

**IMPROVING STUDENTS' WRITING SKILL THROUGH PERSONAL
PHOTOGRAPH AT THE SECOND GRADE
OF SMP NEGERI 35 MAKASSAR**

SKRIPSI



BY

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**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS BOSOWA MAKASSAR
2019**

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**Submitted of the faculty of Teacher Training and Education in Partial of
the requirement for sarjana Degree.**

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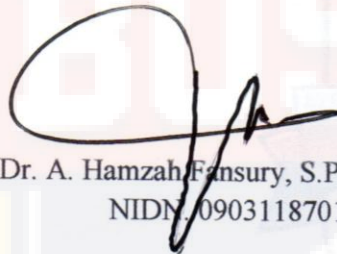
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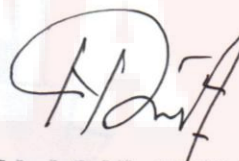
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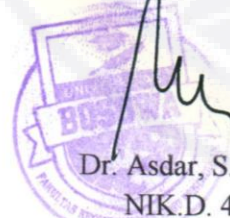
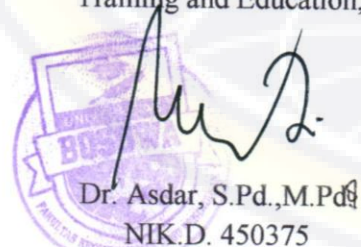
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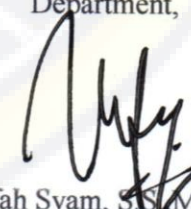
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Yang membuat pernyataan



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ABSTRACT

Abdul Rahim Bin Mustapa, 2019. *Improving Students' Writing Skill through Personal Photograph at Second Grade of SMP Negeri 35 Makassar (Guidance by Andi Hamzah Fansury and Hj. Nurfaizah Sahib).*

The objective of the research was to find out wheter using personal photograph method was able to improve students' writing skill at second grade of SMP Negeri Makassar.

This Research was used experiment method and research subjects are students of SMP Negeri 35 Makassar Class VII (1). This Research takes students of class VIII (1) totaling 30 Students. In this research was conducted pre-test, treatment, and post-test.

Data obtained through the provision of pre-test and post-test. the result showed differences in the average value of the each test. The average value of students in pre-test 65.56 and post-test was 93.30. This shows that the personal photograph method the positive effect on students' writing skills class VIII (1) SMP Negeri 35 Makassar.

Key words : Personal Photograph, Writing, Effect.

ABSTRAK

ABDUL RAHIM BIN MUSTAPA, 2019. *Improving Students' writing skill through personal photograph at second grade of SMP Negeri 35 Makassar (Dibimbing oleh Andi Hamzah Fansury and Hj. Nurfaizah Sahib).*

Penelitian ini bertujuan untuk meningkatkan kemampuan menulis siswa dan sekaligus mengukur kemampuan menulis siswa dalam menggunakan metode umum dan metode dalam penelitian ini yakni menggunakan Personal Photograph.

Metode penelitian ini menggunakan metode eksperimen dan subjek penelitian ini adalah siswa dari SMP Negeri 35 Makassar kelas 8 (1). Dalam penelitian ini mengambil siswa Kelas 8 (1) yang berjumlah 30 siswa/siswi. Dalam penelitian ini dilakukan pre-test, treatment, dan post-test.

Data diperoleh melalui pemberian pre-test dan post-test. Hasil penelitian menunjukkan perbedaan nilai rata-rata dalam tiap tes. Nilai rata-rata siswa pada pre-test 65.56 dan post-test adalah 93.30. hal ini menunjukkan bahwa metode personal photograph berpengaruh positif terhadap kemampuan menulis siswa kelas VIII (1) SMP Negeri 35 Makassar.

Kata kunci : Personal Photograph, Menulis, Pengaruh.

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Finally, the writer realizes that what he presents of this skripsi is still far from the perfection. Therefore, suggestion will surely be appreciated. Finally, the writer prays My Allah SWT bless them All, Amin.

Makassar, September 2nd 2019

The Writer,



BOSOWA

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CHAPTER I

INTRODUCTION

A. Background of the Study.

English is an international language. It is used all over the world. For that reason, it is important for people to master English orally and in writing, in order to be able to communicate and socialize with the world community.

English is the first foreign language taught at every school in Indonesia. The Indonesian government chooses English as the first foreign language to be taught in schools and as a major subject for the students from elementary school to university students, they realize how important English in their life, so they intend to master it, in such a way that they can use that language to communicate with other people in the world. Students must master four language skills, listening, speaking, reading and writing. Based on the concept and function, English has the purpose to develop those four skills and also the language components: vocabulary, structure and pronunciation (in speech) or spelling (in writing) which supports students mastering well. In mastering English, students find problems dealing with language skills and language components as mentioned above. Most students in Indonesia consider English as a difficult subject which makes them frustrated. Many of them failed to graduate from SMP / SMA only because of their mark of English of national final examination doesn't fulfill the requirement in at the passing grade score. That is why the Indonesian government makes efforts to find the solution of those problems. For example they change the curriculum and introducing new approaches of teaching to

English teacher. They also have to consider some factors such as quality of the teacher, student interest, motivation, teaching techniques that play important roles to achieve the objective at school learning.

The writer is focusing her research on writing because writing is one of the four language skills that play a very important role in second language learning. Writing skill is more complex and difficult to teach, requiring the mastery not only the grammatical and theoretically devices but also the conceptual and judgment.

One of the visual aids that can be used in learning writing is personal photograph. The study is aimed at improving the writing ability of the Second Grade students of SMP Negeri 35 Makassar by using photographs, especially in writing skill. The strategy is selected since it can guide the students to generate idea into a meaningful composition. Photographs usually capture past events and photographs surely can help students remember details about people, places and events. In short, they can be powerful sources of text. Besides, a photograph is worth a thousand words because one picture can tell the students something even has sequences to study behind it.

Based on the usefulness of the photographs, the writer chooses photographs as media or technique to improve writing skill. It means that there is a significant relationship between writing text and using photograph, because writing text is one of the story genres. The purpose is to reconstruct past experiences by retelling events and incidents in the order in which they have occurred.

Based on the statements above it can be assumed that the use of photographs to teach writing skill to the students of the Second Grade of SMP Negeri 35 Makassar in the academic year 2018/2019 is effective.

B. Based on Problem Statement.

Based on the background of the research above, the problem statement which rises is. “can personal photograph Improving the students writing skill ?

C. Objective of the Research

The objective of research is to find out of the improving students’ writing Skill through personal photograph.

D. Significant of the Research

After having done of the research ,the writer demands the significant of the research to be useful for:

1. The students

The result of the research may help the student to get a strong foundation, which will be an advantage in their later studies .Improving students’ writing skill is very important for developing their confidence and improving their ability in English especially in writing skill.

2. The English teacher

The result of the research is expected to improve the English teacher’s teaching methods especially in using various methods in teaching writing skill such as using personal photograph

3. The Readers

The result of the research is to inform the readers about the students' implemented personal photograph method in writing skill material especially in Second Grade of SMP Negeri 35 Makassar, in the academic year 2018/2019

4. The Writer

The result of this research is Very important for the writer because it is expected to answer a question about the students' Ability in writing skill by using personal photograph especially in Second Grade of SMP Negeri 35 Makassar , in the academic year 2018/2019.

E. Scope of the Research

This research is focusing on the ability in writing skill of the Second Grade of students of SMP Negeri 35 Makassar in this research, the writer take some students of eleventh year student as respondent of the research. The experiment method is to know the ability in writing Skill of the Eight years students.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of Previous Related Studies, Some Pertinent Ideas, Theoretical Framework.

A. Previous Related Studies.

Ahola (2004) stated in her research entitled "*Using Personal Photographs to Spark Narrative Writing*". It can be concluded that this activity can be a good start to any new class. It allows the students to reflect on some personal event in their lives. They also learn about narrative and descriptive writing. Finally, since the students have so much background information about their photograph, they usually are able to write without any problems. Recently, one of my students wrote to me about this paper: The photograph paper was the easiest for me, because it came from a personal experience and so my writing came from my heart.

Aini (2006) stated in her research entitled "*Using Picture Media to Improve the Students' Writing Ability*", explains that the data is analyzed using the five components of writing, namely; content, organization, vocabulary, language use, and mechanics, furthermore those are calculated using independent t-test. The result of calculation of students' score from the posttest indicates that there is a significant difference improvement of writing ability between the students' who are thought by free topic writing and those are not. It is said that the alternative hypothesis (H_a) is accepted, which t-test value is 2.000 for the level of

significance 0.05, degree of freedom 60. Based on the writing of data analysis, the writer then concludes that using picture media increases the writing ability of the students.

Hidayati, Apriliawati, and Wardah (2015) stated in their research entitled "*The Use of Personal Photograph in Teaching Descriptive Text Writing to MTsN Jongkong*". It can be concluded that, first the use of personal photograph as media contributes a change of seventh grade students' score in descriptive text skill. Personal photograph could help the students to develop ideas, organized their sentence into good order, improve their vocabulary and accuracy in grammar use. Thus, it makes their writing better. This fact could be seen through the mean score of the students' post-test result that is 56.52, which was higher than the result of students' pre-test that is 33.91. The classification of students' writing changed from poor to average. Second, the interval score of students' pre-test and post-test is 22.61. It means students' achievement have been effective. Third, The significant different of this achievement could be also proven by t-test that is 3.29 was higher than t-table that is 2.074. The last, the effect size of the treatment is 0.658 (ES between 0.51- 1.00). This is score categorized as moderate effect; it means that this media is good for seventh grade students in MTsN Jongkong.

Ratminingsih (2015) stated in her research entitled "*The Use of Personal Photographs in Writing in Project- Based Language Learning*". It can be concluded that personal photographs could help the students to develop ideas, organize their sentences into good order, improve their vocabulary, accuracy in grammar use, and convection. Thus, it made their writing better. Besides, working

cooperatively in completing the project, it also gave them opportunities to share and solve their problems in writing by interacting and discussing. Thus, English teachers are recommended to use PBL strategy and personal photographs as another alternative to improve students' ability to write.

The previous findings above showed that there were many researchers could help the students to improve their writing skill. There is difference that related to the previous researches with this research. The subject and place in this research are different from the previous researches where this research was conducted at the *Second Grade* of SMPN 35 Makassar.

