



**IMPROVING THE STUDENTS' WRITING SKILL THROUGH
MAGAZINE ARTICLE OF THE SECOND YEAR STUDENTS
AT SMP DHARMAYADI MAKASSAR**

SKRIPSI



**Submitted to the Faculty of Teachership and Educational Science
in Partial Fulfillment of the Requirements for Sarjana Degree**

By

IRNA DJALIL

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**FACULTY OF THE TEACHERSHIP AND EDUCATIONAL SCIENCE
ENGLISH EDUCATION DEPARTMENT
UNIVERSITY 45 MAKASSAR
2012**

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PAGE OF APPROVAL

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**"IMPROVING THE STUDENTS WRITING SKILL THROUGH
MAGAZINE ARTICLE OF THE SECOND YEAR STUDENTS
AT SMP DHARMA YADI MAKASSAR"**

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EKIP

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MOTTO AND DEDICATION

Our greatest glory is not in never falling but in rising up every

time we fail

(Ralph W. Emerson).

This skripsi is dedicated to :

-  My beloved parents
-  All of my lecturers
-  All of my best friends

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Alhamdulillah Rabbil Alamin, the greatest praise and gratitude to Allah SWT who has been guiding the writer. Salawat and salam are due to chosen messenger to prophet Muhammad SAW. No words can describe her feeling to finish this skripsi. Therefore, the writer would like to express her great gratitude and appreciation, especially to:

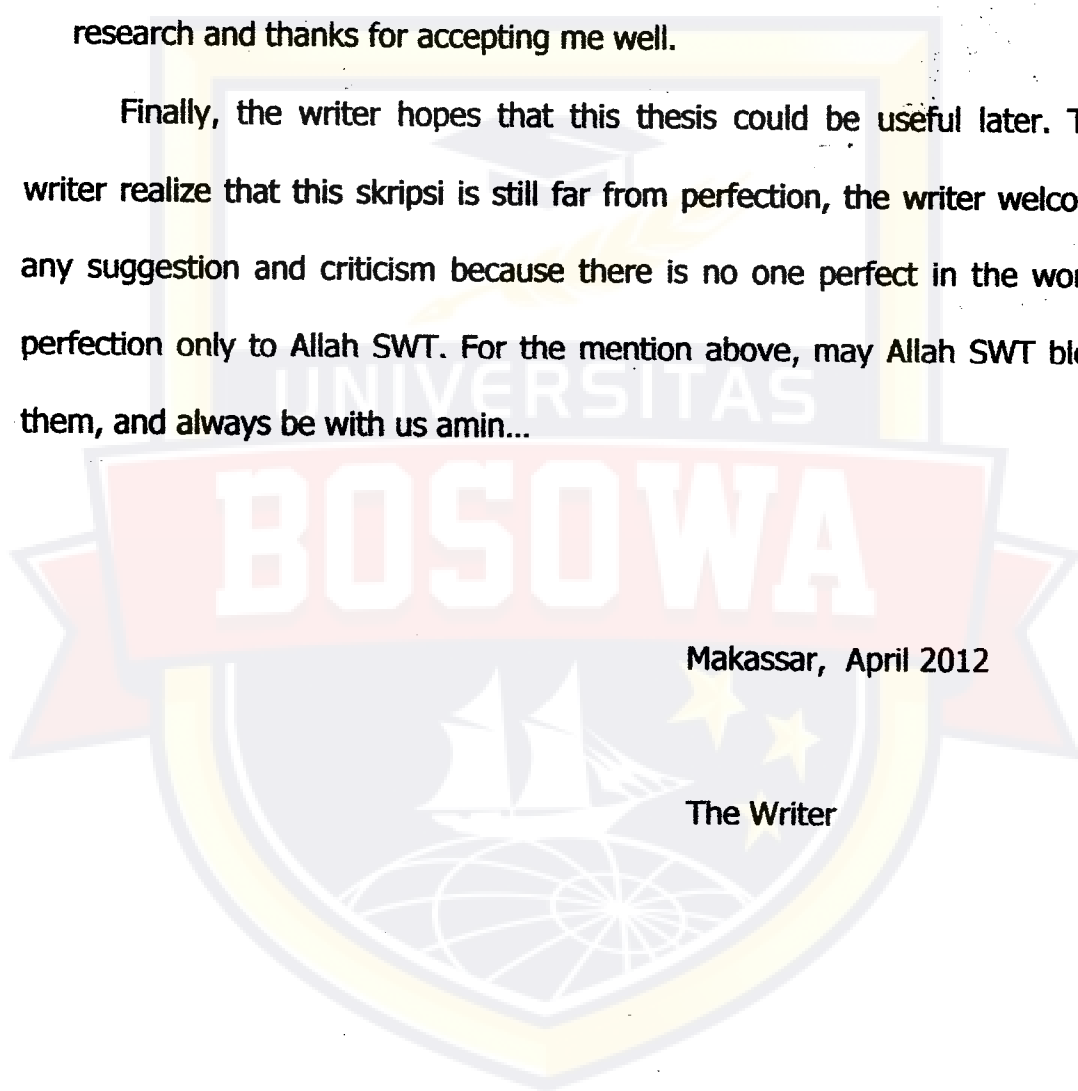
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Finally, the writer hopes that this thesis could be useful later. The writer realize that this skripsi is still far from perfection, the writer welcome any suggestion and criticism because there is no one perfect in the world, perfection only to Allah SWT. For the mention above, may Allah SWT bless them, and always be with us amin...

