

**LINE AS AN ALTERNATIVE MEDIA TO IMPROVE THE WRITING
ABILITY OF THE SECOND GRADE OF SMPN 25 MAKASSAR**

SKRIPSI

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UNIVERSITAS

BOSOWA



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS BOSOWA MAKASSAR
2017**

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Submitted to the Faculty of Teacher Training and Education

In Partial Fulfillment of the Requirement

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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul "*Line as an Alternative Media to Improve the Writing Ability of the Second Grade of SMPN 25 Makassar*" beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 17 Agustus 2017

Yang membuat pernyataan

RESKY MARKUS

ABSTRAK

RESKY MARKUS 2017. Line Sebagai Media Alternatif untuk Meningkatkan Penulisan Siswa di SMPN 25 Makassar. Di bimbing oleh (H. Herman Mustafa dan Andi Hamzah Fansury)

Penelitian ini bertujuan untuk mengetahui apakah implementasi dan metode menggunakan line dapat meningkatkan kemampuan siswa dalam menulis wacana deskripsi. Penelitian ini dilaksanakan pada bulan July 17. Subjek penelitian adalah siswa kelas VIII-3 SMPN 25 Makassar

Metode yang digunakan dalam penelitian ini adalah pre-experimental dengan satu kelompok desain pre-test dan posttest. Penulis menganalisa data untuk mengetahui nilai rata-rata dan perbedaan nilai antara pre-test dan post-test dengan menggunakan random cluster sampling. Penelitian ini dilaksanakan di kelas VIII-3 dengan jumlah sample 15 siswa.

Hasil penelitian ini menunjukkan bahwa terdapat perbedaan yang signifikan pada pre-test dan post-test. Nilai t-test 2.724 sementara nilai t-table 2.145 nilai t-test lebih tinggi daripada t-table ($2.724 > 2.145$). dari hasil analisis data, disimpulkan bahwa dengan mengimplementasikan dengan menggunakan line dapat meningkatkan kemampuan menulis wacana deskripsi.

Kata kunci: Wacana deskripsi, Line, Metode, implementasi.

ABSTRACT

RESKY MARKUS 2017. Line as an Alternative Media to Improve the Writing Ability of the second Grade of SMPN 25 Makassar. Supervised by (H. Herman Mustafa and Andi Hamzah Fansury).

This research aims to find out whether or not the implementation line as an alternative media. This study was conducted in July 2017. The subjects were students of class VIII-3 SMPN 25 Makassar.

The method used in this research is experimental design with one group pre-test and post-test. The writer analyzes the data to determine the average value and difference in value between the pre-test and post-test using random cluster sampling. This research was conducted in class VIII-3 with total sample are 15 students.

The result of the research showed that there was significant difference which gained by the students in pre-test and post-test. The value of t-test was 2.724 mean while the value of t-table was 2.145 higher than t-table ($2.724 > 2.145$). From the result of data analyzed, it was concluded that by implementing of Line can improve the ability of students to write description discourse of SMPN 25 Makassar.

Key words : Descriptive text, Line, Method, Implementation

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The writer realizes that this script still far from being perfect. So, the writer will welcome respects reader's criticism and suggestion for this script.

Makassar, 27 july 2017

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CHAPTER I

INTRODUCTION

This chapter deals with background, problem statement, objective of the research, significance of the research, and scope of the research

A. Background

English is used globally by most of people in the world. In some countries it is the second language such as in Malaysia, Thailand, Philippines. Otherwise in Indonesia, English has been being taught as a foreign language. We know that English as a foreign language has become a very important language in the world. Thus, our government needs to put English in the curriculum to be taught all levels of school.

Education systems around the world are undergoing a revolution in teaching and learning, with the advent of new technology turning new forms of engagement between students, teachers and the wider world, powered by the web. Digital and social learning often start from the perspective of where young people are accessing knowledge and learning for themselves. That learning is typically interactive, student centred, collaborative and on demand. It is often outside of school hours in non formal settings and peer to peer via their own friends and network. Teaching learning is and will become much more social.

Writing is one of the important and essential skills that should be possessed by the English learners, In learning writing, students should practice their writing capability or order to let them developed in this skill.

The students should be able to think about the ideas then express them in the written form.

This study intends to help the students of SMPN 25 Makassar who are at the first year to overcome this inability in writing class. This research focuses on descriptive paragraph because the researcher hope after giving treatment students are expected to have improvement on their achievement for the some topic (Descriptive). Because it is shown in their syllabus that descriptive is though in the second year grade while procedural paragraph is though in the third year grade

Millions of people access Line daily to connect with their family, friends, search information, or play games. While students spend more time in socializing with their friends through Line, they have less time on self-studying on books or academic web sites, instead of being against the use of Line, teachers can constructively apply them as tools for supporting students in writing teaching.

From this evidence, the present research gives information that social media (Line) is also useful media especially for writing teaching, the present researcher strongly believe that the use Line is an interesting media and provide new breakthrough to the teaching and learning process

The present research also applies Line in teaching writing at the first time in Indonesia and it is hoped that using Line does not influence the negative effect as the previous study because the standardize of English is related same with the standardize of Bahasa Indonesia.

Based on the consideration and statements above, the research intends to conduct a research under the title ‘ Line as an alternative media in to improve writing ability of the first year students of SMAN 1 Mamuju.’”

B. Problem Statement

The problem statement of this research is “Does the use of Line in teaching improve students descriptive ability the second grade of SMP Negeri 25 Makassar ?”

C. Objective of the research

Based on the problem statement above, the objectives of this research are to find out whether or not the use of Line teaching improves the descriptive of the second grade of SMP Negeri 25 Makassar.

D. Significance of the Research

The result of this research is expected to be useful, both theoretically and practically.

1. Theoretically, this research is expected to be a new technique in terms of language teaching development, especially in writing and
2. Practically, this research is expected to be :
 - a. Source of information on how the teacher handles teaching forwriting class,
 - b. Good guidance for the students in improving writing ability through Line, and
 - c. Source of information for the next writers who want to do further study in writing

E. Scope of the Research

To avoid the research broadening, it is very important to make clarification of some issues that is limited in three aspect, namely discipline, content and activity.

By discipline, this research deals with English writing knowledge and applied linguistics area as this in language teaching methodology. It is restricted on teaching writing using line of first year students of SMP Negeri 25 Makassar. This research focuses on helping students in improving achievement teaching

By content, the research focuses on writing descriptive. The descriptive composition includes describing person. This research also informs about the students' impressions of the use of Line in writing class.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

In finding and teaching process, teacher provides and develops teaching media to interest students to learn. That use of technology information and communication for learning helps undergraduate students to overcome the learning problems. The students can optimize their motivation in learning information and technology communication because they can send, receive

Related to the use of ITC in the classroom, many studies proved the effectiveness of using mobile phone in teaching and learning process. Cortez and Roy (2012) Screen interface Design for Mobile-assisted Language Learning in ELF in Journal of Language Teaching and Research : Concluded that the students have positive response in using mobile phone in completing their task as cited in the following :

“mostif the students are comfortable using handheld devices and completed tasks with reasonable and success and efficiency.”

Moreover, a study conducted by Taki and Khazaei (2011) Learning Vocabulary via Mobile Phone in Journal of Language Teaching and Research : Concluded that in presenting material using mobile phone provided better learning especially for teaching vocabulary for high visual verbal ability resulted better learning.

While, there are kinds of social media that have been applied in teaching and learning which many studies have found their benefits in teaching and learning process. In addition, Ibrahim, 2014 in *Journal of Language Studies*: concluded that all participants from eight public university in Malaysia have positive impression in using web 2.0 as a tool to practice communicative language learning in informal learning because the participants found the relaxed environment in applying this media. Asriadi Aksan (2015) in skripsi *Using Facebook in Teaching to the Grade Ten Students of SMK Negeri 1 Pancarijang* : Concluded that most the students strongly agree that facebook can encourage them to be active in learning English and improve their English ability

For all the previous studies the researcher strongly believes the most of the students have positive impression in using ITC. Mobile phone and social media teaching and learning process. From these findings, the researcher tries to integrate those finding into Line. Line is also used as mobile phone and social media .actually, this research is slightly the same with others study which used social media in teaching and learning process but also different because the researcher intends to use the different social media, is Line.

B. Some pertinent ideas

In this part dealt with concept of mobile learning, and advantage of applying mobile learning.

1. Concept of Mobile Learning

a. Definition of mobile learning

Mobile learning is a new way of learning that changing the main information from the teacher and book in the portable devices. Based on Pachler, Bachmair and cook (2014:4) defines mobile learning is not about delivering content to mobile devices, but it is about the process of gaining the information and being able to operate successfully in learning context. Hamdani (2013:12) also defines mobile learning as the of mobile devices as mediator in process of learning and teaching which implies as the use of mobile device as tool deliver learning materials. In addition , Ozdamli and Cavus (2011:9) defines mobile learning as a kind of learning model in which learner gets the learning materials anywhere and anytime using technology and internet. Akhshabl (2011:23) Argues that mobile learning includes various kinds of instructions and learning methods that is only used in cell phone screens or it also can use mobile tools such a personal mobiles, Personal Digital Assistants (PDA) Intelligent phone or laptops and which is taking place by network and the internet.