B. Some Pertinent Ideas.

1. The term of writing.

Writing is a kind of effort to transfer an oral language into written forms. The mastery of this language skills are tools in expressing ideas, mind and or sense in written form (Heaton, 2004 : 57). As one of the four skills that have to be mastered, writing skills seems to be the most complex one. In writing activity, there are many aspects would be integrated. As Jupp (1982) in Suharniati thesis says "writing skill is the most difficult skill to be mastered in a second language". It means they have to master the language component such as spelling, grammar, vocabulary and the content itself in order to be understandable and meaningful for the reader. The complexity of the skills makes it difficult to be applied. On the other hand, the skills are very important to master the writing skill.

The difficulty of writing skill is caused by the students are not given any special preparation for the skill required in writing. In fact, they often make so

many mistakes and errors in their writing. It is important to develop students' writing starting from the very early age in order to accustom them in producing their own writing. As Langan (2008 : 57) in Ely Hartanti thesis says, "writing is a skill like driving, typing or even preparing a good meal. It can be learned with practice because it is not an automatic process to master this skill.

In order to make the students interested and want to start writing, consequently an English teachers should give guidance and support to the students. One of ways that can be used by teacher to support their ideas is using media or tools, such as graphic, photograph, picture, and so on.

2. The Purpose of Writing

Writing is an important activity for people to express their ideas, feelings, thoughts, experiences, and wishes. Halliday (2008 : 60) in Christian Matthiesen suggests that writing has involved in societies as a result of cultural changes creating communicative needs which can't be readily met by spoken language. He states that in the modern world, written language serves a range of function in everyday life including the following:

1. Primarily for action.
2. Primarily for information.
3. Primarily for entertainment.

Writing is also a means of communication in which the people express the feelings, ideas, thoughts, in written form. As Ur (1986 : 79) describes that the purpose of writing in principal writing is the expressing of ideas, the conveying of a message to the reader, so the ideas themselves should arguably be seen as the

most important of the writing skill.

Furthermore, She adds that writing has a special purpose. A novel, for instance, may start with a flashback instead of an epilogue. The purpose is to make readers think about the content of the novel from the end of the story. One thing is clear that every story has a beginning, conflict and ending. In the same way, when writing about something, we always think about the structure although we may break the pattern. It is true that writing must base on the purpose. Basically, it is done to give information, to express personal views, to persuade readers and to prove what people believe in their lives. A researcher can choose the purpose and he will determine the kind of writing or composition to achieve the purpose.

3. Meaning of Writing Skill.

A language is used for many kinds of purposes. Thus, it has many functions as well. Furthermore, there are two macro skills of a language; they are receptive and productive skills. Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language.

Students learn and acquire language through both written and spoken ways so that they can improve their communicative competence. In the process of communication, ideally students know the rules on how to communicate to others, how to get information, and how to communicate about the language itself. When the students understand the knowledge of the

language, it means that they have a language competence. In line with this, Brown (2000 : 31) states the definition of a language competence as “one’s underlying knowledge of system of a language its rules of grammar, its vocabulary, and all the pieces of language and how those pieces fit together”. Furthermore, Bachman (1990: 87) divides the language competence into two parts: organization competence and pragmatic competence. Organization competence is ability to comprehend and form correct sentences, understand meaning of sentences and pour these sentences into a text. Based on this statement, it can be concluded that writing is one part of the competencies.

The definitions of writing are variously stated by some experts. According to Rivers (2003:117), writing is conveying information or expression of original ideas in a consecutive way in the new language. Brown, (2007 : 336) also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, Elbow (1973) in Brown (2007 : 336) also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

Another definition of writing skill is also defined by Urquhart and

McIver and also Harmer. Urquhart and McIver (2005: 5-6) state that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer's intention and meets the readers' needs. It means that writing is a complex process and it seems reasonable to expect, then, that the teaching of writing is complex as well. Moreover, Harmer (2004 : 111) states that writing encourages students to focus on accurate language use. It is because students consider the language use when the students engage in their writing process. This activity will provoke language development because the students resolve problems what writing puts in students' minds.

Based on the definitions above, a definition of writing skill can be obtained. Writing is a productive process done through some stages. Firstly, exploring and transmitting ideas, thought and feeling into written form. Secondly, conducting a number of revising process to carry out a grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing.

Furthermore, based on those definitions, it can be stated that writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. To improve students' writing skill, the teaching and learning process of writing needs to be done well with

developed input and effective activities. As a result, teachers need to consider the teaching of writing skill well based on their student's needs, ability and capacity.

4. Teaching Writing Techniques

In teaching writing, a teacher can use many techniques. The techniques are used to support students in writing process. The technique is also required to give input to students, so that their achievement in writing would develop as well as other skills. Each technique, of course has its own strengths and weaknesses.

According to the educational program of the Instrastional Program Outline (GBPP: 2000), there seven skills of writing that should be taught by teacher for teaching writing process. They are:

1. Arranging sentences (approximately ten sentences).
2. Completing simple and brief conversation written.
3. Writing short paragraph of narration or description about the simple topics.
4. Giving answer responding written for the comprehension questions.
5. Writing personal message
6. Writing simple letter.
7. Responding simple letter.

For beginning writers, they are not to force to write a quality of the text but they are able to encourage them writing as much as possible. They should not be worried about the correctness of the text that they have written, but how to express their ideas, feeling and thought in written form.

5. Writing Process

Writing is important skill in language learning. Writing can be divided into five different patterns of purpose, namely: description, narration, exposition, translation and research paper. However, descriptive writing is chosen here because it is appropriate with the media used in this research that is their own photograph. Through the personal photograph, it is hoped able to encourage them writing a descriptive text because they will be easier to express their personal experience through the photographs in descriptive form.

In teaching learning process, students will face many problems. The teacher should guide them “step by step”. There are three phases of teaching writing according Walter and Julie (1980) in Suharniati thesis, they are: 1) pre-writing; 2) Writing phases; 3) Post writing phase. Below is the explanation of each:

1. Pre-writing ; in this phase teacher should make the students interested and motivate them to write by using media, in this research, researcher specially using their own personal photographs as a media in teaching writing.
2. Writing phase; after they interested, enjoy and understand what to write through the photographs, they will start writing.
3. Writing phase; in this phase the students were asked to read their composition in order to be understandable and meaningful for the readers.

The teachers should teach those phases in teaching and learning process,

because the writing activity is a process for students in expressing their ideas in written form in which it should be understandable and meaningful for the readers.

According to Oshima and Hogue (2006 : 59), there are two kinds of writing namely paragraph and essay. In this research, the writer only explains the paragraph writing, because students asked to write paragraphs.

Furthermore, in writing paragraphs there are three elements that should be focused by students, they are topic sentence, supporting sentence and concluding sentence, which:

- a. Topic sentence
- b. The topic sentence states the main ideas of paragraph that indicates what is described or discussed in the paragraph.
- c. Supporting sentence

The second part of a paragraph is a set of supporting sentences that develop the topic sentence by giving examples, reasons and facts. These sentences should serve to back up, clarify, illustrate, explain or prove the point in the topic sentence.

- d. Concluding sentences

The end part of a paragraph is the conclusion that ends the paragraph by restating or summarizing the ideas in the paragraph.

In addition, in writing paragraphs, the students should know how a paragraphs are organized or developed. According to Kathleen (1984) in Suharniati thesis, there are some guide in

organizing paragraphs in order to make a good and organized a paragraph.

- a. The paragraph should contain only one central idea
- b. The paragraph should have unity
- c. The paragraph should have coherence and continuity
- d. The paragraph should be adequately developed.

As an English teacher, we must teach and give courage for students, so that they will express what is in their mind loosely. One technique can be used by using teaching media that is their personal photographs as a media to motivate students in writing activities.

6. Writing through Personal Photographs

As a complex skill, writing is difficult to teach. It makes some teachers neglect to apply it in their classroom activity. The teachers do not have adequate skills and techniques to apply it. It seems to be a big problem for teacher. In order to solve this problem, teachers should try to employ some techniques in teaching writing. One of the techniques is by using students' personal photographs in which contain their experiences or memorable events in the past.

Personal photograph is one of media that can be used by English teacher to improve students' writing quantity especially in descriptive texts. It is used as a media to exercise their ability in writing. Using picture especially in this case a photograph, the students expected would be challenged to give comments, ideas, arguments and description or short story. It can be said that personal photographs are valuable teaching aids in motivating students to start writing. By writing their

own experience through their own photographs, the students will usually be active and prepare their vocabulary spontaneously in their minds and it will be expressed when they start to write. As Raines (1983 : 57) says that “the teacher can find a valuable resource in picture such as; drawings, photographs, posters, cartoons, magazine advertisement, diagrams, graphs, and etc”.

Furthermore, Adams (1990: 11) adds that all ESL writing, teacher can find a valuable resources in pictures, drawings, photographs, and posters, etc. Personal photographs provides a shared experiences for students. Employing pictures in teaching writing in the classroom can attain many advantages.

According to Soekarwati (1996) in Syamsidar, there are many advantages in using media (pictures; including photographs), they are: 1).To motivate students 2). Avoid bored 3). Teaching and learning activities become systematic, 4). To clarify what the teacher explained, 5).To make easy to understand the context.

As Hornby (2007 : 77) says that “picture are photographs, sketch or illustration of one object including information and facts”. Picture as one of media or resources have some function, that are; 1) to clarify what the material explained by teachers, 2) to support students in teaching and learning activities, 3) to motivate, and 4) to avoid boredom. Nawangwulan (2000 : 47) in Syamsidar supports this idea; “picture is the number of questions which need to answer”. In this case it means when the students see their own photographs, so it will raise some questions in their mind, where the answer will be expressed in oral or written form. It can be in the form words or sentences. Personal photographs are

used to know whether or not can improve students' writing ability in descriptive text.

By using the personal photographs, it is hoped that students' writing will be improved. Ur(1988) in Syamsidar describes that picture can help students to minimize the difficulties in write a short paragraph, beside that picture (the personal photographs) will avoid bored of students, if they are interested in what they are doing, they will enjoy learning and teaching process and understand the materials given.

Then, photographs as media may be one of solutions to solve the problem of developing idea to the students. Photographs can be visual stimulation that leads the student to find inspiration in catching and developing their idea in writing. Visual stimulation has stronger influence on building the students' ideas. Giving a lot of references about ideas and delivering the information in simple way can be said as the function or role of visual media (Smaldino, et al: 2004:82-83). Students will be easier to get and develop their idea in writing English by using photographs than the instructions and imagination without source of inspiration.

