mother

My mother is 48 by this year, but she still looks so young. My mother's body is quite ideal but a little thin. She is tall. Her skin color is brown. My mother face is oval shaped. She has wonderful brown eyes. Her nose is pointed as well as her chin. My mother's hair color is darkish brown. She looks good in her curly hair.

My mother is smart, that's why I always ask for her helps in solving my homework when I'm in elementary school. My mother is good at cooking. All her cooking is so delicious, especially for the fried chicken. My mother loves to wear T-shirt in her daily, especially when we are going outside to the garden. In short, she is a great mother and I want to be as smart as her.

2. Pertemuan Kedua (TREATMENT)

WRITING TEST USING TUMBLR APPLICATION

Write a description about grandmother

My Grandmother is a very gentle, loving and caring person. She never raises her voice at anyone. She has lived with me for as long as I can remember. She takes care of me when Mom and Dad go to work.

My Grandmother is a very neat and tidy person. She has very dry grey hair which she usually pulls up into a bun. She has dark brown eyes that twinkle whenever she sees me. I hardly ever see them wet.

Grandmother like to tell stories. She usually tells me brief stories of her childhood and expresses them very well with her tired, old, wrinkled hands. Sometime, she also tells story about my Grandfather who has passed away. My dear Grandmother always says good things about him. She once told me that he was the nicest person she had ever met. I really love my Grandmother.

3. Pertemuan Ketiga (POST TEST)

A. Do as a pre test

My Mother

I have kind and generous mother. Her name is Mrs. Rumpang. She is a housewife. She work at home and every morning she go to garden. She cut the grass and then cutting down tree and finally clean the farm. In the afternoon she back home. In home, she is cooking, cleaning, washing dishes, washing clothes, take a bath and then sleeping.

My mother is 48 by this year, but she still looks so young. My mother's body is quite ideal but a little thin. She is tall. Her skin color is brown. My mother face is oval shaped. She has wonderful brown eyes. Her nose is pointed as well as her chin. My mother's hair color is darkish brown. She looks good in her curly hair.

My mother is smart, that's why I always ask for her helps in solving my homework when I'm in elementary school. My mother is good at cooking. All her cooking is so delicious, especially for the fried chicken. My mother loves to wear T-shirt in her daily, especially when we are going outside to the garden. In short, she is a great mother and I want to be as smart as her.

Appendix 4: Data Score in Pre-test

Students' score

Students Initial	C	O	M	G	V	Students Score
AG	4	4	2	2	2	60
AR	3	3	3	2	2	65
AFP	3	3	2	2	2	60
ES	2	2	2	2	2	50
GP	2	2	2	2	2	50
HP	3	3	3	3	2	70
JP	3	3	3	2	2	65
HRP	3	3	3	3	2	70
JL	3	3	3	3	2	70
JK	2	2	2	1	1	40
MAR	2	2	2	1	1	40
MKR	3	3	2	1	1	50
MN	3	3	2	2	2	60
MR	2	2	2	2	2	55
NEP	4	4	1	1	2	60
NIA	3	3	2	2	1	55
OAR	2	2	3	2	2	55
OP	2	2	2	2	2	50
PTR	3	3	2	2	2	60
SEP	4	4	2	2	2	70
SK	2	2	2	2	2	50
SP	4	4	3	2	2	75
TF	3	3	3	2	2	65
TV	3	3	3	2	2	65
VR	3	3	3	2	3	70
WM	3	3	2	2	2	60
YG	4	4	3	2	1	70
YM	3	3	2	1	2	55
YTP	4	4	3	2	2	75
ZL	3	3	2	1	1	50

The Students' Score and Classification in Pre-test

No.	Students Initial	Students Score	Clasificati on
1	AG	60	Fair
2	AR	65	Good
3	AFP	60	Fair
4	ES	50	Fair
5	GP	50	Fair
6	HP	70	Good
7	JP	65	Good
8	HRP	70	Good
9	JL	70	Good
10	JK	40	Poor
11	MAR	40	Poor
12	MKR	50	Fair
13	MN	60	Fair
14	MR	55	Fair
15	NEP	60	Fair
16	NIA	55	Fair
17	OAR	55	Fair
18	OP	50	Fair
19	PTR	60	Fair
20	SEP	70	Good
21	SK	50	Fair
22	SP	75	Good
23	TF	65	Good
24	TV	65	Good
25	VR	70	Good
26	WM	60	Fair
27	YG	70	Good
28	YM	55	Fair
29	YTP	75	Good
30	ZL	50	Fair