From the explanation above, researcher concludes that mobile learning is a kind of teaching-learning process in which the learner gets the information they need in mobile devices such as mobile phone,

smartphone, PDA or laptops which is connected to the internet. The researcher believes that mobile learning is a new breakthrough in learning process in which a type of learning takes place through portable devices that provide its users to meet their needs even changing data and communicating with others.

b. Basic elements of mobile learning

Actually, as a new breakthrough in teaching and learning process, there are five basic elements of mobile learning as found by Ozdamli and Cavus (2011:11); learner, teacher, content, environment and assessment.

1) Learners

As the center of teaching and learning activities, learners play important role and active role in teaching and learning process. They determine what they need until what they have achieved in their learning activity. Besides that, on the study done by Mahat, (2012:23) found that three main points in applying mobile learning to the students , they are self-efficacy, readiness and personal innovativeness. In self-efficacy, students are able to use mobile in learning if they already have prior knowledge of applying mobile learning in process , they have known how to use it or they could seek help if they faced difficulties. While, personal innovativeness is also main points in which learners want to try new innovation and their intention to use it in future means that students like exploring and try out new technologies. Next, students' readiness to use

any innovation essential because it will impact their intention of using it and their students implies mobile learning environment.

2) Teacher

In using mobile learning, the teachers have changed their role from providing the teaching material to the consultant. In this role, teacher need to be able to identify the students' interests, relate these interests to topic related learning goals, and offer opportunities to reach some goals related to the specific conditions of the learner. In other hand, Hamdani (2013:7) argues that teacher' role is as facilitator, coacher and co-learner. Her/his responsibility is to help and guide learners. Though out knowledge acquisition.

3) Content

The content the teacher facilitates the learners is based on the learners is needs which have been decided through all the stakeholders related to teaching and learning activities

4)Environment

Environment is that place when students reach information. Students studying entirely must have access to all of the unit content including the learning outcomes, assignment requirements and relevant resources.

5) Assessment

Assessment is a critical component of the complete mobile learning, mobile technologies can access record and report learner performance to the instructors.

2) Definition of line

Line is a application alternative used for we chat, voice command, unlimited talk on line with smart phones. Owing chat application in smartphone is very essential to keep friends closer in a same circle. Line introduces a new way in chat with generating unique QR code for every contacts (signup) in line. Your friends can add you by scanning unique QR code generated to you by line .

Line is a new communication app that allows you to make high quality free voice calls free video calls and send free messages, use emojis whenever and wherever you are, round the clock. You can use this free app in iphones , Android 2.1 or above, smart tablets and even for PCs .Instead of taking time to mail/sms your friends, use LINE's message function to send messages easily with colorful icons, photos and even location information.

3) Concept of Writing

a. Definition of Writing

Writing means producing or reproducing oral message into written language.It involves a process to organize, formulate, and developed the ideas on the paper so that readers can follow the writer's message. State in Harmer (2004:4) that writing is divided into three criteria: process, content and medium. In the process of writing, the writer encounters four steps; plan, drafting, edit until final version (final written from) which all the processes effected by the content of what we have done in writing using

the particular medium, such as pen and paper, computer word files, live chats. Kroma (1988:23) described that writing is a kind of activity where the writer expresses all the ideas in his mind in the paper from words to sentence, sentence to paragraph and paragraph to essay. Ghaith (2002) also described the writing is a complete process that allows writer to explore thoughts and ideas, and make them visible and concrete

Therefore, the researcher concludes that writing is an activity to put our ideas in written form that all the elements of the language have important role in this activity like punctuation, spelling, grammar, and vocabulary

b. Elements of Writing

Jacobs (1981:14) states that there are five elements of writing which elaborates as follows:

1) content

In order to have a good content of writing, its content should be well unified and completed. The term usually known as unity and completeness, this become the characteristics of the good writing. The main idea has to be explained and developed fully, when we say that a sentence has a unity, we mean that everything in it, has a logical relation to the purpose of the sentence as a whole and nothing is omitted which is a necessary to that purpose.

b) Organization

In organization of writing contents with the way of the writers organized the ideas or the message in the writing. The purpose of the organizing the material in writing involves coherence, order of importance, general to specific to general, chronological order and spatial pattern that happened from the beginning to the end.

c) Vocabulary

One of requirement of a good writing always depends of the effective use of words. Effective use of words also deals with connotative or figurative language. They are all important nearly all form of writing, but particularly in personal description, word rich association are more effective than those mainly transmit information.

d) Language Use

Language use writing involves correct usage endpoints of grammar there are many points of grammar, such a verbs, noun, and agreement. Specific nouns and strong verbs give a reader a mental image description. These specific nouns can be characterized by using modifier of adjectives, adverbs, and participle form. There are many opportunities for errors in the use of verbs, and mistakes in agreement are very common. Mistakes in written work, and however, are much more serious, and since we have an opportunity to reread and correct what we have written. We should avoid errors in variable forms, subject-verb agreement, and pronoun antecedent agreement and case of noun and pronoun.

e) Mechanics

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. This aspect is very important since it leads readers to understand or recognize immediately what the writer means to express definitely. The use of favorable mechanics in writing will make reader easy to understand the conveying ideas other message stated in the writing

1. Capitalization. The use of capitalization in writing can clarify the ideas. If the sentences are not capitalized correctly, ambiguous meaning and misunderstanding will appear. Besides, through correct capitalization of sentence, it also helps reader to differentiate on sentence to other;
2. Punctuation. It can be used as a unit of meaning and suggest on how the units of it relate to each other
3. Spelling. There are three important rules followed in using spelling appropriately. They are suffixes, plural formation, and handling error whitening the words

c. Teaching Descriptive

Harmer (2004:25) argues that descriptive composition is a composition which says what person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing. In addition, the descriptive composition is a piece of writing that develops a "picture" of one idea by using sensory (ones that attract to the sense) or concrete (ones that represent things seen or touched) details.

In teaching descriptive William (1996:21) argues that in the beginning writing. It is important to expose students to a variety of writing purposes and tasks. Students need to practice types of writing which them with content-centred informational materials and tasks; these types of writing should be practiced regularly for a number of reasons, even though they may be perceived by teachers as more difficult.

1. If they are indeed more difficult, students would benefit from more practice rather than less
2. Informational genres or writing are natural extensions of content-based and project-oriented curricula and are important means for integrating and learning content-area information, even in the early grade
3. These types of writing are natural extensions of stories and expressive writing activities. Often, students can develop description as part of a story telling, and certain projects involving expressive writing can be followed by descriptive assignment that oblige students to explore additional resources.
4. Some students do not have much exposure to informational types of writing at home. These students need early exposure in school to informational if they are not to fall behind more advantaged students in their writing development

5. Students are naturally curious about world. Information genres provide another means for exploring the world, and they let students organize this information for other purposes.

C. Conceptual Framework

In this study, Line used as the treatment to see the affects, if any, on the students' writing ability. The researcher, in this case was wondering the student in the research location were able to improve their writing ability through Line.

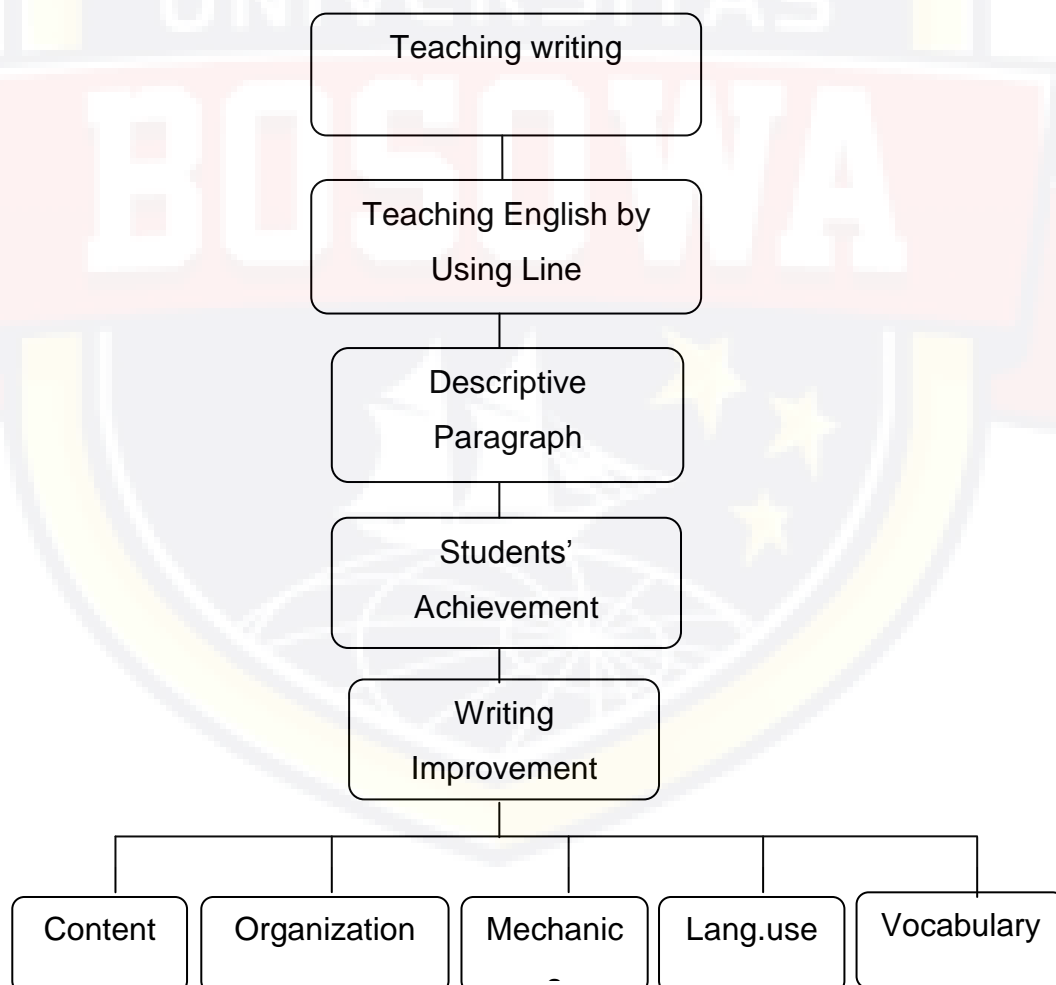


Figure 2.1 conceptual framework

The following is the explanation of the conceptual framework of this research :

1. This research use descriptive writing which descriptive writing focuses on describing person writing by use line as teaching media
2. The result of the students writing through Line as teaching media was seen in their achievement
3. In the students' achievement, the research identified component of the students. Writing the mostly improve such as content, organization, mechanics, language use and vocabulary.