Using photograph in learning writing will bring much strength. Sieber (2012:15) stated that "working with photograph adds layer of complexity to the lesson, because every photograph is created at one point of time, in particular place, of chosen subject, by a particular photographer, for a specific purpose, and using a particular technology." It means that photograph bring many thing to be learn by the student. Moreover, photograph is full of context. Photograph

brings the information of the place, time, culture and the others where the photo is taken to the students' world.

The importance of using pictures as learning media can be seen from the enthusiasm of people for pictures. They stimulate students' imagination. Munadi (2008) said that pictures make it easy for people to catch ideas or information conveyed in them clearly, more than if merely expressed verbally. When the students observe pictures, they are able to speak more, interact with the pictures and their friends, make good relationships among paradoxes and build new ideas. In line with this, Harmer (2004) explained that pictures are often used to present situations to help students work with grammar and vocabulary. But their potential to bring students to different worlds also means that they can be used to encourage students to fly in their creative imagination.

Evidence is given by Youra (2009 : 1) who developed a writing and photography project. He views photography as an encouraging aid for students to explore new possibilities in their writing. He said :

Students' comments and actions reflected increased insight as they began to see photography as rhetoric, as language, and to see the analogies between photographic and verbal expression. That understanding expanded their concept of literacy and encouraged them to explore new possibilities in their writing.

Furthermore, Kellner (2009: 47) urges teachers to use photographs in teaching writing rather than other types of pictures since, according to him, using photographs will help students overcome their reluctance to write. Photographs are powerful teaching aids that can inspire students at all levels to

create both expository and creative compositions.

Based on the review of the existing literature on the advantages of using personal photograph in the teaching of writing, the present study was carried out to investigate how a picture series-aided learning strategy improves the writing ability of junior high school students in Indonesia.



C. Conceptual Framework

The conceptual Framework underline In this research in the following diagram.

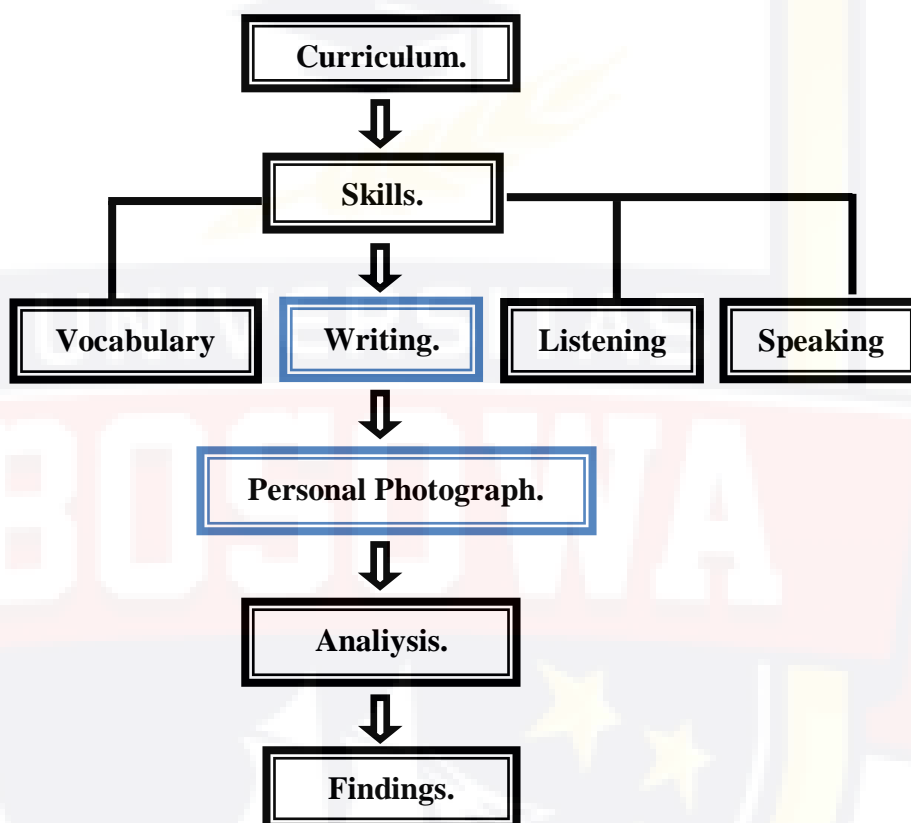


Figure 2.1 Conceptual Framework

The theoretical framework describes that the author teaches writing skill by using the personal photograph strategy. The writer focus on the writing skill using personal photograph strategy, the use to improve the students skill in Writing text as the output of teaching and learning process.

CHAPTER III

RESEARCH METHOD

This chapter will explain ,Research design, Population and Sample, Research Variables, Research Instrument, Procedures of Collecting Data, and Technique of Data Analysis.

A. Research Design

In this study, the researcher was used an experiment research design. According to Nunan (1992:8) experiment studies, on the other hand, control the conditions under which the behavior under investigation is observed.

This research about improving writing skill by using personal photographs at the second grade of SMP Negeri 35 Makassar in the academic year 2018/ 2019.

The design can be illustrate as follows :

Pre-test	Treatment	Post-test
X₁	X	X₂

B. Population Sample.

1. Population.

The Population was used at the second grade students of SMP Negeri 35 Makassar in Academic 2018/2019.

2. Sample.

This research apply total sampling technique. The researcher choose one class and 30 students as a sample.

C. Research Variables.

In the experiment research, there are two variables was manipulated by the researcher. They are independent variable (X) and dependent variable (Y). Independent variable is a factor which is manipulated by the writer to determine the relationship between the phenomena observed. While dependent variable is a factor which is observed and measured to determine the effect of independent variable.

1. Independent variable

The independent variable (X) is personal photographs.

2. Dependent Variable

The dependent variable (Y) is students`in writing skill.

D. Research Instrument.

The instrument that use in this research is one kind of instrument namely written test. The test was done in two sections. The pre-test was given before the treatment to get the data on the students' prior knowledge in writing. The post-test was given to know the improving students' writing skill after the treatment. The test took 45 minutes to students' did their writing and the test consist of one part, it is writing essay.

E. Procedure of Collecting Data.

Collecting the data is the most important activity in the research in collecting data.

- a) Field Research.

There some step that has taken by the researcher as follow :

1. The writer makes research instrument.
2. The writer ask permission from the institute.
3. The writer comes to SMPN 35 Makassar.
4. The writer choose two class from eight grade student, they are VIII A as experiment class that consist of 30 students and VIII B as a control class.
5. The writer give pre-test to students experiment class.
6. The writer explain how to make writing text by personal photograph.
7. The Writer gives post-test to students experiment class
8. Analyzing the test.

F. Technique of Data Analysis.

Below the classifications on Scoring the composition of writing ability base on heanton (2008:95) rating scale as follows:

1. Soring and classification from view point of the five components of writing paragraph as stated below :
 - a) **Content.**

Classification	Score	Criteria
(1)	(2)	(3)
Excellent.	30-27	Knowledge, Substantive.
Very Good	26-22	Some knowledge of subject, adequate, range.

Fair	21-17	Limited knowledge of subject, little substantive.
Very Poor	16-13	Does not show knowledge of subject, non-substantive

b) Organization

Classification	Score	Criteria
Excellent.	30-27	Fluent expression, Ideas Cleary stated
Very Good	26-22	Somewhat choopy, loosely organized but main ideas stand out
Fair	21-17	Non-fluent, ideas confused or disconnected
Very Poor	16-13	Does not communicate, non-organization.

c) Vocabulary.

Classification	Score	Criteria
(1)	(2)	(3)
Excellent.	20-18	Sophisticated range, effective word/idiom choice and usage.

Very Good	17-14	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
Fair	13-10	Limited range, frequent errors of word/idiom form, choice, usage
Very Poor	9-7	Essentially translation, little knowledge of English Vocabulary

d) **Language Use.**

Classification	Score	Criteria
Excellent.	25-22	Effective Complex construction.
Very Good	21-19	Effective But simple construction.
Fair	18-11	Major problems in simple/complex construction.
Very Poor	10-5	Virtually no mastery of sentence construction.

e) **Mechanics.**

Classification	Score	Criteria
(1)	(2)	(3)
Excellent.	5	Demonstrative master of convention.

Very Good	4	Occasional errors of spelling, punctuation, capitalization.
Fair	3	Frequent errors of spelling, punctuation, capitalization.
Very Poor	2	No mastery of convention, dominate by errors of spelling, punctuation, capiotalize, paragraph.

This research is based on the above scoring system by using rate scale of whole writing as follows :

87-100 is classified as very good.

74– 86 is classified as good.

61 – 73 is classified as fair to poor.

47 – 60 is classified as Poor.

34-46 is classified as very poor.

(ESL Composition Profile ion Rasyid, 2003:28)

1. Calculating the mean score of the students' ability by using

$$\text{Formula : } \bar{X} = \frac{\sum x}{N}$$

Where :

\bar{X} = the mean score
 \sum = the sum of all score

N = the number of subject

(Gay, 2006 : 363)

2. Finding Out the significant difference between the score of the pre-test and post-test by using this formula :

The Formula of t-test.

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

(Gay, 2006 : 31)

Where :

t : Test of significance.

\bar{D} : The mean score.

$\sum D^2$: The sum of total score of difference.

D : The square of the sum score of different.

N : The total number of student.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of the findings and discussion of the influence of personal photograph method toward the students writing skill and percentage about points out five significant components in writing : they are not content, organization, vocabulary, language use, and mechanics.

A. FINDING

The finding of the research deal with scoring and classification of the students' pre-test and post-test, hypothesis testing of pairing sample containing mean score, standard deviation, and the test of significance. This finding are described as follows :

1. Scoring classification of students in pre-test and post-test

The raw score of students' ability obtained through tabulating the view components (content, organization, vocabulary, language use and mechanics).

a. Content.

Based on the result of the research, the writer found that the student writing ability, especially in content has developed. For making detailed, the data is shown the table 4.1.

Table 4.1 Frequency Rate percentage and of students' score in pre-test and post-test in component of content.

No	Classification	Range	Pre-Test		Post-test	
			Freg	%	Freg	%
1	Excellent	30-27	1	3.33%	25	83.33%
2	Very Good	26-22	5	16.66%	5	16.66%
3	Fair	21-17	16	53.33%	-	-
4	Very poor	16-13	8	26.66%	-	-
Total			30	100%	30	100%

Table 4.1 above indicated that, in pre-test, 1 student (3.33%) got excellent classification, 5 students (16.66%) got very good average classification, 16 students (53.33%) got fair classification, 8 students (26.66%) got very poor classification. Many students have limited knowledge of subject and little substantive to make writing text but some students is adequate.