Appendix 5: Data Score in Post-test

Students' Score

Students Initial	C	O	M	G	V	Students Score
AG	3	3	4	3	3	80
AR	3	3	3	3	2	70
AFP	4	4	3	3	3	85
ES	3	3	3	2	3	70
GP	3	3	3	3	2	70
HP	4	4	3	3	2	80
JP	4	4	4	3	2	85
HRP	4	4	3	3	2	80
JL	4	4	3	2	3	80
JK	4	4	3	2	2	75
MAR	4	4	3	2	2	75
MKR	4	4	3	3	3	85
MN	4	4	2	2	2	70
MR	4	4	3	2	3	80
NEP	4	4	3	2	2	75
NIA	3	3	3	2	2	65
OAR	4	4	2	3	3	80
OP	3	3	3	3	2	70
PTR	4	4	3	2	3	80
SEP	4	4	3	2	3	80
SK	3	3	3	2	3	70
SP	4	4	4	4	3	95
TF	4	4	3	3	3	85
TV	4	4	4	3	2	85
VR	4	4	3	3	3	85
WM	4	4	2	3	3	80
YG	4	4	3	2	3	80
YM	4	4	3	3	2	80
YTP	4	4	4	4	3	95
ZL	4	4	3	2	2	75

The Students' Score and Classification in Post-test

No.	Students Initial	Students Score	Classifications
1	AG	80	Good
2	AR	70	Good
3	AFP	85	Very Good
4	ES	65	Fair
5	GP	70	Good
6	HP	80	Good
7	JP	85	Very Good
8	HRP	80	Good
9	JL	80	Good
10	JK	75	Good
11	MAR	75	Good
12	MKR	85	Very Good
13	MN	70	Good
14	MR	80	Good
15	NEP	75	Good
16	NIA	65	Good
17	OAR	80	Good
18	OP	70	Good
19	PTR	80	Good
20	SEP	80	Good
21	SK	70	Good
22	SP	95	Very Good
23	TF	85	Very Good
24	TV	85	Very Good
25	VR	85	Very Good
26	WM	80	Good
27	YG	80	Good
28	YM	80	Good
29	YTP	95	Very Good
30	ZL	75	Good

Appendix 6: Mean Score of the students in Pre Test and Post Test**a. Mean score of students' pre-test :**

$$X_1 = 1790$$

$$\Sigma \quad -$$

$$\Sigma \quad -$$

$$\Sigma \quad 59,67$$

b. Mean score of the students post-test :