D. Hypothesis

Teaching English can improve the students' ability in writing descriptive text by using Line application as an alternative media

H₀ : The use Line does not improve the students' writing ability

H₁: The use of Line improves the students' writing ability

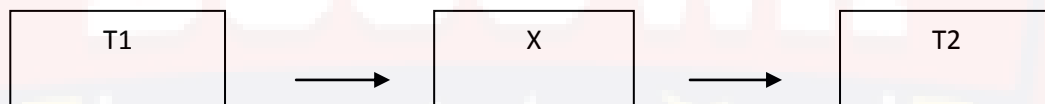
CHAPTER III

RESEARCH METHOD

This chapter presents research design, variables and operational definition of variables, population and sample, research instrument, data collecting, procedures, and technique of data analysis

A. Research design

This research used pre-experimental method that used one group diagnostic test. According to Gay et al, (2006:19) one group-pretest-posttest design involved a single group that was determined by diagnostic test result, treatment, and post-test scores and diagnostic test. The design is seen in the following :



Gay (2006:19)

Figure 3.1. Research Design

The diagram showed the design used in the current study. The symbol “T1” denoted the diagnostic test give to all the population to determine the sample of the research by taking students who had “poor level”. Moreover, “X” denoted to the treatment which is give to the sample and “T2” donate to the post-test give after the treatment.

B. The Time and Place of Research

This research was conducted at SMP Negeri 25 Makassar. The school is located at Jl. Sanrangan Kompleks BTN Dwi Dharma Km. 15 Makassar on July 2017

C. Research Variables and Operational Definition

1. Variables of the Research

This research had two kinds of variables; they are independent variable and dependent variable. The independent variable is teaching writing through Line on applying Line in learning descriptive text while dependent variable is students' writing achievement.

2. Operational Definition

1. Writing is defined as developing paragraph in terms of developing ideas that involved content, mechanics, organization, language use and vocabulary by using Line as teaching media
2. The students' achievement to write paragraph refers to the competency of developing paragraph or other passage based on the topic or problems on the given ideas as a guide. (Nurulin Suhartini, 2014:25)

D. Population and Sample

1. Population

The population of the research was the first year students of SMPN 25 MAKASSAR. The total number of population about 250 students of seven classes.

2. Sample

The researcher apply purposive sampling technique. Purposive sampling meant that the researcher take the sample who owned the media (LINE). The researcher take one class that is class VIII. 3 in consist of 15 students.

E. Instrument of the research

The instrument of research was writing test. The test consisted of diagnostic post-test. The student write a descriptive without Line

F. Procedure of Collecting Data

1. Pretest

Pre test were give to know the students ability in writing descriptive text

2. Treatment

In the treatment, the student were treated some treatments. In the following activities, the student were:

- a. Invited in Line that had been created by researcher in addition, the students were forbidden to use any writing shortcut in their writing. In every section, the assignment had to be collected in an hour right after being given by the researcher

- b. Instruct to write description of their friend
- c. Given some feedback in their personal account through Line relate to their writing to know their errors.

3. Posttest

Post-test were administered after treatment. The topic of the post-test would be the same as the one in pre-test. The result of the post-test were used to measure the students' ability to use Line to find out the students' achievement in writing skill. The post-test run 90 minutes

G. Techniques of data analysis

In this research, the data were collected from the test they will analyze quantitatively including descriptive statistics, as follows:

- a. Scoring students' diagnostic test/post-test, in scoring students' diagnostic test/post-test, the researcher use the following steps :
- b. scoring students' correct answer of pretest and posttest.

However, to make the students' score more objective, the researcher invite two evaluators for check students' writing in diagnostic test. All the evaluators use the scoring system based on Jacob's (1981:21) scoring system for (1) content, (2) organization, (3) vocabulary, (4) language use, and (5) mechanics.

Table 3.1 Scoring System for content

Range score	Classification	Criteria
27-30	Very good	Clear, focused and interesting detail, complete rich. Well focused main ideas stand out;secondary ideas do not assort too must attention
23-26	Good	Clear and focused, even though the overall result may not he especially captivating, support satemped, but it may be limited or obvious, in substantial, too general.
20-22	Fair	Lack of logical sequencing and development ideas, confusing and disconnected, lack in purpose or theme

17-19	Poor	Not fluent, does not communicated, information is very limited, boring.
13-16	Very poor	No organization, not enough to evaluated because no meaningful

Table 3.2.scoring system for organization

Range score	Classification	Criteria
18-20	Very good	Fluent expression- ideas clearly stated supported logical sequencing, will organized means the order, structure, or presentation is compelling and moves. The reader through the text. Good introduction and strong conclusion
15-17	Good	The reader can readily follow what's being and

		said but overall organization may sometimes be ineffective, poor to obvious or main idea stand out logical but incomplete sequencing
12-14	Fair	Lack of logical sequencing and development not fluent, the writing lack direction with idea detail
9-11	Poor	Not communicated, transitions are very weak, leaving, connection between ideas fuzzy, incomplete or bewildering
5-8	Very poor	No organization, confusing the sender, not enough to evaluate.

Table 3.3 scoring system for vocabulary

Range score	Classification	
23-25	Very good	Effective words, usage, specific and accurate
18-22	Good	Ade rank occasional error/idiom, choice and usage
15-17	Fair	The language communicate but rarely capture the reader imagination, while the overall meaning is quite clear, some\ words may lack procession
12-14	Poor	The reader struggle with a limited vocabulary, grouping for words
9-11	Very poor	Many errors of words/ idiom choice and usage. Language is so vague and abstract, so

		<p>redundant, devoid of detail that only the broadcast, many repetitions of words, often words simply do not fit the text verb are weak and few in number : is are, were dominated</p>
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Table 3.4 scoring system for language use

Range score	Classification	Criteria
18-20	Very good	<p>Effective complex construction, few errors of arrangement, tense, number words order/function, article, pronouns, and preposition</p>
15-17	Good	<p>Effective but simple construction, few errors of arrangement, tense, words order/functions</p>

		article, pronouns, and prepositions but meaning confused or observed
12-14	Fair	Major problem in simple/complex, frequent errors of arrangement, tense words order/functions, article, pronouns and / or fragment does not communication
9-11	Poor	Dominated by errors of grammar, cannot be understood and evaluated
5-8	Very poor	Virtually, no mastery of sentence construction rules.

Table 3.5.scoring system for mechanics

Range score	Classification	Criteria
5	Very good	Demonstrated mastery of conventions, few errors spelling, punctuation capitalization and paragraphing
4	Good	Few errors of spelling, capitalization, paragraphing, but not observed.
3	Fair	Some errors of spelling, punctuation, capitalization, and paragraphing
2	Poor	Many errors and spelling, punctuation, capitalization, and paragraphing
1	Very poor	Illegible writing

Table 3.6 students' score classification

No	Classification	Score
1	Excellent	86-100
2	Very good	71-85
3	Good	56-70
4	Fair	41-55
5	Poor	26-40
6	Very poor	Less than 25

(Depdiknas, 2005:20)

To find out of students percentage the formula follows:

$$P = \frac{F}{N} \times 100$$

Meanings :

P = Percentage

F = Frequency

N = Total Number of Sample

Total analyze the data of the research, the writer use the formula of the mean score to see the students' achievement in English.

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = Mean Score

$\sum X$ = Total Score

N = Total respondent

Gay (1981: 298)

Standar Deviation formulated as follows :

$$SD = \frac{\sqrt{\frac{\sum x^2 (\sum x)^2}{N}}}{N-1}$$

Where :

SD = Standard deviation

$\sum x$ = the sum of all score

$\sum x^2$ = The sum square of all scores

N = Total number of students

In testing the hypothesis of the difference between between the mean score of pre-test of the students ability of describe in writing or to know the significant of students' writing improvement analyzed by using t-test

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where :

t = test of significant

\bar{D} = the mean score

$\sum D$ = the sum of total score of different

D = the square of the sum score of different

N = The total number of students

Gay (1981:331)

CHAPTER IV

FINDINGS AND DISCUSSING

This chapter consists of two; they are the presentations of the result that found by the writer in field and discussion that explain and interest the finding.