In the post-test, 25 students (83.33%) got excellent classification, 5 students (16.66%) got very good classification. From the result it can be conclude that student classification in component for content is very good. Students have a good knowledge and substantive in make writing text. They were understood how to make a writing text.

Based on about percentage pre-test and post-test in component of content, from this table it can be seen students got score excellent in post-test.

b. Organization.

Based on the result of the result of the research, the writer found that students writing ability, especially in organization has developed. It can be seen based on the data in table 2 below.

Table 4.2 Frequency Rate percentage of the students' score in component of organization.

No	Classification	Range	Pre-Test		Post-test	
			Freg	%	Freg	%
1	Excellent	30-27	-	-	15	50%
2	Very Good	26-22	-	-	15	50%
3	Fair	21-17	19	63.33%		
4	Very poor	16-13	11	36.66%		
Total			30	100%	30	100%

Table 4.2 illustrates that, in the pre test, none of the student got excellent and very good to good classification, 19 students (63.33%) got fair classification, 11 students (36.66%) got very poor classification. Many students were confused to develop there ideas and does not communicate.

In the post-test , there were 15 students (50%) got excellent classification, 15 students (50%) got very good classification, and non of the student got fair to poor and very poor classification. From this result it can organization in post-test is good to average. Half of students in my sample have a good fluent expression, and the ideas clearly stated. Other students is loosely organized but main ideas stand out.

Based on percentage of the students score in component of organization, from the table pre-test and post-test got score different, in post test student got most scorte very good, but in pre-test many student got score to poor.

c. Vocabulary.

Based on the result of the result of the research, the writer found that students writing ability, especially in vocabulary has developed. It can be seen based on the data in table 3 below :

Table 4.3 Frequency Rate percentage of the students' score in component of vocabulary.

No	Classification	Range	Pre-Test		Post-test	
			Freg	%	Freg	%
1	Excellent	20-18	4	13.33%	22	73.33%
2	Very	17-14	21	69.99%	8	26.66%
3	Fair	13-10	5	16.66%	-	-
4	Very poor	9-7	-	-	-	-
Total			30	100%	30	100%

Table 4.3 illustrated that, in pre-test none of students got very poor classification, 4 students (13.33%) got excellent classification, 21 students (69.99%) got very good classification, 5 students (16.66%) got fair clasification. Many students have adequate range, occasional errors of word/idiom form, choise, usage but meaning not obscured, and other have a limited range.

In the post-test there were 22 students (73.33%) got excellent classification, 8 students (26.66%) got Very good to good classification, none students got fair and very poor classification.

Based on the percentage of the students score in component of vocabulary, from on the table pre_test and post-test got score different. In post-test none student got fair classification. Students have a effective word/idiom choise and usage.

d. Language Use

Based on the result of the research, the writer found that the students' writing ability, especially in language use has developed. For making detailed, the data is shown in the table 4.

Table 4.4. Percentage and frequency of the students score in component of grammar.

No	Classification	Range	Pre-Test		Post-test	
			Freg	%	Freg	%
1	Excellent	25-22	-	-	13	43.33%
2	Very	21-19	4	13.33%	17	56.66%
3	Fair	18-11	26	86.66%		
4	Very	10-5	-	-		
Total			30	100%	30	100%

Table illustrated that, in pre-test, none of students got excellent and very poor classification, 4 students (13.33%) got very good classification, 26 students

(86.66%) got fair classification. Many students have a major problem in simple/complex construction.

In the post-test, there 13 students (43.33%) got excellent classification, 17 students (86.66%) got very good to good classification, none student got fair and very poor classification. 17 students were effective but simple construction and 13 students were effective complex construction.

Based on the result it can be conclude that the students classification in component of Language use in post-test is very good to average.

e. Mechanics

Based on the result of the result of the research, writer found that the students' writing ability, especially in mechanics has developed. For making detailed, the data is shown in table 5.

Table 4.5 frequency and rate percentage of students score in component of mechanics.

No	Classification	Range	Pre-Test		Post-test	
			Freg	%	Freg	%
1	Excellent	5	-	-	13	43.33%
2	Very Good	4	9	30%	17	56.66%
3	Fair	3	15	50%	-	-
4	Very poor	2	6	20%	-	-
Total			30	100%	30	100%

Table 5 illustrates that, in pre-test, none of student got excellent classification, 9 students (30%) got very good classification, 15 students got fair classifications, 6 students (20%) got very poor classification.

In post-test there were none of students got fair and very poor classification, 13 students (43.33%) got excellent classification, 17 students (56.66%) got very good classification. From this result it can be conclude that students classification in component mechanics in post-test is good to very good.

Based on the data in pre-test none of the student got score very poor, 10 students got score poor, 16 students got score poor, 3 students got score good, and 1 student got score very good.

Table 4.6. Rate percentage and frequency of the students score of pre-test and post test in experimental class.

NO	Classification	Range	Pre-test		Post-test	
			Freg	%	Freg	%
1	Very Good	87-100	1	3.33%	21	70%
2	Good	76-86	3	10%	9	30%
3	Fair	61-73	16	53.33%	-	-
4	Poor	47-60	10	33.33%	-	-
5	Very poor	34-46		-	-	-
Total			30	100%	30	100%

Based on about percentage of pre-test and post-test and post test in component of content, from this table it can be seen students got very good in

post-test, percentage of students score in component of organization, from onn table pre-test and post-test got score different, in post-test students got most score excellent and very good , but in pre-test many students got score fair to poor, from the result it can be conclude that the students clasification in component of vocabulary in post –test is good average. The classification in component of language use in post-test is very good, the data in pre-test 26 students got score fair to poor but in post-test none of students got score very poor and fair to poor.

The result data analysis for the test on the table indicates that, in thea pre test none of students got very poor classification, 1 student (3.33%) got very good classification, 3 students (10%) got good classification, 16 students (53.33%) got fair classification, 10 students (33.33%) got poor classification. After giving the treatment, the result of post-test showed that none of students got fair, poor, and very poor classifications, 21 students (70%) got very good classification and 9 students (30%) got good classification.

Based on the result in components of writing score in post-test after giving treatment it can be seen 21 students got score very good in post-test and in pre-test only 1 students got score very good .

Table 4.7 the Pre-test Score.

No	Stb	Experimental Class					Total Score	Classification
		component Writing.						
		C	O	V	LU	M		
1	AD	26	21	17	20	3	84	Good
2	AY	18	16	18	20	4	74	Good
3	AL	13	16	12	12	2	53	Poor
4	AA	15	15	13	11	2	56	Poor
5	AI	21	19	15	18	3	73	Fair
6	AJ	20	17	16	16	4	66	Fair
7	AP	16	17	14	15	2	62	Fair
8	WA	19	18	16	16	4	66	Fair
9	CA	27	21	18	21	4	87	Very Good
10	DW	25	20	16	18	4	75	Very Good
11	EK	18	16	16	13	3	63	Good
12	FE	17	17	13	12	2	59	Fair
13	HA	16	14	13	14	3	57	Poor
14	HI	13	13	14	14	3	54	Poor
15	HO	20	16	18	15	3	66	Fair
16	IF	19	17	17	17	4	66	Fair
17	IM	20	14	15	14	3	60	Poor
18	IN	17	18	16	17	4	64	Fair
19	IW	17	17	17	20	3	67	Fair
20	KR	16	18	14	12	3	60	Poor
21	MA	21	18	14	15	2	68	Fair
22	ME	20	16	14	15	3	68	Fair
23	MF	24	19	16	18	3	73	Fair
24	NF	22	18	16	16	4	69	Fair
25	ND	15	17	13	12	4	60	Poor
26	FZ	20	17	16	18	3	67	Fair
27	RS	24	17	18	13	3	72	Fair
28	RV	13	14	14	12	3	53	Poor
29	SR	20	19	16	17	2	68	Fair
30	JL	18	10	14	18	3	57	Poor
Sum		570	505	459	469	93	1967	

Table 4.8 Students' Score and classification in post-test.

No	Stb	Experimental Class					Total Score	Classification
		Component Writing						
		C	O	V	LU	M		
1	AD	29	21	19	25	5	96	Very Good
2	AY	28	26	14	19	4	85	Good
3	AL	30	30	18	19	5	98	Very Good
4	AA	24	25	18	22	4	84	Good
5	AI	26	25	18	20	4	84	Good
6	AJ	26	26	16	19	4	91	Very Good
7	AP	30	26	18	20	5	90	Very Good
8	WA	29	27	28	22	4	90	Very Good
9	CA	30	27	19	23	5	94	Very Good
10	DW	30	28	20	25	5	98	Very Good
11	EK	27	24	17	21	4	93	Very Good
12	FE	30	30	18	22	4	94	Very Good
13	HA	27	26	17	20	4	85	Good
14	HI	28	27	18	20	5	89	Very Good
15	HO	25	24	17	20	4	81	Good
16	IF	30	26	18	20	4	86	Good
17	IM	30	25	16	20	4	86	Good
18	IN	30	25	16	20	4	86	Good
19	IW	28	28	18	20	4	89	Very Good
20	KR	30	29	19	25	5	98	Very Good
21	MA	28	26	18	22	4	89	Very Good
22	ME	28	26	17	20	4	86	Good
23	MF	28	26	17	20	4	86	Good
24	NF	30	29	20	22	5	96	Very Good
25	ND	30	29	20	20	5	94	Poor
26	FZ	26	27	20	24	5	92	Very Good
27	RS	30	28	20	22	5	95	Very Good
28	RV	29	27	18	22	5	91	Very Good
29	SR	30	25	20	25	4	94	Very Good
30	JL	28	28	18	20	4	89	Very Good
	Sum	854	796	550	639	132	2709	

Table 4.9 Students' score and Classification in score

Experiment Class						X1-X2 (D)	D(2)
NO	Stb	pre-test		post-test			
1		XI	XI(2)	X2	X2(2)		
	AD	84	7056	96	9216	12	144
2	AY	74	5476	85	7225	11	121
3	AL	53	2809	98	9604	45	2025
4	AA	56	3136	84	7056	28	784
5	AI	73	5329	84	7056	11	121
6	AJ	66	4356	91	8281	25	625
7	AP	62	3844	90	8100	28	784
8	WA	66	4356	90	8100	24	576
9	CA	87	7569	94	8836	7	49
10	DW	75	5625	98	9604	23	529
11	EK	63	3969	93	8649	30	900
12	FE	59	3481	94	8836	41	1681
13	HA	57	3249	85	7225	28	784
14	HI	54	2916	89	7921	35	1225
15	HO	66	4356	81	6561	15	225
16	IF	66	4356	86	7396	20	400
17	IM	60	3600	86	7396	26	676
18	IN	64	4096	86	7396	22	484
19	IW	67	4489	89	7921	22	484
20	KR	60	3600	98	9604	38	1444
21	MA	68	4624	89	7921	21	441
22	ME	68	4624	86	7396	18	324
23	MF	73	5329	86	7396	13	169
24	NF	69	4761	96	9216	27	729
25	ND	60	3600	94	8836	34	1156
26	FZ	67	4489	92	8464	25	625
27	RS	72	5184	95	9025	23	529
28	RV	53	2809	91	8281	38	1444
29	SR	68	4624	94	8836	26	676
30	JL	57	3249	89	7921	38	1444
	SUM	1967	130961	2709	245275	754	21598

2. The Mean and Standard deviation of the students.

The Mean score and standard deviation of both classes are presented in following

table 1 :

Table 4.10. Mean score and standard deviation of the students pre-test and post-test.