$$X_2 = 2360$$

$$\Sigma \quad -$$

$$\Sigma \quad -$$

$$\Sigma \quad 78,67$$

Appendix 7: SPSS

a. Data SPSS Pre-test

Statistics

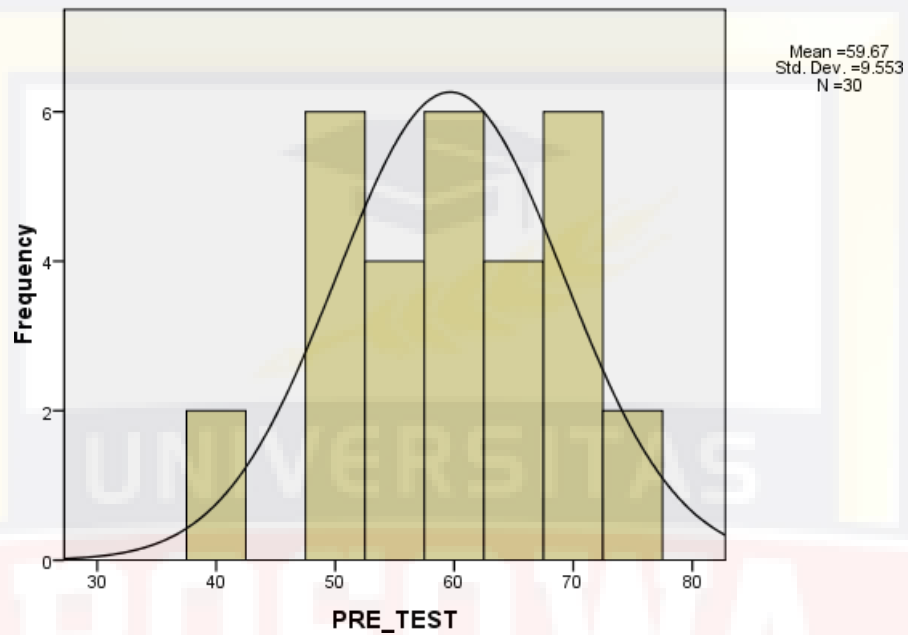
PRE_TEST

N	Valid	30
	Missing	0
Mean		59.67
Median		60.00
Mode		50 ^a
Std. Deviation		9.553
Range		35
Minimum		40
Maximum		75
Sum		1790

PRE_TEST

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	2	6.7	6.7	6.7
50	6	20.0	20.0	26.7
55	4	13.3	13.3	40.0
60	6	20.0	20.0	60.0
65	4	13.3	13.3	73.3
70	6	20.0	20.0	93.3
75	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Histogram



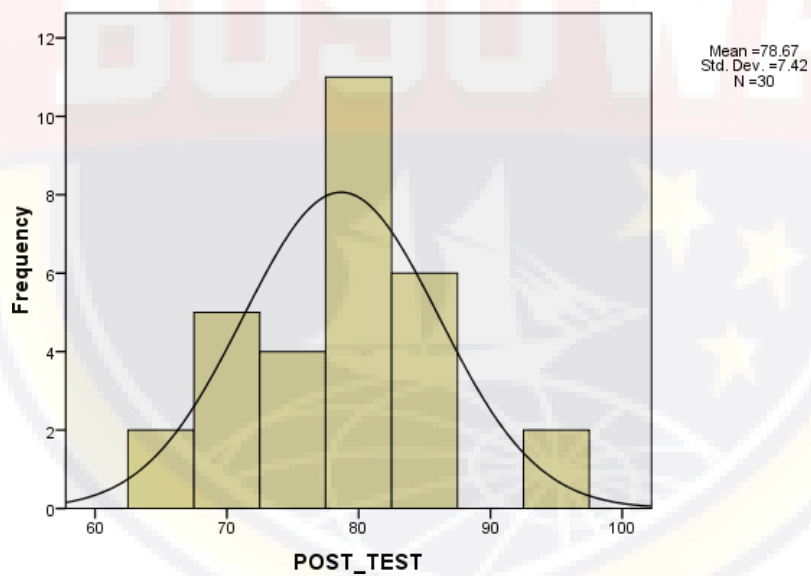
b. Data SPSS Post-test

POST_TEST

N	Valid	30
	Missing	0
Mean		78.67
Median		80.00
Mode		80
Std. Deviation		7.420
Range		30
Minimum		65
Maximum		95
Sum		2360

POST_TEST

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 65	2	6.7	6.7	6.7
70	5	16.7	16.7	23.3
75	4	13.3	13.3	36.7
80	11	36.7	36.7	73.3
85	6	20.0	20.0	93.3
95	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Histogram

c. T-Test result

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE_TEST	59.67	30	9.553	1.744
	POST_TEST	78.67	30	7.420	1.355

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE_TEST & POST_TEST	30	.602	.000

Paired Samples Test

	Paired Differences					t	df	Sig.(2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PRETEST - POSTTEST i r	-19.000	7.812	1.426	-21.917	-16.083	-13.321	29	.000

Appendix 8 : Sheet of Students Score in Pre-Test

a. Example sheet 1

Nama : Sahika P.
Kelas : VIII (8)

- Mother

My mother name is Gandang, she have ~~the~~ long hair, my mother is ~~beautiful~~ beautiful. She is like Rais. She is like cikan, she is sweet.