Makassar, April 2012

The Writer



ABSTRAK

Irna Djalil. 2012. *"Improving Student's Writing Skill Through Magazine Article Of The Second Year At SMP Darmayadi Makassar"*. (Dibimbing oleh Dra. Hj. Hanyah Haneng, Msi dan Rampeng, S.Pd., M.Pd).

Penelitian ini bertujuan untuk mengetahui sejauh mana kemampuan siswa dalam menulis melalui artikel majalah dalam bahasa Inggris dengan susunan kalimat cerita yang benar.

Metode yang diterapkan dalam penelitian ini adalah metode experimental yang memilih satu kelas untuk diberikan tes awal, treatment dan tes akhir. Populasi penelitian ini adalah siswa kelas IX SMP Darmayadi Makassar tahun akademik 2011 – 2012. Sampel dalam penelitian ini adalah siswa kelas IX yang terdiri dari 20 orang siswa. Dalam mengumpulkan data, penulis menggunakan tes tertulis dengan satu topik untuk menguji sejauh mana kemampuan siswa dalam menulis artikel majalah bahasa Inggris sebelum siswa diberi perlakuan. Tes akhir diberikan untuk mengetahui sejauh mana pencapaian siswa dalam menulis artikel majalah bahasa Inggris setelah siswa diberi perlakuan. Data dianalisis untuk memperoleh nilai rata-rata, perbedaan nilai rata-rata antara tes awal dan tes akhir dengan menggunakan rumus statistik uji T.

Hasil analisis data menunjukkan bahwa terdapat perbedaan yang signifikan dari hasil yang diperoleh siswa dalam tes awal dan tes akhir. Nilai uji-T adalah 13.59 sedangkan nilai t-tabel adalah 2.093. Nilai uji-T lebih tinggi dibandingkan nilai t-table ($13.59 > 2,903$). Dari Hasil analisis data tersebut, dapat disimpulkan bahwa melalui penggunaan media artikel majalah bahasa Inggris dapat meningkatkan kemampuan siswa dalam menulis.

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CHAPTER I

INTRODUCTION

A. Background

In Indonesia, English Language has a very important role in technological and scientific advances; instruments such as computer and internet use English Language. Meanwhile, a lot of textbooks, newspapers and magazines are printed in English. English is also used as a means of communication within international trade and business. Consequently, people who want to have access to them should master English well.

Realizing the growing demand of English as an international means of communication, it is reasonable that our government places English as a crucial subject in our education system. Realizing that writing is very important for English learners besides the other skills, it is essential for the students to develop their writing skills in English. But the problem is learner still find difficulties in writing. Written language also tends to be more complicated than spoken one. Writing in Second Language is assumed to be more difficult than that in First Language

A lot of learners during the writing task are sometimes stuck and could not continue to complete their writing task with simple reason lack

of vocabulary, cannot make up any sentences longer or lack of stimulation. As a result they can only write down short paragraph without including the details to the topic assigned. The teacher has to find a good strategy to teach writing. Recently there are many strategies have been used to teach language learning one of media that writer want to apply is magazine article to stimulate students' writing ability.