Test	Mean Score	Standard Deviation
Pre-test	65.56	5.28
Post-test	93.30	4.74

Thus the repective mean score of pre-test was 65.56 and pos-test was 93.30 it means that the mean score of post-test is greater than of the pre-test. The standard deviation of pre-test was 5.28 and post-test was 4.74.

3. Finding out of significant difference between the score of the pre-test and pro-test.

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \quad \text{Where } D = \frac{\sum D}{N} = \frac{754}{30} = 25.13$$

$$t = \frac{25.13}{\sqrt{\frac{21598 - \frac{(754)^2}{30}}{30(30-1)}}$$

$$= \frac{25.13}{\sqrt{\frac{21598 - 631.68}{870}}}$$

$$= \frac{25.13}{\sqrt{\frac{20966.96}{870}}}$$

$$= \frac{25.13}{\sqrt{24.09}}$$

$$= \frac{25.13}{4.9}$$

$$= 5.12$$

4. The T-test of students' achievement.

Table 4.11 t-test and t table

Variable	t-test	t-table
X2-X1	5.12	2.045

In order to know whether or not the difference between pre-test and post-test is statically significant, the t-test is $t = 5.12$.

The research use the following formula to find out the degree of freedom (df) :

$$df = N - 1$$

$$df = 30 - 1$$

$$= 29$$

The level of significance (α) = 0,05 and $df = 29$ the value of t-table 2.042.

Thus the value of the t-test was greater than the t-table ($5.12 > 2.045$). It shows that

there was a significant different between the pre-test and post-test on the students writing ability at the second years of SMPN 35 Makassar.

B. Discussion.

Before conducting the experiment and using personal photograph method in writing process, students ability is writing poor, for the students of SMPN 35 Makassar, poor nscore is not enough. The idea, content, organization, vocabulary, language use and mechanics in construction text were still limited. This showed from a resut of pre-test many students has not a good knowledge in writing simple text and not develop a idea in writing. The use language is not effeteve and vocabulary is very poor. When the students were given theme or title to writing simple paragraph text, they were confused tob start writing so they were given more practice about personal photograph method to delevoped there idea to writing.

The first problem is that the difficulties in finding words. Placement of capital letter was not apporiate, cohension between the writing before and to next writing, depiction of topic, Writer still finding difficult about the students' development in idea to write the simple paragraph text. Therefore they have much to learn and practice to write simple paragraph text.

Result of students rate pcentage in component of content in pre-test, 1 student (3.33%) got excellent classification, 5 students (16..66%) got very good average classification,16 students (53.33%) got fair classification, 8 students (26.66%) got very poor classification. Many students have limited knowledge of subject and little substantive to make writing text but some students is adequate.

In the post-test, 25 students (83.33%) got excellent classification, 5 students (16.66%) got very good classification. From the result it can be conclude that student classification in component for content is very good. Students have a good knowledge and substantive in make writing text. They were understood how to make a writing text.

Result of students rate percentage in component of organization in the pre test, none of the student got excellent and very good to good classification, 19 students (63.33%) got fair classification, 11 students (36.66%) got very poor classification. Many students were confused to develop there ideas and does not communicate.

In the post-test , there were 15 students (50%) got excellent classification, 15 students (50%) got very good classification, and non of the student got fair to poor and very poor classification. From this result it can organization in post-test is good to average. Half of students in my sample have a good fluent expression, and the ideas clearly stated. Other students is loosely organized but main ideas stand out.

Based on percentage of the students score in component of organization, from the table pre-test and post-test got score different, in post test student got most scorte very good, but in pre-test many student got score to poor.

Result of students rate percentage in component of vocabulary in pre-test none of students got very poor classification, 4 students (13.33%) got excellent classification, 21 students (69.99%) got very good classification, 5 students (16.66%) got fair clasification. Many students have adequate range, occasional

errors of word/idiom form, choice, usage but meaning not obscured, and other have a limited range.

In the post-test there were 22 students (73.33%) got excellent classification, 8 students (26.66%) got Very good to good classification, none students got fair and very poor classification.

Based on the percentage of the students score in component of vocabulary, from on the table pre_test and post-test got score different. In post-test none student got fair classification. Students have a effective word/idiom choice and usage.

Result of students rate percentage in component of language use in pre-test, none of students got excellent and very poor classification, 4 students (13.33%) got very good classification, 26 students (86.66%) got fair classification. Many students have a major problem in simple/complex construction.

In the post-test, there 13 students (43.33%) got excellent classification, 17 students (86.66%) got very good to good classification, none student got fair and very poor classification. 17 students were effective but simple construction and 13 students were effective complex construction.

Based on the result it can be conclude that the students classification in component of Language use in post-test is very good to average.

Result percentage of the students score in component of mechanics in pre-test, none of student got excellent classification, 9 students (30%) got very good classification, 15 students got fair classifications, 6 students (20%) got very poor classification.

In post-test there were none of students got fair and very poor classification, 13 students (43.33%) got excellent classification, 17 students (56.66%) got very good classification. From this result it can be conclude that students classification in component mechanics in post-test is good to very good.

Based on the data in pre-test none of the student got score very poor, 10 students got score poor, 16 students got score poor, 3 students got score good, and 1 student got score very good.

The description of the data collected writing test using personal photograph method shows can influence to students writing skill. It is supported by the frequency and rate percentage of the result of the students pre-test and post-test.

The result of data analysis for the test on the table indicatyes that, in the pre-test just 1 student (3.33%) got very good classification, 3 students (10%) got good classification, 16 students (53.33%) got fair classification, 10 students (33.33%) got poor classification, none of the student got very poor classification.

After giving treatment, the result of the post-test showed 21 students (70%) got very good clasification and none of student got fair, poor and very poor classification.

The mean score of students pre test was 65.56 and post test was 90.3. It means that the mean score of post-test is greater than pre-test. Stadard deviation of students pre-test was 5.28, and standard deviation of students post-test was 4.74. The level of siognificance ($p = 0,05$ and $df = 29$ the value of the t-table 2.042. Thus value of the t-test was greater than t-table ($5.12 > 2.045$). it shows that there

was a significant different between the pre-test and post-test of the students writing ability. The students ability is more homogeneous.



CHAPTER V

CONCLUSION AND SUGGESTION.

This chapter consist of two parts. First deals with the conclusion of the research findings, and the second part deals with suggestion.

A. Conclusion.

Based on the findings and discussion in the previous chapter, the students' writing skill through personal photograph method of the SMPN 35 Makassar. improve it is proven by significant difference between the score of experimental class after giving treatment. The post-test score in experimental class improve significantly compare to pre-test. After writer analyzed the result of the result personal photograph method is very good to use in learning and teaching process to develop students writing skill, especially of the students of SMP Negeri 35 Makassar, and personal photograph method is an effective for teaching english in developing student writing skill.

The scoring classification of the students' pre-test in students writing ability was far from satisfaction because most of their score were classified into fair score, 11 (16%). It mean that the students di not understand yet and mistake.

The scoring classification of the students'' post-test in students bwriting skill was satisfactory because most of their score were classofied into very good 21 (70%). It means that the students understand.

B. Suggestions.

Based on occurrence that the writer found during research, the writer would like to put forward some suggestions to the researcher, the students and next writer as follows :

1. The English teacher of junior high school should use personal photograph method as material in teaching and learning process.
2. The students must have self confidence and learn in writing.
3. The next researchers are expected to implement with other form or other method to develop students' writing skill.

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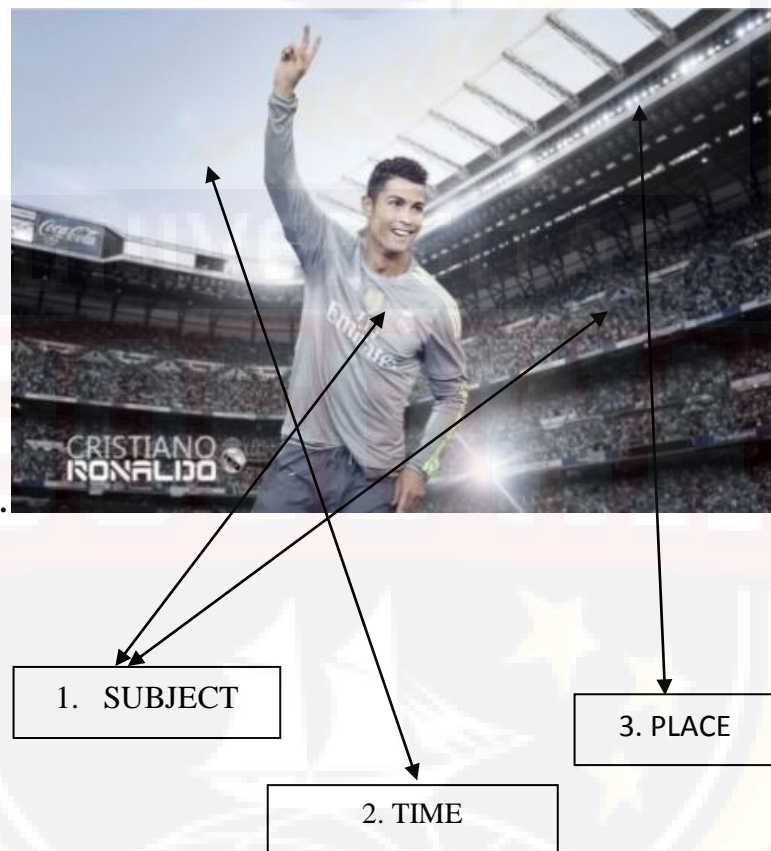
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Appendix 1 : RESEARCH INSTRUMENT

Personal Photograph is object for make a simple writing text. Photograph have some indications about, background of place, time, subject (Human, things and etc), and history. So we can makes simple writing text by some indications from the photograph.