C	=	4	}	15	⇒	$\frac{15}{20} \times 100$
O	=	4				
M	=	3				
G	=	2				
V	=	2				
						= 75

b. Example sheet 2

Nama : MARKUS RADO
KLS : VIII

~~Describe~~

Describe your family!

Mother

My name is LUDIA Podawon, ~~my~~ my hair long, my mother short. my mother white, my mother simple, ~~she~~ she is hair long, she is clever cooking, she is flag rosed, she is slender gloves.

C	=	3	}	10	⇒	$\frac{10}{20} \times 100$
M	=	2				
O	=	3				
G	=	1				
V	=	1				
						= 50

c. Example sheet 3

Nama: Jesika
kelas: VIII

my mother name is marta bakkok Pakelok
what have advance

$$\begin{array}{l} C = 2 \\ O = 2 \\ M = 2 \\ G = 1 \\ V = 1 \end{array} \left. \vphantom{\begin{array}{l} C \\ O \\ M \\ G \\ V \end{array}} \right\} 8 = \frac{8}{20} \times 100 = 40$$

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Appendix 9 : Sheet of Students Score in Post-Test

a. The different score from "example sheet 1"

Nama : Satika Pala'buon
Kelas : VRI (Dabpan)

Mother

- My mother name is Gandang.
- She is 45 years ~~at~~ old.
- She have black hair.
- She is high.
- She is like chicken.
- She like the koran.
- She religion is Islam.
- She like green color.
- She is sweet.

C = 4	}	19
O = 4		
M = 4		
G = 4		
V = 3		

$$= \frac{19}{20} \times 100$$

$$= 95$$

b. The different score from "example sheet 2"

Nama MARKUS RADU

Mother

My mother name is ... LUDIA PADJUNAN

- She is Beautiful
- she is short
- she is long hair
- She is good at cooking
- She is smart
- She is like to cook vegetables
- She is my mom has white teeth

C = 4	}	17
O = 4		
M = 3		
G = 3		
V = 3		

$$= \frac{17}{20} \times 100$$

$$= 85$$

c. The different score from "example sheet 3"

nama: Jesika
kelas: UMB

my mother name is maria bokkok bokkok. she is Beautiful
she ⁽¹⁵⁾ have hair long. she is like to wear color black
she is black skin. she like cooking. she go to ~~the~~
silaturahmi Sunday


C	=	4	} 15 = $\frac{15}{20} \times 100$
O	=	4	
M	=	3	
G	=	2	
V	=	2	

= 75

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Appendix 10: License



PEMERINTAH KABUPATEN TANA TORAJA
DINAS PENDIDIKAN
SMP NEGERI 4 MENGKENDEK
 Alamat : Buntu, Kelurahan Benteng Ambeso Kec. Gandangbatu Sillanan Tana Toraja
 E-mail : smpn4buntumengkendek@gmail.com

SURAT KETERANGAN PENELITIAN
 No.057/DP-TT/SMP.04/TU/IX/2020

Yang bertanda tangan di bawah ini Kepala SMPN 04 Mengkendek menerangkan bahwa :

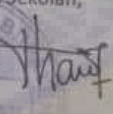

Nama	:	RISMA BULI
STB/NIRM	:	4515101020
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Bosowa
Judul Penelitian	:	<i>Tumblr Application as a Media in Teaching Writing Skill at SMPN 4 Mengkendek</i>

Telah mengikuti kegiatan disekolah pada :

Hari/Tanggal	:	Sabtu, 5 – 26 September 2020
Tempat	:	SMP Negeri 4 Mengkendek
Alamat	:	Buntu, Kelurahan Benteng Ambeso, Kecamatan Gandangbatu Sillanan Kab. Tana Toraja.

Demikian Surat ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya..

Buntu, 26 September 2020
Kepala Sekolah,



THOMAS ENGI PATANDEAN, S.Pd, M.Pd
 NIP. 19710811 199802 1 001



UNIVERSITAS BOSOWA

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar-Sulawesi Selatan 90231

Telp. 0411 452 901 – 452 789 Ext. 117, Faks. 0411 424 568

<http://www.universitasbosowa.ac.id>

Nomor : A.197/FKIP/Unibos/IX/2020

Lampiran : -

Perihal : **Permohonan Izin Penelitian**

Kepada Yth,
Kepala Sekolah SMPN 4 Mengkendek
di -
Tana Toraja

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S1.