A magazine is a paper printed and sold to the public usually weekly or monthly. It contains news, tips, entertainment, advertisements, etc. a large daily newspaper contain a variety of information. It gives information about entertainment such as music, hobby, life style, etc.

Indeed for many students, the ability to read and understand English language magazine for work purpose represents a very real and tangible goal to aim for. One of the importance using magazine in the classroom is reader interest, the enormous variety of subject – matter in magazine means that, any one magazine will contain variable with something of value or concern to every reader. This makes them interesting and motivating for students to work with. Magazine report real-life events and this arouses our natural curiosity about the world around us and our fellow human beings.

Using magazine material in the classroom will also be particularly helpful for those students who may go to live or work in the target – language community. In this case, firstly, the students see a piece of writing and then use it as a basis for their own work. It is believed that using magazine article in the classroom which makes the students interested and gives stimulation to motivate them to write in English. That's why writer will do research using English magazine to improve students' writing ability.

B. Problem Statement

Based on the background above, the problem statement of this research is : How effective is the use of English Magazine Articles stimulate the students' writing ability of the second year students of SMP Darmayadi Makassar?

C. Objective of the Research

In accordance with problem statements previous, this research aims to find out the effectiveness of using English Magazine Articles stimulate the students' writing ability at the second year students of SMP Darmayadi Makassar.

D. Significance of the Research.

Hopefully, the study will be helpful both for English teachers and students. Teachers can apply English Magazine Article media as an alternative media in teaching writing to students. Students' ability in writing will improve by using magazine to stimulate them in writing.

E. Scope of the Research

The scope of the research will focus on the using magazine articles to stimulate the students' writing ability at the second year students of SMP Darmayadi Makassar.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter of some previous related research, some pertinent ideas, theoretical, resume, and hypothesis.

A. Previous Related Findings.

Some writers have done studies on writing technique and its contribution on English teaching. Their findings are as the following :

1. Ismail (1999 : 48) reported that, the students had interest in reading English Newspapers. He considered that reading English Newspapers could give them a lot of benefits, such as improving : vocabulary mastery, writing and reading skill and acquiring a lot of kinds of information which will be a valuable knowledge in developing their English language studies.
2. Agus (2002 : 46) reported that, the fifth semester students of English department of FBS UNEM have high interest in enriching English Vocabulary by reading English Newspaper.
3. Rahmat (2003 : 51) conducted a simple writer under title " improving the English writing Ability of the Third Year Students Of MAN Kajuara Bone through Diary writing. " He came with a conclusion that the use

of diary writing could improve the students' ability to understand and to develop their writing activity and develop their interest because all of the students gave a positive attitude toward it.

4. Nurbaya (2006 : 49) based on Scott research before, she applied the title " Using Brainstorming technique to improve the writing skill of the second Grade students MAN Malakaji Gowa found that brainstorming technique can improve the students writing skill in all of aspect of writing skill but very conspicuous is grammar.

Previous finding above support the research that writer want to conduct although is not the same.

B. Some Pertinent Ideas

1. Writing

a. Nature of Writing

Writing is one of the four language skills besides listening, speaking, and reading. It is an activity in arranging words, phrases, and sentences that is grammatically correct and appropriate with its purpose.

Writing, in its most common sense, is the preserved text on a medium, with the use of signs or symbols. In that regard, it is

to be distinguished from illustrating such as cave drawings and paintings on the one hand, and recorded speech such as tape recordings and movies, on the other. Writing, more particularly, refers to two activities : writing as a noun, the thing that is written; and writing as the verb, designates the activity of writing. It refers to the inscription of characters on a medium, thereby forming words, and larger units of language, known as texts. (<http://en.wikipedia.org/wiki/Writing>).