Example :



1. SUBJECT.

Subject is Human or people. For example by photograph are Cristiano Ronaldo and All Supporters Of football.

2. TIME.

We can know background of time by photograph. For example by photograph

above have light sky or blue sky so, the times are Morning or Evening.

3. PLACE.

For example by photograph above the place at the Stadium Football.

Example :

He is a footballer, his name is christiano ronaldo. Cristiano Ronaldo is a Star of football player in world. He plays at Real Madrid Club of Spain. Cristiano Ronaldo is playing Football in Big stadium . He plays football every evening .He is very famous in the world because he is a champion of world.

Ronaldo come from medeira Portugal. He always plays for his country in FIFA Worldcup 2018. He make many history and many story in football history like as thropy, goldboot, and many other awards he has been got.

Appendix 2 : Table Of the Pre-test Score

No	Stb	Experimental Class					Total Score	Classification
		component Writing.						
		C	O	V	LU	M		
1	AD	26	21	17	20	3	84	Good
2	AY	18	16	18	20	4	74	Good
3	AL	13	16	12	12	2	53	Poor
4	AA	15	15	13	11	2	56	Poor
5	AI	21	19	15	18	3	73	Fair
6	AJ	20	17	16	16	4	66	Fair
7	AP	16	17	14	15	2	62	Fair
8	WA	19	18	16	16	4	66	Fair
9	CA	27	21	18	21	4	87	Very Good
10	DW	25	20	16	18	4	75	Very Good
11	EK	18	16	16	13	3	63	Good
12	FE	17	17	13	12	2	59	Fair
13	HA	16	14	13	14	3	57	Poor
14	HI	13	13	14	14	3	54	Poor
15	HO	20	16	18	15	3	66	Fair
16	IF	19	17	17	17	4	66	Fair
17	IM	20	14	15	14	3	60	Poor
18	IN	17	18	16	17	4	64	Fair
19	IW	17	17	17	20	3	67	Fair
20	KR	16	18	14	12	3	60	Poor
21	MA	21	18	14	15	2	68	Fair
22	ME	20	16	14	15	3	68	Fair
23	MF	24	19	16	18	3	73	Fair
24	NF	22	18	16	16	4	69	Fair
25	ND	15	17	13	12	4	60	Poor
26	FZ	20	17	16	18	3	67	Fair
27	RS	24	17	18	13	3	72	Fair
28	RV	13	14	14	12	3	53	Poor
29	SR	20	19	16	17	2	68	Fair
30	JL	18	10	14	18	3	57	Poor
Sum		570	505	459	469	93	1967	

Appendix 3 : Students' score and classification in post-test.

No	Stb	Experimental Class					Total Score	Classification
		Component Writing						
		C	O	V	LU	M		
1	AD	29	21	19	25	5	96	Very Good
2	AY	28	26	14	19	4	85	Good
3	AL	30	30	18	19	5	98	Very Good
4	AA	24	25	18	22	4	84	Good
5	AI	26	25	18	20	4	84	Good
6	AJ	26	26	16	19	4	91	Very Good
7	AP	30	26	18	20	5	90	Very Good
8	WA	29	27	28	22	4	90	Very Good
9	CA	30	27	19	23	5	94	Very Good
10	DW	30	28	20	25	5	98	Very Good
11	EK	27	24	17	21	4	93	Very Good
12	FE	30	30	18	22	4	94	Very Good
13	HA	27	26	17	20	4	85	Good
14	HI	28	27	18	20	5	89	Very Good
15	HO	25	24	17	20	4	81	Good
16	IF	30	26	18	20	4	86	Good
17	IM	30	25	16	20	4	86	Good
18	IN	30	25	16	20	4	86	Good
19	IW	28	28	18	20	4	89	Very Good
20	KR	30	29	19	25	5	98	Very Good
21	MA	28	26	18	22	4	89	Very Good
22	ME	28	26	17	20	4	86	Good
23	MF	28	26	17	20	4	86	Good
24	NF	30	29	20	22	5	96	Very Good
25	ND	30	29	20	20	5	94	Poor
26	FZ	26	27	20	24	5	92	Very Good
27	RS	30	28	20	22	5	95	Very Good
28	RV	29	27	18	22	5	91	Very Good
29	SR	30	25	20	25	4	94	Very Good
30	JL	28	28	18	20	4	89	Very Good
	Sum	854	796	550	639	132	2709	

Appendix 4 : Students' score and Classification in score.

No	Stb	Experimental Class					Total Score	Classification
		Component Writing						
		C	O	V	LU	M		
1	AD	29	21	19	25	5	96	Very Good
2	AY	28	26	14	19	4	85	Good
3	AL	30	30	18	19	5	98	Very Good
4	AA	24	25	18	22	4	84	Good
5	AI	26	25	18	20	4	84	Good
6	AJ	26	26	16	19	4	91	Very Good
7	AP	30	26	18	20	5	90	Very Good
8	WA	29	27	28	22	4	90	Very Good
9	CA	30	27	19	23	5	94	Very Good
10	DW	30	28	20	25	5	98	Very Good
11	EK	27	24	17	21	4	93	Very Good
12	FE	30	30	18	22	4	94	Very Good
13	HA	27	26	17	20	4	85	Good
14	HI	28	27	18	20	5	89	Very Good
15	HO	25	24	17	20	4	81	Good
16	IF	30	26	18	20	4	86	Good
17	IM	30	25	16	20	4	86	Good
18	IN	30	25	16	20	4	86	Good
19	IW	28	28	18	20	4	89	Very Good
20	KR	30	29	19	25	5	98	Very Good
21	MA	28	26	18	22	4	89	Very Good
22	ME	28	26	17	20	4	86	Good
23	MF	28	26	17	20	4	86	Good
24	NF	30	29	20	22	5	96	Very Good
25	ND	30	29	20	20	5	94	Poor
26	FZ	26	27	20	24	5	92	Very Good
27	RS	30	28	20	22	5	95	Very Good
28	RV	29	27	18	22	5	91	Very Good
29	SR	30	25	20	25	4	94	Very Good
30	JL	28	28	18	20	4	89	Very Good
	Sum	854	796	550	639	132	2709	

Appendix 5 : Distribution of T table

Df	Level Of significance								
	0.9	0.5	0.3	0.2	0.1	0.05	0.02	0.01	0.001
1	0.158	1	2	3.078	6.314	12.706	31.821	64	637
2	0.142	0.816	1.386	1.886	2.92	4.303	6.965	10	31.598
3	0.137	0.765	1.25	1.638	2.353	3.182	4.541	5.841	12.929
4	0.134	0.741	1.19	1.533	2.132	2.776	3.747	4.604	8.61
5	0.132	0.727	1.156	1.476	2.015	2.571	3.365	4.032	6.869
6	0.131	0.718	1.134	1.44	1.943	2.447	3.143	3.707	5.959
7	0.13	0.711	1.119	1.415	1.895	2.365	2.998	3.499	5.408
8	0.13	0.706	1.108	1.397	1.86	2.306	2.896	3.355	5.041
9	0.129	0.703	1.1	1.383	1.833	2.263	2.821	3.25	4.781
10	0.129	0.7	1.093	1.372	1.812	2.228	2.764	3.169	4.587
11	0.129	0.697	1.088	1.363	1.796	2.201	2.718	3.106	4.437
12	0.128	0.695	1.083	1.356	1.782	2.179	2.681	3.055	4.318
13	0.128	0.694	1.079	1.35	1.771	2.16	2.65	3.012	4.221
14	0.128	0.692	1.076	1.345	1.761	2.145	2.624	2.977	4.14
15	0.128	0.691	1.074	1.341	1.753	2.131	2.602	2.947	4.073
16	0.128	0.69	1.071	1.337	1.746	2.12	2.583	2.921	4.015
17	0.128	0.689	1.069	1.333	1.74	2.11	2.567	2.898	3.965
18	0.127	0.688	1.067	1.33	1.734	2.101	2.552	2.878	3.922
19	0.127	0.688	1.066	1.328	1.729	2.093	2.539	2.861	3.883
20	0.127	0.687	1.064	1.325	1.725	2.086	2.528	2.845	3.85
21	0.127	0.686	1.063	1.323	1.721	2.08	2.518	2.831	3.819
22	0.127	0.686	1.061	1.321	1.717	2.074	2.508	2.819	3.792
23	0.127	0.685	1.06	1.319	1.714	2.069	2.5	2.807	3.767
24	0.127	0.685	1.059	1.318	1.711	2.064	2.492	2.797	3.745
25	0.127	0.684	1.058	1.316	1.708	2.06	2.485	2.787	3.725
26	0.127	0.684	1.058	1.315	1.706	2.056	2.479	2.779	3.707
27	0.137	0.684	1.057	1.314	1.703	2.052	2.473	2.771	3.69
28	0.127	0.683	1.056	1.313	1.701	2.048	2.467	2.763	3.674
29	0.127	0.683	1.055	1.311	1.699	2.045	2.462	2.756	3.649
30	0.127	0.683	1.055	1.31	1.697	2.042	2.457	2.75	3.656

Source. <http://www.sthda.com/english/wiki/t-distribution-table>

RENCANA PELAKSANAAN PEMBELAJARAN

NAMA SEKOLAH	: SMPN 35 Makassar
MATA PELAJARAN	: BAHASA INGRRIS
KELAS/SEMESTER	: VIII/GANJIL
PERTEMUN	: PERTAMA
ALOKASI WAKTU	: 1 X 50 MENIT
ASPEK PEMBELAJARAN	: WRITING

A. Standar Kompetensi.

- 1.Siswa Mampu Meningkatkan kemampuan Menulis.

B. Kompetensi Dasar.

- 1.Menjelaskan Pengertian Dari Writing.
- 2.Menjelaskan Contoh-contoh Writing.
- 3.Menjelaskan Cara Menulis Yang baik Dan benar dengan menggunakan metode Personal photograph.