Nama : Risma Buli
NIM : 4515101020
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)
Universitas Bosowa

Judul Penelitian :

Tumblr Application as a Media in Teaching Writing Skill at SMPN 4 Mengkendek

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.

Makassar, 04 September 2020

Dekan

Dr. Asdar, S.Pd., M.Pd.
NIDN : 0922097001

Tembusan:

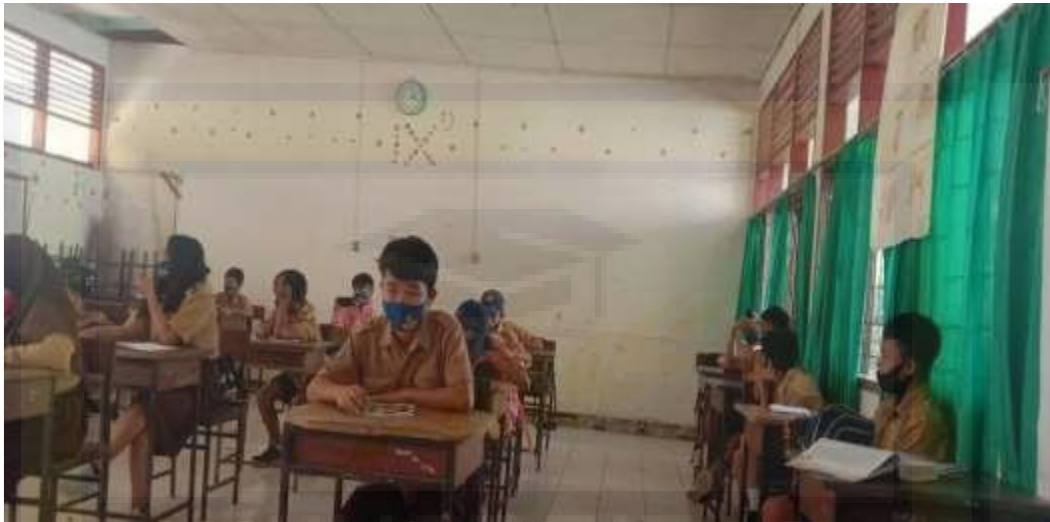
1. Rektor Universitas Bosowa
2. Arsip.

Appendix 11: Pictures

Picture 1 : The writer was explain about the pre-test



Picture 2 : The students were doing the pre-test



Picture 3: The students were doing the post-test



Picture 4 : The writer was explain about Tumblr application and then students start doing the treatment

BIOGRAPHY



Risma Buli was born in Samarinda, on May 3rd, 1996. Her father is Marthen Dende' and her mother is Damaris Rumpang Buli. Her first education at SDN 156 Buntu, Gandangbatu Sillanan in 2002 and finished in 2009. Then, she continued her study to SMPN 4 Mengkendek in 2009 and graduated in 2012. At the same year, she continued her study at SMAN 1 Makale Tana Toraja and graduated in 2015. After graduating from Senior High School, she went to Bosowa University and chose English Education Study Program in 2015 and graduate in 2020. She participated as a member in Unibos Youth Choir (Paduan Suara Mahasiswa as DPO), then joined Badan Eksekutif Mahasiswa (BEM FKIP) and Himpunan Mahasiswa Bahasa Inggris (HIMAPBING as Koord). She went to be member of STUVO (Studio Vokalia) RRI Makassar and students of Yamaha Music School Makassar. She joined at Sanggar Tari Tradisional Toraja (Bukiters Dancer) and joined at Community of HIPHOP, KPOP and Modern Dancer of Makassar (DJM and SNOWKER ENTERTAINMENT/MISTER MAKASSAR). She is member of PPGT Jem. Bukit Tamalanrea and Jem. Panakkukang. She joined at FORMAT (Forum Mahasiswa Toraja), HIPPERMASIL (Himpunan Pemuda Pelajar Mahasiswa Sillanan) and HPPMG (Himpunan Pemuda Pelajar Mahasiswa Gandangbatu).