A. Findings

1. Descriptive analysis

To know the students' ability in essay writing descriptions through line as alternative media, types of the instrument used in this research is written test and the data obtained from the text shows the ability of the student. The data collected from the tests are presented below. After the result of writing test, the score of pre-test presented as follow:

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

No	Initial name	Score					Total	Classification
		Con	Org	Voc	Lang.use	Org		
1	ABT	17	11	9	11	3	51	Fair
2	AA	17	11	9	10	3	50	Fair
3	AL	15	8	10	5	3	41	Fair
4	AD	15	5	9	5	1	35	Poor
5	AN	13	10	12	10	3	48	Fair
6	BKR	15	9	9	7	2	42	Fair
7	DB	17	9	10	10	3	49	Fair
8	FVS	17	6	10	11	3	47	Fair
9	HKY	19	11	14	11	3	58	Good
10	MH	16	10	11	10	3	50	Fair
11	MAT	18	11	14	11	4	58	Good
12	MNI	13	7	10	12	3	45	Fair
13	MRI	17	6	13	11	3	50	Fair
14	MRMB	17	7	13	11	3	51	Fair
15	NM	17	11	14	5	3	50	Fair

Total	243	132	176	140	43	725	Fair
Mean score	16,2	8,8	11,7	9,3	2,8	48,33	

The scores provided the students score in mastering English grammar, mechanic, content, vocabulary, and organization in writing . There were 2 students classified as good, 12 students classified as fair and 1 student classified as poor. In additional, the table 4.1 shows the classification all of the students' score based on the pre-test of experimental class. The total 725 and the mean score is 48,33 and was classified as fair. Most of students have low ability in writing according to the result. In this case, the students have lack in English grammar, mechanic, content vocabulary and organization.

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

No	Initial name	Score					Total	Classification
		Con	org	voc	Lag.use	mec		
1	ABT	20	15	13	20	3	70	Good
2	AA	17	11	9	19	4	60	Good
3	AL	20	16	20	15	4	75	Good
4	AD	17	10	15	15	3	60	Good
5	AN	12	11	11	11	5	50	Fair
6	BKR	14	14	9	8	5	50	Fair
7	DB	20	17	18	20	4	79	Very Good
8	FVS	20	15	20	10	4	70	Good
9	HKY	24	17	20	20	4	80	Very Good
10	MH	20	15	10	11	4	60	Good
11	MAT	20	10	15	11	4	60	Good
12	MNI	21	15	20	10	4	70	Good
13	MRI	20	15	16	20	4	75	Very Good
14	MRMB	20	12	19	18	4	70	Good
15	NM	19	12	18	17	4	70	Good
Total		284	205	233	225	60	1005	Good
Mean score		18,9	13,6	15,5	15	4	66,6	

Based on the table 4.2 above , there were 3 student classified as very good, 10 students classified as good and 2 students classified as fair.

The table above shows that the classification of all the students' score based on the post-test of experimental class. The total score is 1005 and the mean is 66,6 . it showed that in mastering English grammar, mechanic, content, vocabulary, and organization in writing through line as alternative media is improved. In this case, if we compare the result between the pre-test and the post-test. The result showed that, the students' score increase in post-test after the writer gave treatment. The students' score in post-test was higher than pre-test.

Table 4.4. The Rate Percentage of the Students in Post-test

No	Classification	Post-test	
		X2	%
1	Very poor	-	-
2	Poor	1	6,67%
3	Fair	12	80%
4	Good	2	13,33%
5	Very good	-	-
Total		15	100%

Based on the table 4.2 before give a treatment, 12 students classified as fair (80%), and 2 students classified as good (13,33%) and 1 student classified as poor (6,67) Based on the rate percentage of students in pre-test above describe most students of second grade at SMPN 25 Makassar

still low comprehension in describe on line before applying method.

Table 4.4.the rate percentage of the students in post-test

No	Classification	Post-test	
		X2	%
1	Very poor	-	-
2	Poor	-	-
3	Fair	2	13,33
4	Good	10	66,67%
5	Very good	3	20%
Total		15	100%

Based on the table 4.4, after students, got implemantion of learning on line , there are 10 students classified as good (66,67), 3 students' classified as very good (20%) and 2 students classified as fair (13,33) With the rate percentage above the writer concluded that this method is effective to improve students' ability in writing at class VIII.3 of SMPN 25 Makassar.

- a. The mean score and standard deviation of the pre-test and post-test after classifying the students' achievement in grammar, mechanic, content, vocabulary and organization, the mean score and standard deviation of students in pre-test and post-test are present in following table.

Table 4.6.the mean score and standard deviation

Test	Mean score	Standard deviation
Pre-test	48.33	1.50
Post-test	66.6	9.68

Table 4.3 above shows that the mean score of students in pretest is 48,33 and the mean score of their post-test increase to be 66,6 The standard deviation of the pre-test is 1,50 , and the standard deviation of the post-test is 9,68. directly the writer know that, the mean score and standard deviation of students in pre-test.

b. test of significance (t-test).

T.test is a test to measure whether or not there is a significant difference between the result of the students' mean scores I the pretest and the posttest. In order to know whether or not the mean difference between pre-test and post-test statically different at level of significance (15 students), t-test statistical analysis or sample was applied. The following table shows the result of calculation.

t-test	t-table	Comperhension	Different
2.725	2.145	t-test>t-table	Significant

B. Discussion

There were five different components of writing quality assessed in this study, namely : grammar, mechanic, content, vocabulary and organization. The five components give support to one and other to make good writing and they assessed were assumed to contribute the quality of writing

In content, student total score for pre-test is 248 with mean score 16,2, but in post-test improved. The total score is 284 with mean score 18,9 it means the students' ability in content is improve after giving treatment by using line.

In organization, students' total score for pre-test is 132 mean score with mean score 8,8, but in post-test improved. The total score 205 with mean is 13,6 it means the students' ability is organization improved after giving treatment by implementation of Line when they conducted post-test

The descriptive statistic analysis in the findings show that, the writing quality of students, the mean score of the students in table 4.1 show that , the students' writing ability based on the pre-test 48 ,33. It concluded that, the students' writing classified as fair. The mean score of student s in post-test is 66,6 can be classified as good

Based on the result of the data, it concluded that after the treatment by the implementation of Line, the result showed the students' score increase in post-test. It means that, by implementing of line can stimulate description of students' writing ability at SMPN 25 Makassar

On the other hand, the result shows that students have significant progress because most of the students' writing increased by using Line. Therefore, by implementing of Line in this study has big influence in students' writing description ability because all of the writing components was improved

Line is an effective method on learning for English teacher in the Electric Learning, especially in teaching writing skill, in the learning concluded by teacher, it was proved by the existence of visible progress after used Line. The use of Line method is easy and can applied in electric Learning because the basic gist of this method is the use of combination of selection of two methods or more and depends on the teacher, a method that is interested in how to apply it in learning

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The chapter presents the conclusions and suggestion based on the findings and discussion

A. Conclusions

The following conclusions were drawn from the find and the discussing from the result show that there was a significant improvement of the students' descriptive writing ability of the first and component of writing developed the most was language use. It is concluded the second year student of SMPN 25 Makassar had improvement in writing if the student were treated using line so that the use of line in teaching descriptive text writing ability was important.

B Suggestion

Considering the conclusion above the researcher gives some suggestion as follows

1. It is suggested for English teacher to use line as teaching media to teach or train student especially in writing. Because the use of line is very interesting for the student for the students which has been proven in this research
2. The use of line should be used outside the classroom because sometimes the student uses their line to chat their friend and it might disturb teaching and learning process

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APPENDICES



Appendix 1 : Lesson plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMPN 25 Makassar
Mata Pelajaran	: Bahasa Inggris
Kelas / Program	: VIII.3
Semester	: 1
Materi	: Describing About a Tourism Place.
Jumlah Pertemuan	: 1 pertemuan (1 x 60)

Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
2.3	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	<ul style="list-style-type: none"> • Menunjukkan perilaku tidak menjiplak pada kegiatan menulis teks descriptive • Selalu tepat waktu dalam menyelesaikan tugas • Bersedia merespon pokok-pokok persoalan yang dipaparkan dalam teks descriptive • Mau mengajukan pertanyaan-pertanyaan kritis terhadap masalah-masalah yang dikemukakan dalam teks descriptive • Senantiasa menggunakan kata-kata yang tidak menyinggung perasaan orang lain

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> • Mengidentifikasi generic structure dan language feature dari teks descriptive • Mengidentifikasi perbedaan teks descriptive dengan procedure dilihat dari generic structure dan language feature-nya
4.8	Menangkap makna dalam teks deskriptif lisan dan tulis sederhana	<ul style="list-style-type: none"> • Menentukan topik dan main idea dari teks descriptive • Menentukan tokoh yang akan dideskripsikan sesuai dengan generic structure dan language feature teks descriptive • Menulis orientasi teks anekdot yang berisi pengenalan terhadap pelaku dan peristiwa • Menulis krisis teks anekdot yang memuat tahapan peristiwa • Menulis reaksi teks anekdot yang memuat unsur lucu/mengesankan dan merupakan inti sindiran/kritik • Menulis koda teks anekdot yang berisi penutup, yang merupakan penegasan terhadap hal yang dikritik/disindir
4.9	Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.9.1 Membuat draft penulisan teks descriptive tentang teman sekelas