Meyers (2005 : 1) says "the word *writing* comes from a verb". That means, it's an activity-a process. Writing is a way to produce language, which people do naturally when they speak. But writing is different from speaking because writing is a speaking to other people on a paper or on a computer screen. Unlike speaking, however, writing doesn't happen all at once. Meyers (2005 : 2) says "You cannot see and hear your readers, so you must think about their reactions. You must choose a subject that will interest them and try to present it in an interesting way".

Following is a definition of writing given by Bell and Burnaby as quoted by Nunan (1989 : 36), "Writing is an extremely complex cognitive activity in which the writer is required to

demonstrate control of a number of variables simultaneously". It means that writing is a very complex process because we have to be able to produce a good result. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts. It is always possible to review and revise again. The result of writing is the end and produces a careful and organized thinking materialized on paper.

b. Types of Writing Performance

Brown (2004 : 220) describes that there are four categories of writing skill area. Those four categories are as follows :

1. Imitative Writing

This category includes the ability to spell correctly. The students have to attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This level is usually for Elementary School level.

2. Intensive (Controlled) Writing

In this category, most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the

text design. The students have to attain skills in producing appropriate vocabulary within a context, collocation, idioms, and correct grammatical features up to the length of a sentence.

This category is applied for Junior High School level.

3. Responsive Writing

This level requires the students to perform a limited discourse level, creating logically connected sequence of two or three paragraphs. It is more focused on the discourse conventions that will achieve the objectives of the written text. It has strong emphasis on context and meaning. This skill area of writing is usually intended for Senior High School level.

4. Extensive Writing

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, such as an essay, a term paper, a thesis, etc. The writers focus on achieving a purpose, organizing and developing ideas logically, using details to illustrate ideas, demonstrating syntactic and lexical varieties, and so on. This level is usually for advanced learners.

c. The Importance of Writing

Nowadays, people recognize more and more the importance of writing. The existence of writing in the modern society plays an important role though it is the most difficult skill to develop. Through writing, people can communicate to one another over long distances. It has also preserved ideas of many great people and philosophers in the past. Thus, if writing did not exist, the world would not be as it is now because there would be no development in the society.

Related to the importance of writing in foreign language teaching, Kern (2000 : 172) lists the reasons for that. They are :

- (1) In designing meaning through writing, the learners develop their ability to think explicitly about how to organize and express their thoughts, feelings, and ideas in ways compatible with envisioned readers' expectation.
- (2) Writing allows learners to create and restate meaning through explicit manipulation of forms.
- (3) Writing provides time for learners to process meaning. Many foreign language learners find writing easier and less anxiety

producing than speaking, simply because they have time to think.

And

(4) Writing allows learners' language use to go beyond purely 'functional' communication, making it possible to create imagined worlds of their own design.

Hidalgo et. Al as cited in Nuraida (2003 : 11) explained that there are some objectives of writing as follows :

1. To help the students with their build of reading materials, such as medical journals, articles, case histories.
2. To help the students listen to the lectures and take down notes effectively.
3. To help the students listen analyze and interpret information presented appropriately and correctly.
4. To help the students evaluate and from augments, regarding information presented.

Referring to some opinions above, the writer can concluded that writing as an aspect of English skill can improve our ability such as grammar and mastery of vocabulary. It can satisfy the writer because the writer can express our idea freely without pressure and some people tend to write than express orally what

they want to say. The most important is writing not only activated our brain but also physical dimension such as eyes and ears are involved in learning process. On the other side, the students are encouraged to read material as many as possible such as books, magazine and journals to make the writing composition well in order to sharing information with the readers.

d. The Form of Writing

Wishon and Burks (1980 : 378-383) divide forms of writing into four divisions namely narration, description, exposition and argumentation .

1. Narration

Narration is the form of writing used to relate the story of acts or events. It places occurrences in time and tells what happened according to natural time sequences. Types of narration include short stories, novels, and new stories, as well as large part of our everybody social interchange in the form of letters and conversation.

2. Description

Description reproduces the way things look, smell, taste, feel, or sound. It may also evoke moods such as happiness,

loneliness, or fear. It is used to create a visual image of people, places, even of units of time-days, times of day, or season. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character or personality.