C. Indikator.

- 1.Menguraikan tentang Teknik menulis dengan menggunakan Personal Photograp.

D. Tujuan Pembelajaran.

Pada akhir pembelajaran, siswa :

- 1.Siswa dapat meningkatkan Kemampuan menulis Dengan Menggunakan metode Personal Photograph.

E. Materi Pokok.

1. Generic structure of writing text paragraph.
2. Language usage of writing text paragraph.

F. Metode Pembelajaran.

1. Writing skill through personal photograph.

G. Langkah-langkah Pembelajaran.

1. Kegiatan Awal (5 menit).
 - a. Ketika memasuki kelas Guru mengucapkan salam Kepada Siswa.
 - b. Guru Mengecek Kehadiran Siswa.
 - c. Guru membuka Kelas dan memperkenalkan materi kepada siswa.
2. Kegiatan Inti (40 menit).
 - a. Guru menjelaskan materi kepada siswa.
3. Kegiatan Akhir (5 menit).
 - a. Guru menyimpulkan materi yang telah disampaikan.
 - b. Guru menutup kelas.

H. Sumber/Bahan/Alat.

1. Sumber/ bahan :

Buku, kamus, sampel picture (personal photograph), internet dll.
2. Alat.

White board.eraser, dan spidol.

I. Penilaian

1. Setiap Penulisan teks yang Benar Akan Diberi Nilai

2. Nilai Maksimal 100

$$3. \text{ Nilai siswa} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$$



Appendix 6 : Students writing.

➤ Pre-test

No. _____
Date : _____

Name : Alvin Ni'am
 class : VIII.2(B-1)

C.R Ronaldo

He is a football player, he is playing on Juventus club. He From Portugal.
 He has on front position, he is on ~~the~~ number seven.

He is a Famous player, Ronaldo is my idol player. Iaspire to be like Ronaldo.

Content : : 13
 organization : 16
 Language Use : 12
 Vocabulary : 12
 Mechanics : 2

(53)

Name : Alvin Ni'am
Class : VIII.2(B-1)
Register Number / NIS :


1. Please make a simple writing text about :
You can choose one of themes below :

a. Artist / Actor.
b. Player Of Football.

➤ Post-test

ALVIN NI'AM

No. _____
Date: _____



1. Make Theme of the Photograph
2. Make a simple Writing teks about the Photograph

(CR7)

Christiano Ronaldo is a famous football player that many people know about him. He was born with the real name cristiano ronaldo dos santos aveiro. He born in Funchal, madeira, portugal in february 5th 1985. He get the position in left wing or right wing or in center striker. Now. he is playing in spain, real madrid and for Portugal nation team. Before he play in real madrid he played in real madrid, sporting lisboa and manchester united


No. _____
Date: _____

Cristiano Ronaldo has a back number 7. It is mixed between his name and his back number.

He is used back number seven that in the past used by Johnny Berry, George Best, Steve Coppell, Bryan Robson, Eric Cantona and David Beckham. After he spend his one year in Madrid used back number nine, he back to used number seven again after the legend player Raul Gonzalez past away. Many achievement that he reach. Cristiano Ronaldo get award FIFA Ballon d'Or in January in 2015 that held in FIFA Ballon d'Or is third award that Ronaldo get after before 2013 and 2008 when he is used uniform of Manchester United. So, that's it about CR7. Hope you get new information and thank you.

Content : 30
 Organization : 30
 Vocabulary : 18
 Language Use : 25
 Mechanics : 5

108 / 110
98



➤ Pre-test

No. _____
Date: _____

Jeon Jungkook

Jungkook is personil of BTS, BTS is amazing boyband Kpop. Jungkook is very cute, Jungkook is main vocalist in BTS. Jeon ~~Jong~~ ^{hyun} is brother Jungkook. Jungkook he was born 1 of sept 1997 in Busan Korea selatan.

Jungkook full name is Jeon Jungkook. ~~is~~ ^{have a} ~~brother~~ / ^{can} Army is fanbase name of BTS. Army call Jeon Jungkook is Vkook because Jungkook and V is couple.

Jeonjungkook7 is name Instagram Jeonjungkook, followers is 161 K.

Content	: 25
organization	: 20
Vocabulary	: 16
Language Use	: 18
Mechanics	: 4

75

83 / 111)


Name : Dwi Novita
Class : VIII.1 / 8.1
Register Number / NIS :

1. Please make a simple writing text about :
You can choose one of themes below :

- a. Artist / Actor.
- b. Player Of Football.

➤ Post-test

Name : Dwi Novita
 Class : VIII . 1
 No. :
 Date : 21 sept 2018



1. Make a ^{Theme} Topic of the photograph

2. Make a simple write text about the photograph

Via Vallen is a Generation Dangdut Singer

She is ^{'s} Dangdut Singer. She is a Via Vallen. She is singer of Indonesia. She is perform anytime and anywhere. She is singing in a big studio. Via Vallen has a talent. the talent is singing. Fans can call Via Vallen is Via. He was born at Bandung.

Via Vallen come from in Bandung. She always singing in Big City like as Jakarta, Bandung and many others.

SIDU

She is very famous because ~~she~~ via singing OST Asian Games that is Merah bintang. She has many ~~song~~ famous song like as Sayang ~~and~~, and other popular song. She make many history in Music Dangdut. She has many ~~thropy~~ trophy, award in Dangdut Music award.

I hope Via Vallen become Generation of Dangdut Singer.

Thank You 😊

Content : 30
 Organization : 20
 Vocabulary : 20
 Language use : 25
 Mechanics : 25

100/110
 90

➤ Pre-test

No. _____
Date: _____

1 My name NUR SARSA I like ~~a~~ Syakir Daulay
 because he have voice that beautiful and melodios.
 he is a, memorize, He also has many fans,
 she has a very kind and friendly ~~a~~ nature
 and also likes small children. He also come to
 make a rees research ^{about} ~~about~~ muslim. He is
 very sukses. and always sing a sholawat song.

 Content : 22
 organization : 18
 Vocabulary : 16
 language use : 16
 Mechanis : 4

76/110

(69)

Name : NUR SARSA
Class : VIII¹
Register Number / NIS : _____


1. Please make a simple writing text about :
You can choose one of themes below :

- a. Artist / Actor.
- b. Player Of Football.

BOSY

➤ Post-test


Date :



Name = NUR SARSA
class = VII²

1. make a theme of the photograph
2. make a simple writing text about the photograph

01/11/2021



CHARACTERISTIC NISSA SABYAN

96

Nissa sabyan, is a singer of muslim religious songs performed by the gambus group whose videos have been watched up to tens millions and even one of the most watched video covers at the moment "Atauna Toufule" and other popular song has been watched up to 15 million views many singer from other country had covered

At sabyan initially was a band that often played at weddings but now the sabyan group has turned into a gambus group that has millions of viewers and subscribers.

one the things that is typical of nissa sabyan is her beautiful voice and her trademark love of sholawat songs. Khairunnisa or often called Nissa is now a new idol whose appearance is highly anticipated

Content	: 30	Language Use	: 22
Organization	: 29	Mechanics	: 5
Vocabulary	: 20		

106/110



➤ Pre-test

No. _____
Date: _____

Hello, My Name Adel Fadlia Nowir usually called Adel
 I like artist Adele because very famous not because
 of that but, because the name almost similar
 to my name. Adele (have voice beautiful) and nice she
 very beautiful and have thick hair. Adele ^{very} friendly
 (to with vans) Adele live in America, and I am ~~very~~ ^{very}
 motivated to be like Adele

Content : 26
 Organization : 21
 Vocabulary : 17
 Language use : 20
 Mechanics : 3

(84)

Name : ADEL FADLIA NAWIR
 Class : VIII.1
 Register Number / NIS : 0045253257

1. Please make a simple writing text about :
 You can choose one of themes below :

a. Artist / Actor.
 b. Player Of Football.

EQUIP


➤ Post-test.

ANDROID ROBOT
GUARDIAN OF THE PLANETS

BAHASA INGGRIS

No. _____ Date: September 20th 2018

ADEL FADLIA NAWIR
VIII.1



Content : 29
 Organization : 20
 Vocabulary : 19
 Language Use : 25
 Mechanics : 5

106/100

1. Make a Theme of the photograph


2. Make a Simple Writing text about the photograph

96

CHARACTERISTIC ABOUT NAGITA SLAVINA

I Like artist in (Indonesian) That is Nagita Slavina wife of Raffi Ahmad and Mother of Rafathar Maulik Ahmad, usually also called gigi. She likes Shopping, Many Unique Food, and Pretty Make herself for example to Salon or going to facial treatment and the other.

Nagita Slavina or Gigi She had become a mother, she has old she is still looks, and so beautiful. Nagita is so friendly to her fans.



KIKY You can if you think you can

Appendix 7 : The mean score and standard deviation in pre-test and post-test.

A. Pre-test.

1. Experimental group.

a. Mean Score

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

$$\bar{X} = \frac{2709}{30}$$

$$= 65.56$$

b. Standard Deviation.

$$SD = \frac{\sum X_1^2 - \sqrt{\frac{(\sum X_1)^2}{N}}}{N - 1}$$

$$= \frac{130961 - \frac{1967^2}{30}}{30 - 1}$$

$$= \frac{130961 - 130152.53}{29}$$

$$= \sqrt{\frac{808.47}{29}}$$

$$= \sqrt{27.87}$$

$$= 5.28$$

A. Post-test.

1. Experimental Class.

a. Mean Score.

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

$$\bar{X} = \frac{1967}{30}$$

$$= 90.3$$

b. Standar deviation

$$SD = \frac{\sum X_1^2 - \frac{(\sum X_1)^2}{N}}{N - 1}$$

$$= \frac{245275 - \frac{2709^2}{30}}{30 - 1}$$

$$= \frac{245275 - 244622.7}{29}$$

$$= \sqrt{\frac{652,3}{29}}$$

$$= \sqrt{22.5}$$

$$= 4.74$$

Appendix 8 : Findings out of significant difference between the score of the pre-test and post-test.