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
-----	------------------	---------------------------------

4.10	Menyusun teks deskriptif lisan dan tulis yang sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan,	4.10.1 Menulis pengenalan subjek yang berisi pengenalan tentang orang, seseorang yang akan dideskripsikan
	4.10.2 Menulis ciri-ciri subjek yang struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	Menulis ciri-ciri subjek yang berisi tampilan fisik, kualitas, perilaku seseorang yang akan dideskripsikan

Tujuan Pembelajaran

1. Selama proses pembelajaran, peserta didik terbiasa menggunakan bahasa Inggris dalam menyampaikan pendapat, bertanya, maupun menjawab pertanyaan
2. Dalam mengekspresikan ide secara lisan atau tulis, peserta didik lebih memilih kata, istilah, atau ungkapan bahasa Inggris
3. Peserta didik menunjukkan perilaku tidak menjiplak pada kegiatan menulis teks
4. Peserta didik selalu tepat waktu dalam menyelesaikan tugas.
5. Peserta didik bersedia merespon pokok-pokok persoalan yang dipaparkan dalam teks descriptive
6. Peserta didik mau mengajukan pertanyaan-pertanyaan kritis terhadap masalah-masalah yang dikemukakan dalam teks descriptive
7. Peserta didik senantiasa menggunakan kata-kata yang tidak menyinggung perasaan orang lain.
8. Setelah membaca teks anekdot dan teks humor, peserta didik dapat mengidentifikasi persamaan teks anekdot dengan teks humor dilihat dari struktur isi dan ciri bahasanya.
9. Setelah membaca teks descriptive, peserta didik dapat mengidentifikasi perbedaan teks descriptive dan procedure dilihat dari struktur isi dan ciri bahasanya.
10. Setelah membaca teks descriptive, peserta didik dapat menentukan dan main idea.
11. Berdasarkan tokoh yang telah dipilih, peserta didik dapat menulis teks descriptive sesuai dengan struktur isi dan ciri bahasa

1. Materi Pembelajaran

Descriptive Text

a. Definition and function of Descriptive text.

Descriptive text adalah, “..... 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.” Or **Is a text which used to describe something, someone, or place.** [teks yang menjelaskan gambaran seseorang atau benda.

b. Function : *used to describe something, someone, or place.*

Tujuannya adalah menggambarkan atau mengungkapkan orang, tempat atau benda tertentu] Jadi, bisa dikatakan bahwa *descriptive text* ini adalah teks yang menjelaskan tentang seperti apakah orang atau suatu benda dideskripsikan, baik bentuknya, sifat-sifatnya, jumlahnya dan lain-lain. Tujuan (purpose) dari descriptive text pun jelas, yaitu untuk menjelaskan, menggambarkan atau mengungkapkan seseorang atau suatu benda.

c. Generic Structure dalam Descriptive Text

Descriptive text has two main parts :

Identification

This part identifies particular things to be described. What is the text about?

berisi tentang identifikasi hal / seorang yang akan dideskripsikan.

Description

This part describes the parts and characteristics.

Berisi tentang penjelasan / penggambaran tentang hal / seseorang dengan menyebutkan beberapa sifatnya.

Ketika kita menulis descriptive text, hal yang wajib kita ketahui adalah cara kita menyampaikan deskripsi tulisan kita tersebut. Oleh karena itu pemahaman tentang adjective (kata sifat bahasa Inggris) wajib kita kuasai.

Example of Descriptive Text

Describing About a Tourism Place

Examples :

1. Kuta Beach

Kuta beach is one of the most famous and beautiful beach in the world. It is a beach that has white sand beaches curve was crescent-shaped ramps. It is located in Bali, precisely in the south of Denpasar the capital city of Bali. The beach is famous because the beautiful sunset. So many people would come here to enjoy the beautiful sunset.

Kuta beach is the best holiday destination in Bali. Because, we can do anything that make us fun and happy. The beach is very beautiful with big enough wave. It is suitable for surfing and swimming.

The sun in the Kuta beach is typical of tropical sun. So it is suitable for sunbathing. Many tourists would like to have sunbathing here. From the edge of the beach, we can see the sunset. The sunset is very beautiful because we can see directly from the beach.

Kuta beach has white sand. It is really smooth. In the morning, we can walk through the smooth white sand while seeing the beautiful sight around the beach.

Most of the tourists that visit Kuta beach are foreign. They come from all over the world. They would have a nice and beautiful holiday in Bali.

Metode

- Pendekatan : Saintifik
- Metode : Curah pendapat, diskusi, dan penugasan

Media Pembelajaran

- Cartoon strip
- Contoh teks descriptive

Sumber Belajar

Bahasa Inggris, Intan Pariwara

<http://smansapatimenulis.wordpress.com/2013/03/04/descriptive-text/>

<http://www.youtube.com/watch?v=vZXn0TbJrlw>

<http://www.youtube.com/watch?v=irI7FghaJa4>

Langkah-Langkah Pembelajaran

- **Pertemuan Pertama**

Pendahuluan:

1. Guru mengucapkan salam
2. Guru meminta salah satu siswa untuk memimpin doa bersama
3. Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
4. Menyampaikan garis besar cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik.

Kegiatan Inti:

Mengamati

1. Siswa memperhatikan beberapa contoh teks tentang penggambaran seseorang.
2. Siswa menirukan contoh secara terbimbing.
3. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu
4. dari teks.

Mempertanyakan (questioning)

1. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia
2. Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif

Mengeksplorasi

1. Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat.
2. Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar.
3. Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan
4. kebahasaan
5. Berkelompok, siswa menggambarkan salah satu teman di kelasnya

Mengasosiasi

1. Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang.
2. Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

Mengkomunikasikan

1. Berkelompok, siswa menyusun teks deskripsi tentang orang sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya
2. Siswa menyunting deskripsi yang dibuat teman.
3. Siswa menyampaikan deskripsinya didepan guru dan teman dan mempublikasikannya di mading.
4. Siswa membuat kliping deskripsi tentang orang

Penutup

1. Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran,
2. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram,
3. Menyampaikan rencana pembelajaran melalui akun line.

Appendix 2 : Instrument**INSTRUMENT****1. Pre-Test (Diagnostic Test)**

Descriptive paragraph

Write a composition with at least 100 words based on the given topic below
Describe one of the people you like/inspired you the most

Post-Test

Write a composition with at least 100 words based on the given topic below
Describe one of teachers during your school

Appendix 3 : the students, pre-test, post-test, gain and the square of the gain

No	Initial name	Pre-test (X1)	Post-test (X2)	$(X1)^2$	$(X2)^2$
1	ABT	51	70	2601	4900
2	AA	50	60	2500	3600
3	AL	41	75	1681	5625
4	AD	35	60	1225	3600
5	AN	48	50	2304	2500
6	BKR	42	50	1764	2500
7	DB	49	79	2401	6241
8	FVS	47	70	2209	4900
9	HKY	58	85	2900	7225
10	MH	50	60	2500	3600
11	MAT	58	60	3364	3600
12	MNI	45	70	2025	4900
13	MRI	50	75	2500	5625
14	MRMB	51	70	2601	4900
15	NM	50	70	2500	4900
	Total	$\sum X1 = 725$	$\sum X2 = 1005$	$\sum X1^2 = 35075$	$\sum X2^2 = 68616$

No	Initial name	Pre-test(X1)	Post-test (X2)	Gain (D)	D ²
1	ABT	51	70	19	361
2	AA	50	60	10	100
3	AL	41	75	34	1156
4	AD	35	60	25	625
5	AN	48	50	2	4
6	BKR	42	50	8	64
7	DB	49	79	30	900
8	FVS	47	70	23	529
9	HKY	58	85	27	729
10	MH	50	60	10	100
11	MAT	58	60	2	4
12	MNI	45	70	29	841
13	MRI	50	75	25	625
14	MRMB	51	70	19	361
15	NM	50	70	20	400
Total		725	1005	283	6799

BOSOWA



Appendix 4 : mean score of the students in pre-test and post-test.

a. Mean Score of the students' pre-test

$$\sum X_1 = 684$$

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{684}{15}$$

$$\bar{X} = 45,6$$

b. Mean score of the students post-test

$$\sum X_1 = 789$$

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{789}{15}$$

$$\bar{X} = 52,6$$

Appendix 5 : Standard Deviation of the Students in Pre-test and Post-test

a. Pre-test

$$\begin{aligned}
 \text{SD} &= \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}} \\
 &= \sqrt{\frac{35075 - \frac{(725)^2}{15}}{15-1}} \\
 &= \sqrt{\frac{35075 - \frac{525625}{15}}{14}} \\
 &= \sqrt{\frac{35075 - 35041}{14}} \\
 &= \frac{\sqrt{34}}{14} \\
 &= \sqrt{2.26} \\
 &= \mathbf{1.50}
 \end{aligned}$$

b. Post-test

$$\begin{aligned}
 \text{SD} &= \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}} \\
 &= \sqrt{\frac{68616 - \frac{(1005)^2}{15}}{14}} \\
 &= \sqrt{\frac{68647 - \frac{1010025}{15}}{14}} \\
 &= \sqrt{\frac{68647 - 67335}{14}} \\
 &= \frac{\sqrt{1312}}{14} \\
 &= \sqrt{93.71} \\
 &= \mathbf{9.68}
 \end{aligned}$$