3. Exposition

Exposition is used in giving information, making explanation and interpreting meanings. It includes editorials : essay, and informative and instructional material. Used in combination with narrative, it stands alone as an essay. Used alone or with narrative, exposition may be developed in a number of ways as follows :

- a) Process. Exposition may be used to explain a process that is to tell how something is made or done.
- b) Definition. An explanation of what a word or a term means is another kind of exposition. The simplest form is a statement and this applies to dictionary definitions.
- c) Analysis. It divides a subject into parts and examines those parts.

d) Criticism. It involves evaluation, which is analyzing and weighing strengths and weaknesses.

4. Argumentation

Argumentation is used in persuading and convincing. It is closely related to exposition and it is often found combined with it. The aim is to make a case or to prove or disprove a statement or proposition. It may present arguments to persuade the reader to accept an idea or a point of view.

e. The Components of Writing

The good writing skill can be analyzed to group and varied skills. Heaton (1988 : 135) divided components writing into five mains area. They are grammar, mechanics, vocabulary, content and organization.

1. Grammar

Grammar concerns about the ability to write correct and appropriate sentences. The writer has to give attention for preposition, tenses such as using of verbs, nouns, adjective, also conjunction and articles. It is very important to the writer to clarify the correct usage of point grammar because reader

will be difficult to understand it. It has a great influence so, we have to reread and review what we have written.

2. Mechanics

It is related with the ability to use correctly words to the written language such as using of capitalization, punctuation, spelling. It is very important to lead the readers to understand or recognize what the written means to express. The use of favorable mechanics in writing will make the readers easy to the group to conveying ideas or messages of writing. The explanation as follows :

- a. Capitalization the use of capitalization can clarify the ideas if the sentences are not capitalized correctly, ambiguous and misunderstanding will appear. It also helps to differentiate from sentence to others. The words which are capitalized at beginning of ; the name of people, organization, first and last words of title.
- b. Punctuation it can help the readers to identify should be taken as a unit of meaning and suggest how the units of it relate to each other.

c. Spelling. Using of spelling has three rules ; they are suffixes addition, plural formation and the change of certain words.

3. Content

The content of writing is about the ability to think creatively and develop thoughts, excluding all irrelevant information. It should be clear to the readers. So, they can understand what the message convey and gain information from it. Also, the content of writing should be well unity and complete because the characteristic of good writing has unity and completeness.

4. Vocabulary

Vocabulary is an essential part of compose writing. The writes need vocabulary mastery well to express or write their ideas. The effective using of words or vocabulary in writing must be relevant with the topic to let the readers perceive and feel it. Someone who lack of vocabulary will be difficult to compose what they are going to express but appropriate words will help writers to compose writing.

5. Organization

Organization is the ability to develop ideas and topic which relevant in a united form. On the other hand, it concern in ways of writer to arrange and organize the ideas or messages in writing. There are many ways in process of organization writing involves coherence, order of importance, general to specific, specific to general, chronological order and spatial pattern.

f. Reason for Teaching Writing

There are a lot of reasons why teaching writing is important. Hairstone (1986 : 2) below states some of them.

1. Writing is a tool for discovering or stimulates our thought process by the action writing into informational and images of our unconscious minds.
2. Writing makes us to make connection and relationship in generating the new idea.
3. Writing helps us to recognize our ideas so that we can arrange them in a coherent form.
4. Writing help us to absorbs and precede information, when we write topic so we learn it better.

5. Writing enables us to solve our problems, by putting the element of them into written forms so we can examine and manipulate them.
6. Writing a subject will make us to become active learners rather than those passive learners of information.

2. Magazine

Magazine as one of the authentic material can be used for developing teaching writing. As Cunningsworth as cited in Jemma (2000) said that :

"Authentic materials are materials which are originally used in real situations and it was not design for use in language teaching. Such materials are used in the classroom to expose the learners to language in real use the kind of these materials can be newspaper, articles, letters, magazine, recording of news and etc".

Wello and Nur (1999 : 19) give several reasons why authentic materials are high recommended :

- a. Authentic texts can exemplify the particular register which they belong and will contain specific terminology and jargon and sometimes, typical organization features and sentence pattern. In

short, authentic text contains the type of language which the learner may need to be exposed and to develop skill for understanding the text.