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

Where $D = \frac{\sum D}{N} = \frac{754}{30} = 25.13$

$$t = \frac{25.13}{\sqrt{\frac{21598 - \frac{(754)^2}{30}}{30(30-1)}}$$

$$= \frac{25.13}{\sqrt{\frac{21598 - 631.68}{870}}}$$

$$= \frac{25.13}{\sqrt{\frac{20966.96}{870}}}$$

$$= \frac{25.13}{\sqrt{24.09}}$$

$$= \frac{25.13}{\sqrt{24.09}}$$

$$= \frac{25.13}{4.9}$$

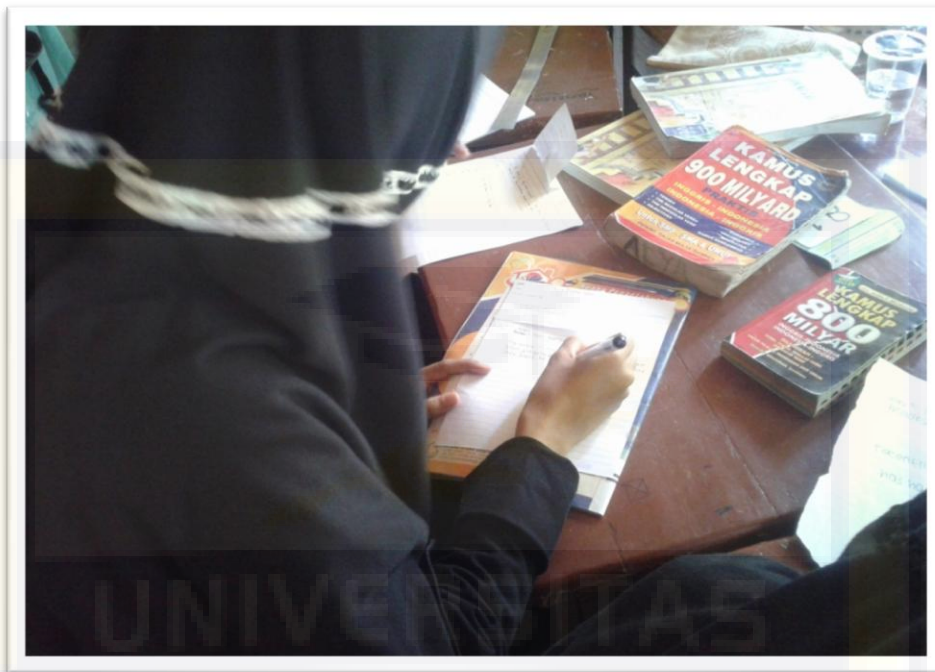
$$= 5.12$$

Appendix 9 : Picture / Documentation.**Part 1 : Students are working the Pre-test.**

- Students are writing a simple writing paragraph



- Students are writing a simple writing paragraph.



- Student is writing a simple writing paragraph.



- A researcher is observing students.

Part 2 : The researcher was explaining about writing use Personal photograph.



- Students are listening explanation about writing skill by using Personal photograph.



- A student asking about some explanation from the researcher.

Part 3 : Students were writing the simple paragraph Text (post-test).



- Students start to work writing paragraph.



- Students are making a simple writing by using personal photograph.




- Students was finished work a post-test.

BOSOWA



Appendix 10 : Administration

 **UNIVERSITAS BOSOWA**
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Program Studi Pendidikan Bahasa Inggris

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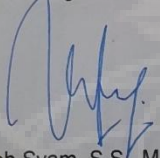

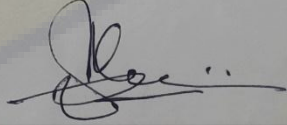
CATATAN PERBAIKAN SKRIPSI SARJANA

Program Studi Pendidikan Bahasa Inggris

1 Nama Lengkap : Abdul Rahim Bin Mustapa
 2 NIM : 4513101087
 3 Catatan Perbaikan oleh Penilai/Penguji

BAB	URAIAN YANG PERLU DIPERBAIKI	HALAMAN
	- Abstract (abstrak) jadikan 3 paragraf - Nama orang dan title disambung. - 2 th → 2 nd - Setiap foto diberi keterangan - Tampilan foto bergaris ? - Foto foto 3 x 4 cm	- iv, v - vi - vii - 75, dst. - 77, dst. - bibliography.

*) Jika tidak muat dapat dipergunakan halaman belakang

Diketahui: Ketua Program Studi,  Ulfah Syam, S.S., M.Pd.	Makassar, 4 September 2019 Penilai/Penguji  Hj. St. Haliah Batau, S.S., M.Hum
Penerima/Persetujuan Skripsi tersebut telah diperbaiki sesuai catatan-catatan perbaikan seperti tersebut di	Tanggal <u>16 November 2020</u> Penilai/Penguji  Hj. St. Haliah Batau, S.S., M.Hum



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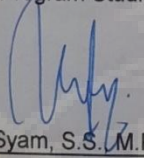
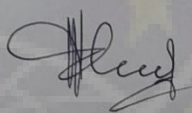
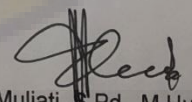
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- 2 NIM : 4513101087
- 3 Catatan Perbaikan oleh Penilai/Penguji

BAB	URAIAN YANG PERLU DIPERBAIKI	HALAMAN
	<ul style="list-style-type: none"> * Perbaiki abstrak. * Keterangan dokumen * finding & discussion * Urutkan hal-hal yang ada - content, vocabulary dsb. * Perbaiki penulisan * cek spelling. 	

*) Jika tidak muat dapat dipergunakan halaman belakang

<p>Diketahui: Ketua Program Studi,</p>  <p>Ulfah Syam, S.S., M.Pd.</p>	<p>Makassar, 4 September 2019 Penilai/Penguji</p>  <p>Muliati, S.Pd., M.Hum., M.Ed.</p>
<p>Penerima/Persetujuan</p> <p>Skripsi tersebut telah diperbaiki sesuai catatan-catatan perbaikan seperti tersebut di</p>	<p>Tanggal <u>25/11/2019</u> Penilai/Penguji</p>  <p>Muliati, S.Pd., M.Hum., M.Ed.</p>



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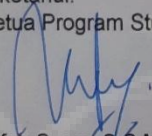
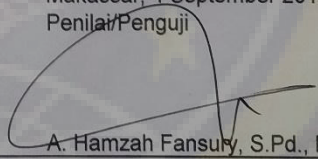
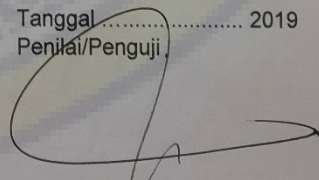
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	See the notes on the script!	
*) Jika tidak muat dapat dipergunakan halaman belakang		
Diketahui: Ketua Program Studi,  Ulfah Syam, S.S., M.Pd.	Makassar, 4 September 2019 Penilai/Penguji  A. Hamzah Fansury, S.Pd., M.Pd.	
Penerima/Persetujuan Skrripsi tersebut telah diperbaiki sesuai catatan-catatan perbaikan seperti tersebut di	Tanggal 2019 Penilai/Penguji,  A. Hamzah Fansury, S.Pd., M.Pd.	



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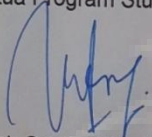
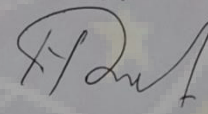
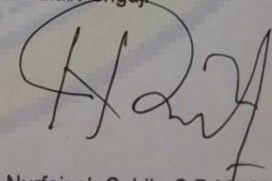
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BAB	URAIAN YANG PERLU DIPERBAIKI	HALAMAN
	Perbaiki	
*) Jika tidak muat dapat dipergunakan halaman belakang		
Diketahui: Ketua Program Studi,  Ulfah Syam, S.S., M.Pd Penerima/Persetujuan		Makassar, 4 September 2019 Penilai/Penguji  Nurfaizah Sahib, S.Pd.I., M.Pd. Tanggal 2019 Penilai/Penguji
Skripsi tersebut telah diperbaiki sesuai catatan-catatan perbaikan seperti tersebut di		 Nurfaizah Sahib, S.Pd.I., M.Pd.



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Nomor : A. 260/FKJP/UNTBOS/LX/2018
 2018

Makassar, 12 September

Lampiran : -

Perihal : Permohonan Izin Penelitian

Kepada

Yth. : Kepala Sekolah SMP Negeri 35 Makassar
 di -

Tempat

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

Nama : Abdul Rahim Bin Mustapa

NIM : 4513101087

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)
 Universitas Bosowa

Judul Penelitian :

**IMPROVING STUDENTS' WRITING SKILL THROUGH PERSONAL
 PHOTOGRAPH AT THE SECOND GRADE
 OF SMPN 35 MAKASSAR**

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.

Dekan

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

Tembusan:

1. Rektor Universitas Bosowa
2. Arsip.



**PEMERINTAH KOTA MAKASSAR
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SMP NEGERI 35 MAKASSAR**



Alamat: Jl. Telegraf Utama No. 1 Komp. Telkomas ☎ (0411) 8959567 Makassar-90245.

KETERANGAN IZIN PENELITIAN

No : 800/406/SMP 35/III/2019

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 35 Makassar bahwa :

Nama : **ABDUL RAHIM BIN MUSTAPA**
 N I M : 45113101087
 Fakultas : Keguruan dan Ilmu Pendidikan (FKIP)
 Jurusan : Pendidikan Bahasa Inggris
 Pekerjaan : Mahasiswa
 Alamat : Jalan Sukamaju 5 Makassar

Benar yang bersangkutan tersebut di atas telah selesai melakukan penelitian di SMP Negeri 35 Makassar dari tanggal 14, 19, 21 September 2018 dengan judul :

***"IMPROVING STUDENTS' WRITING SKILL THROUGH PERSONAL PHOTOGRAPH AT
THE SECOND GRADE OF SMP NEGERI 35 MAKASSAR"***

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Makassar, 11 Maret 2019

Kepala Sekolah



Parrentengi, S.Pd., M.Pd.

Pangkat. Pembina Tk.I

N I P. 19650915 198812 1 002

BIOGRAPHY



Abdul Rahim Bin Mustapa was born in Selangor Malaysia, on December 27th 1992, from the marriage of her parents Mustafa Muhammad and Habiba Binti Kelake. He began his first education at Sekolah Kebangsaan Kuang Selangor Malaysia in 1999 and finished in 2005. After that, he continued his study to SMPS Ile Lewotolok Lembata in 2006 and graduated in 2009. In the same year, he continued his study to SMK Negeri I Ile Ape Lembata and graduated in 2012, After graduating from senior high school, he decide to enter in Universitas “45” Makassar in 2013 that now changed to Bosowa University Makassar and Choose English Education Study Program and graduated in 2019.