Appendix 6: T-test Analysis

$$t = \frac{D}{\frac{\sqrt{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}}{N(N-1)}}$$

with $t = \text{test of significant}$

\bar{D} = the mean score

ΣD = the sum of total score of different

D = the square of the sum score of different

N = The total number of students

$$D = \frac{\Sigma D}{N} = \frac{283}{15} = 18,8$$

$$t = \frac{18,8}{6799 \sqrt{\frac{(283)^2 \times 2}{15(15-1)}}}$$

$$t = \frac{18,8}{\sqrt{\frac{6799 \times 800,089}{15(14)}}}$$

$$t = \frac{18,8}{\sqrt{\frac{6799 - 5339}{210}}}$$

$$t = \frac{18,8}{\frac{\sqrt{1460}}{210}}$$

$$t = \frac{18,8}{6,9}$$

$$t = 2,724$$

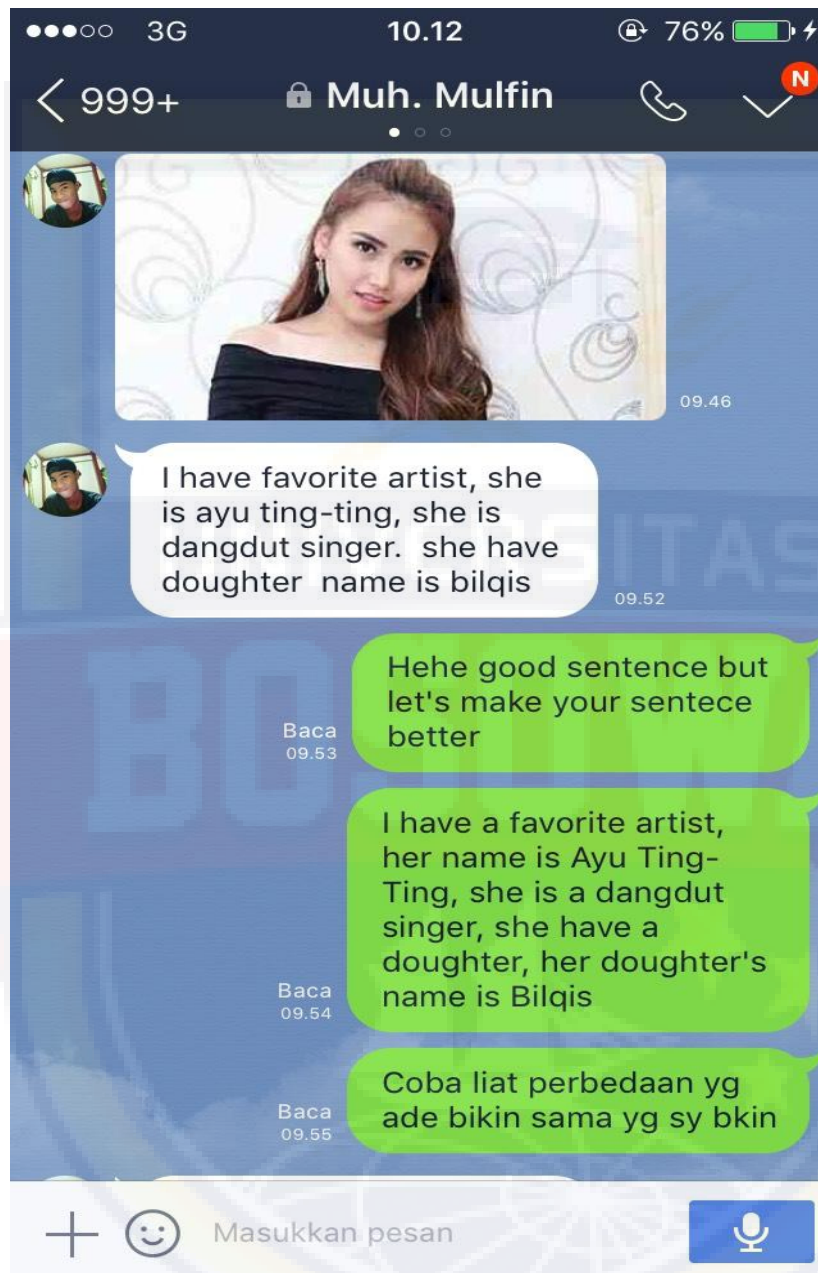
Appendix 7 : pictures of the Researcher

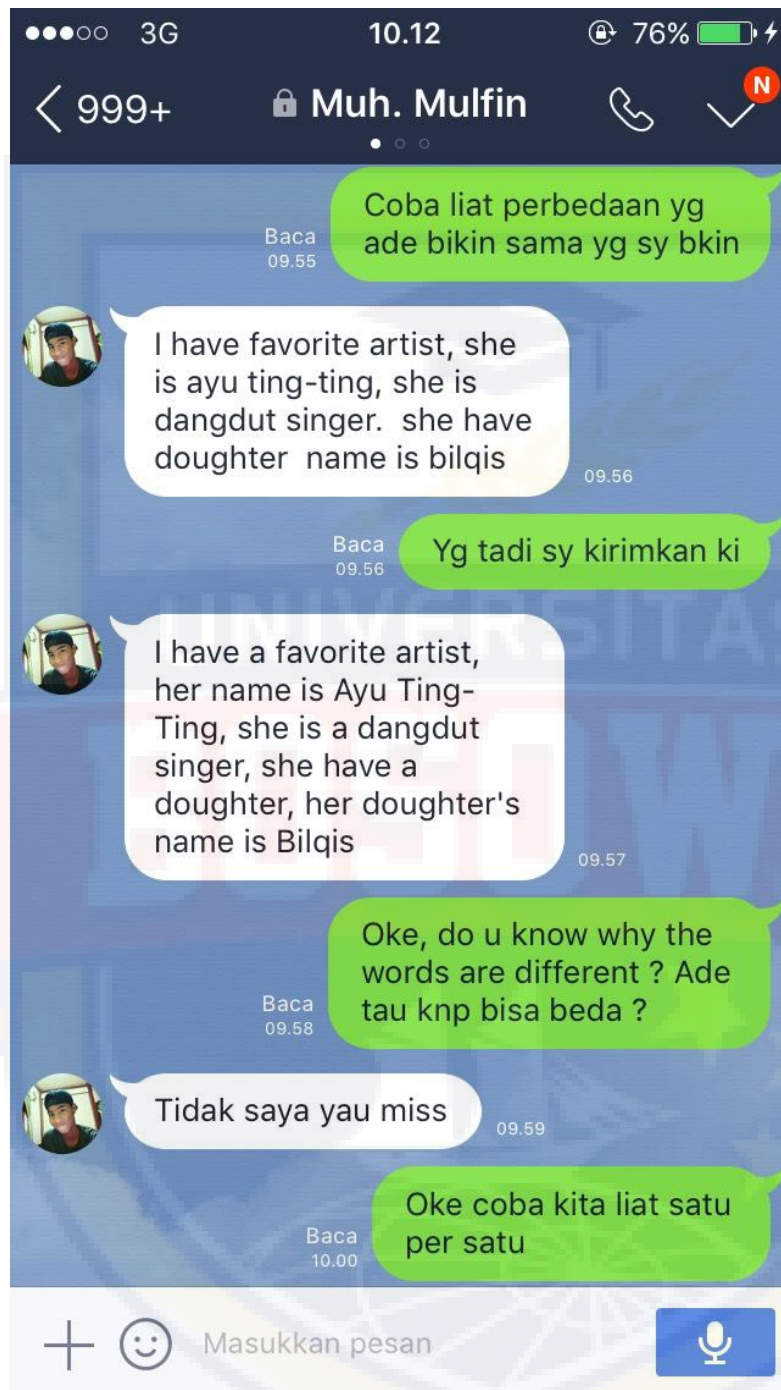
The researcher was explaining about descriptive text