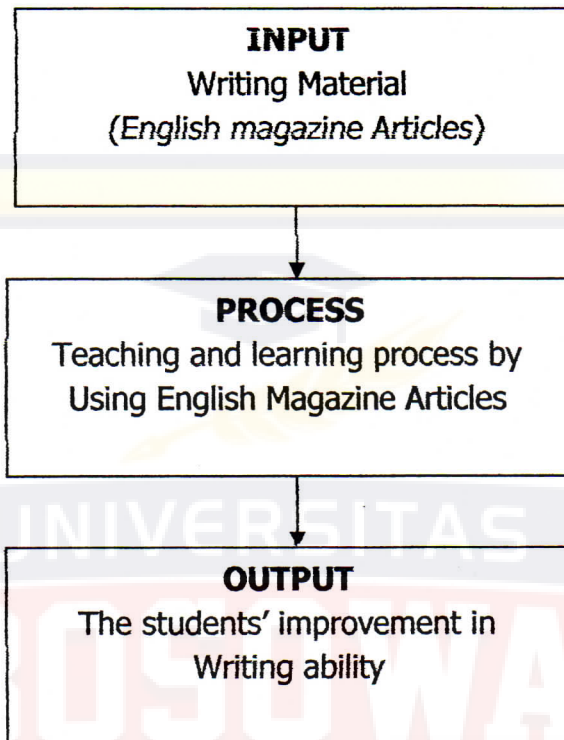
- b. Authentic material provides information about real life situation or events. In this case, the content of material rather than the language, which is useful for the teacher or have high credibility. It may also very relevant to the learner which have the special interest can this be used to fill gaps in material published for learner of English.

Related to teach writing, magazine can be used as teaching material besides there are many of text books available almost every subject.

Noston (1980 : 391) states that magazine articles can be used to all grade level of students on various activities as follows :

- a. For young children, use it to find letters of the alphabet words and answer oral question about the pictures.
- b. For primary grade students, use it to motivate, creative writing and develop oral language skill through discussion on various activities.
- c. For older students with sufficient reading skill, use it to improve reading comprehension and to improve writing.

C. The Conceptual Framework



In the diagram above, input, process and output are briefly classified as follows :

- 1) Input : it refers to material that is magazine articles
- 2) Process : it refers to the activities during teaching and learning process
- 3) Output : the students' improvement (result) in writing comprehension

D. Hypothesis

Using magazine Articles can stimulate the students writing ability.

CHAPTER III

METHOD OF THE RESEARCH

This research, the writer presented the research design, research variable population and sample, instruments of the research, procedure of collecting data, and technique of data analysis.

A. Research Design

The design of this research was pre-experimental design with pre-test and post-test design. The comparison between the pretest and post-test score depended on the success of the treatment. The design was presented are as follow :

Pre-test	Treatment	Post-test
O1	X	O2

Notes :

O1 = The result of the students' pre -test

X = The treatment by using Newspaper articles

O2 = The result of the students' post -test

(Gay : 1980)

B. Variable of the Research

The research consist of two variables :

1. *Dependent variable*

The dependent variable was the students' writing ability.

2. *Independent variable*

The independent variable was used the magazine article.

C. Population and Sample

1. *Population*

The population in this research was the second year students SMP Darmayadi Makassar academic year 2011/2012. Which is consists of three classes. Each class consists of 22 students.

2. *Sample*

Sample of this research was class IX, consist of 20 students. This class was be chosen by using random sampling.

D. Instrument of the Research

The writer used writing test to asses and examined the students' writing ability. The tests are pre-test and post-test. The pre-test was given to know the students' prior ability before treatment using

newspaper. The post test was given to find out the improvement of students ability in writing.

E. Procedure of Collecting Data

1. Pre-test

Before doing treatment, the writer gave the students pre-test to know their achievement in writing. In pre-test the writer asked the students to write a text with the title "be creative with your rubbish"

2. Treatment

After giving the pre-test, the students are treated by used article.