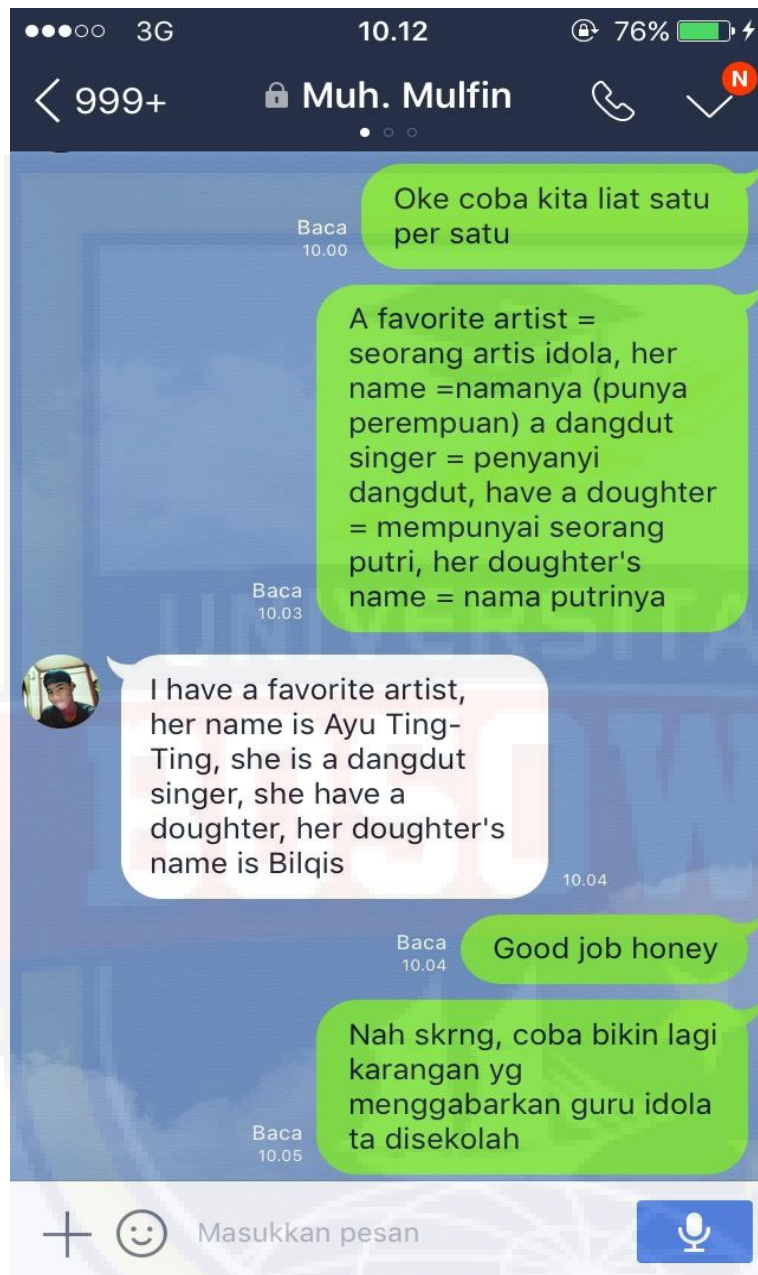


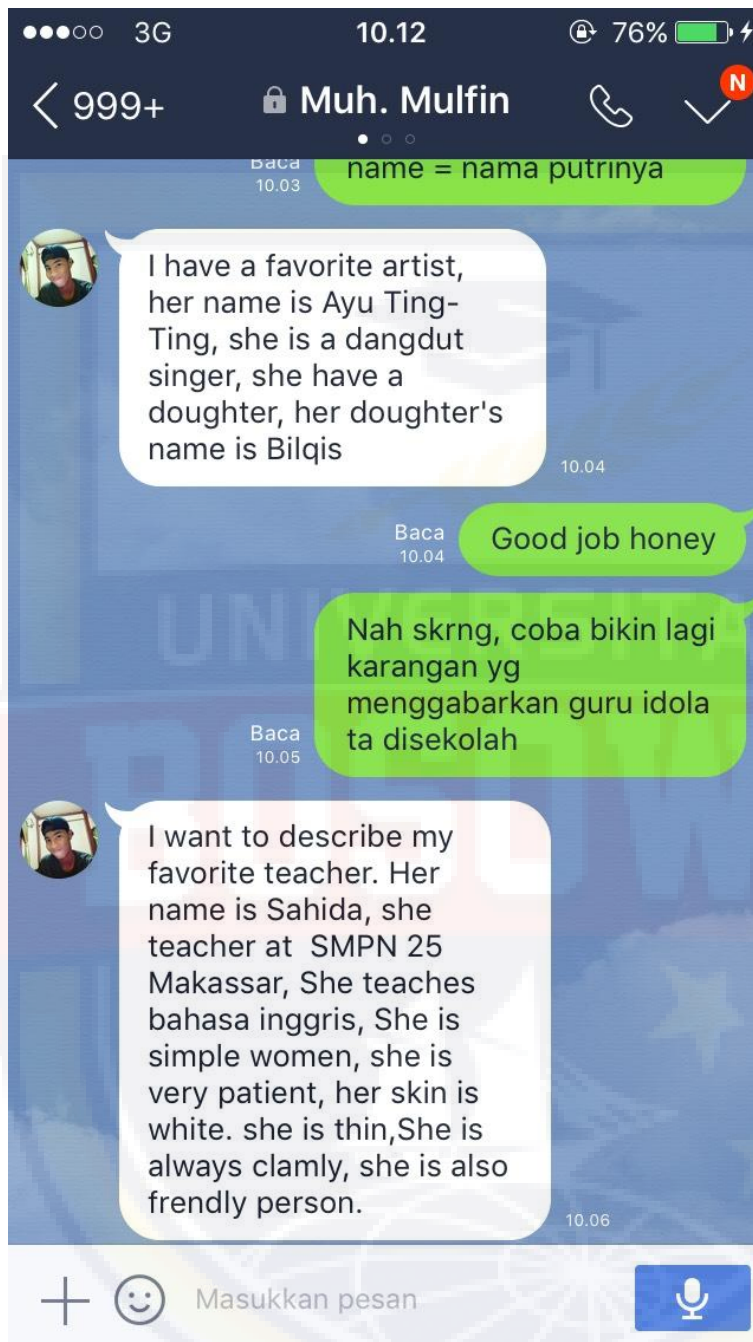
The Researcher was inviting students' LINE account



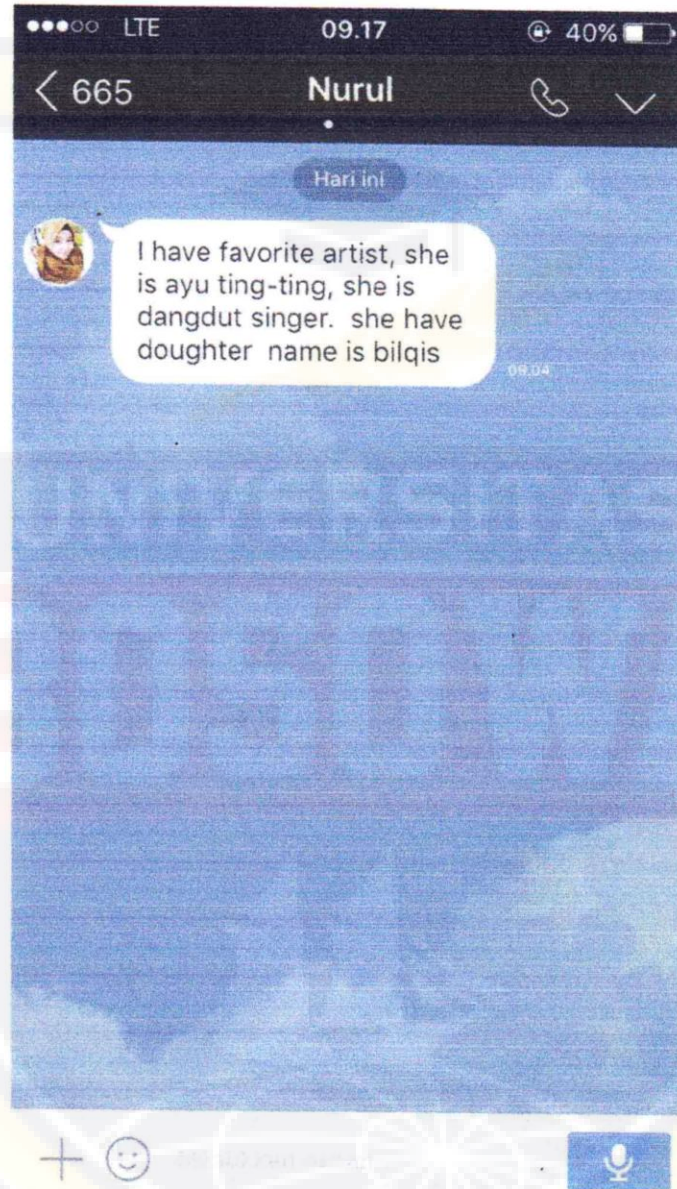
Appendix 8 : The Students' Activity on Line







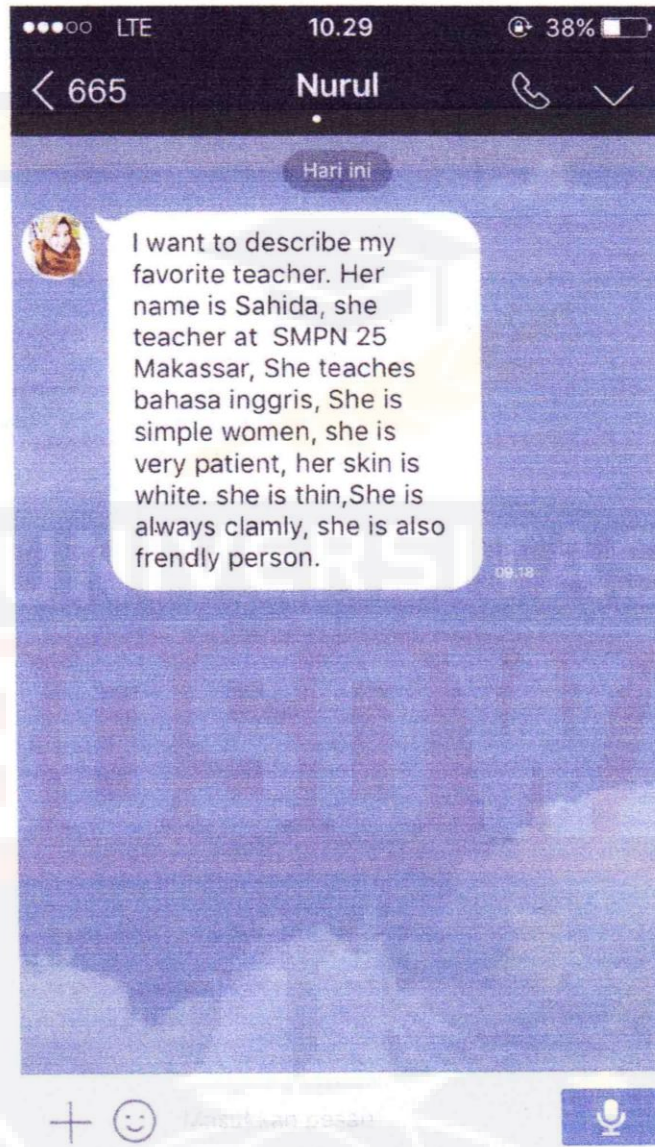
Pre-test



CON : 17
ORG : 11
VOC : 14
L. use : 5
MEC : 3

50

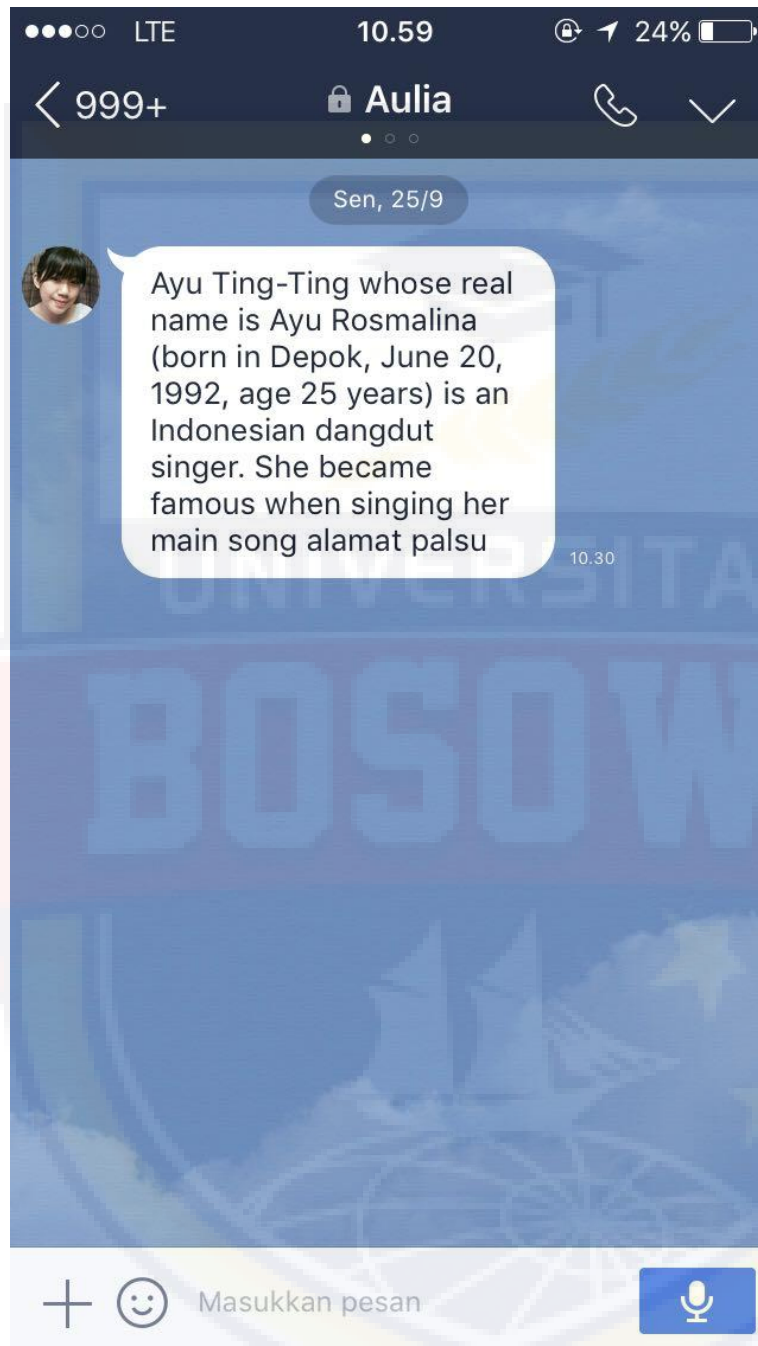
Post-test



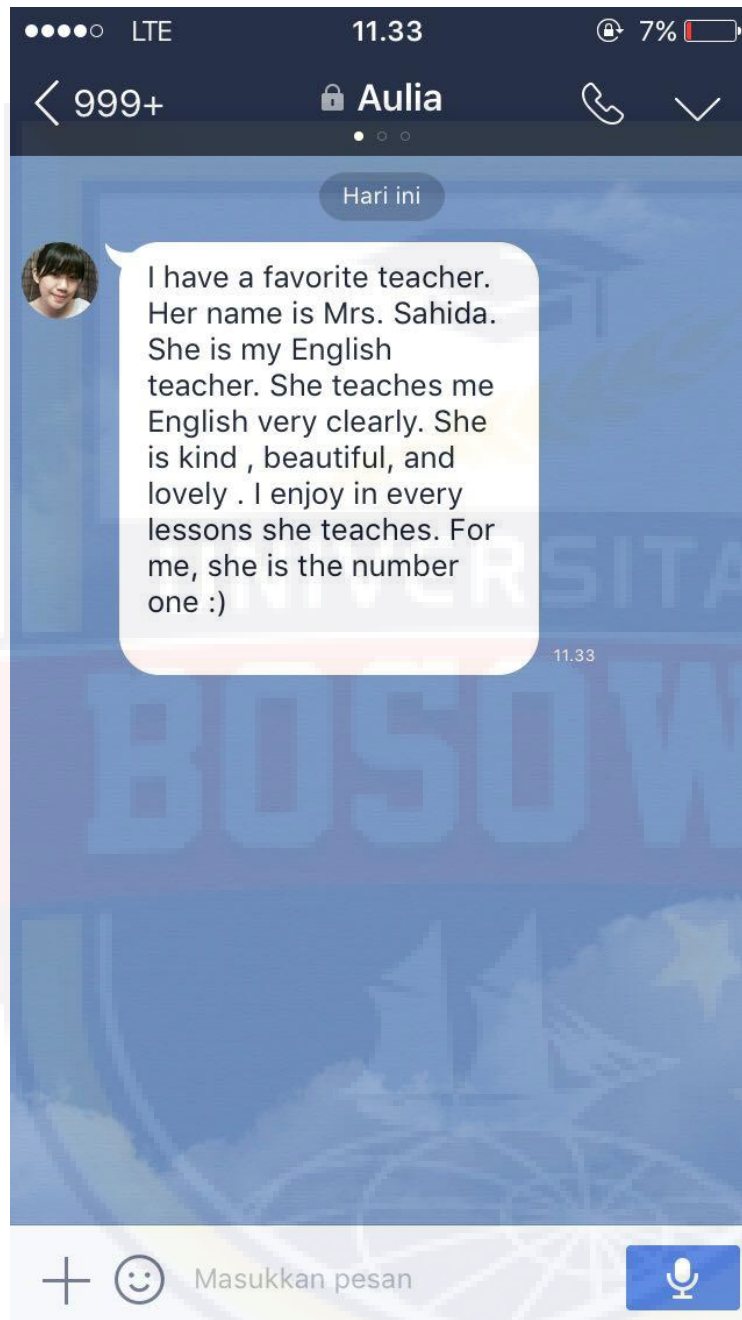
Con : 19
Org : 12
VOC : 18
L. use : 17
mec : 4

70

Pre Test



Poss Test





PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN

SMP NEGERI 25 MAKASSAR (UNGGULAN)

NSS : 2011196011178, NPSN : 40311916, AKREDITASI "A"

Alamat : Kompleks BTN Dwi Darma Km.15 Sudiang Raya Tlp.515363 Makassar



KETERANGAN PENELITIAN

Nomor : 421.3/426/SMP.25/VIII/2017

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Pertama Negeri 25 Makassar menerangkan bahwa :

Nama : **Resky Markus**
 NIM : 4513101078
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)
 Universitas Bosowa

Benar yang bersangkutan telah melaksanakan penelitian di SMP Negeri 25 Makassar

Dalam rangka penyusunan Skripsi dengan judul penelitian :

"LINE AS AN ALTERNATIVE MEDIA TO IMPROVE THE WRITING ABILITY OF THE SECOND GRADE OF SMP NEGERI 25 MAKASSAR"

Demikian untuk dipergunakan sebagaimana mestinya.



Makassar, 1 Agustus 2017

Kepala Sekolah,

H. NURHADI TAIYA

Pangkat : Pembina Tk.I

NIP. 19661231 198903 1 126

BIOGRAPHY



Resky Markus was born in Mamuju, 12 September 1995.

She is the Second daughter of Six children from Markus Luther and Rima Melati Tamandalan.

In 2001, she entered to elementary school at SD Inpres Binanga III and finished in 2007. Then, she continued her study in SMPN 2 Mamuju and finished in 2010. In 2010 she continued her study in SMA Negeri 1 Mamuju and finished in 2013. In the same year 2013, she continued her study in English Education Department Faculty of Teacher Training and Education at Bosowa University Makassar and finished in 2017.