Here are the steps in treatment :

- a. Select one article which interest for students. Add the translation and explanation to deal with any vocabulary or language problems and make one copy of this article for each pair of students in the class.
- b. Pair students and gave each pair a copy of article
- c. Tell the students that the article is too long for publication because lack of space. Their task was to reduce it to exactly fifty words for publication as news in brief items. Their rewritten version must be an accurate summary of the original article, containing all important information.

- d. Tell pair that they should write their new version on a clear sheet of paper. Before they began, emphasize, again that their rewritten version must be about thirty words.
 - e. Began the activity. When the students are ready, put two pairs together and asked them to exchange their rewritten version to read. They should decide if their partner pairs new item was a true an accurate summary of the original article.
3. post-test

After the treatment, the post-test was being conducted to find out the students' writing achievement. It used to check the result of treatment. It useful to know whether magazine articles are effective to stimulate the students' writing ability. The post-test was same with the pre-test.

F. Techniques of Data Analysis

To analyze the data, the writer followed the steps as follows :

1. Scoring the result of the students test based on the five aspects that given by (Heaton 1988) the aspect are grammar, vocabulary, mechanics, fluency (style and case of communication) and form organization. But in this research the writer used two aspects namely : grammar, vocabulary.

a. Grammar

No	Classification	Score	Criteria
1	Excellent	5	Few (if any) noticeable and error of grammar a word order.
2	Good	4	Same errors of grammar and order which do not, however interfere with comprehension.
3	Enough	3	Errors of grammar and word order, fairly frequent, accessional re-reading. Necessary for full comprehension.
4	Poor	2	Errors of grammar and word order frequent.
5	Very poor	1	Error of intergeneration sometimes required on readers' part.

b. Vocabulary

No	Classification	Score	Criteria
1	Excellent	5	Use of vocabulary and idiom rarely (of at all) distinguish table from that of educated native speaker.
2	Good	4	Occasional use inappropriate terms of relies on circumlocution, expression of ideas hardly impaired.
3	Enough	3	Uses wrong inappropriate words fairly frequently expression of ideas may be limited because of inadequate Vocabulary.
4	poor	2	Limited vocabulary and frequent errors clearly hinder expression of ideas.
5	Very poor	1	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation Vocabulary limitation so extreme as to make comprehension virtually.

2. Calculating the mean score and standard deviation of the students' answer by using the formula :

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

Notation :

- \bar{X} = mean score
- $\sum X$ = Total of individual score
- N = Total number of individual score

(Rahman, 2006: 20)

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

Notation :

SD : Standard Deviation

X : Total Raw Score

N : Total Number of Students

(Rahman, 2006: 27)

3. Finding out the significance differences between the pre-test and the post-test of the writing test the writer will calculate of t-test for dependent sample :

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

Where :

\bar{D} : the mean score of the different scores

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

N = the total number of the sample

t = test of significant

Gay in Badrun (2005 : 30)

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the writer presents the result of the research in the field and discussion that explains and interprets the findings in second section.

A. Findings

This section is divided into two parts. The first part was described about the data analysis of writing test and the second part was describe about the significant result between pre-test and the post-test.

1. Descriptive analysis.

To know the ability of the students in writing skill through the English Magazine, the kinds of instruments used in this resesarch namely the written tests and the data obtained from the text showed students ability. The data collected from those instruments was presented below.

2. Analysis of data in writing test

Before analyzing the data it is necessary to describe the statistical procedure which are used to know the data about students difficulty in writing. The written process the students score based on one

elements, namely impressions method is refers to the students' impression in writing skill from English magazine.

After calculating the result of writing test, the score of Pre-Test was presented are as follows :

Tabel 1 : The Students' Writing Score In Pre - Test

No	Initial of the Students	Score		Total	Mean
		Grammar	Vocabulary		
(1)	(2)	(3)	(4)	(5)	(6)
1	WW	2	3	5	2.5
2	AF	2	2	4	2
3	RS	2	2	4	2
4	K	3	2	5	2.5
5	AL	2	3	5	2.5
6	MR	2	1	3	1.5
7	MMH	2	2	4	2
8	HM	1	2	3	1.5
9	BK	2	3	5	2.5
10	PMV	2	3	5	3
11	ESDM	3	2	5	2.5

To be continued

Continuation

(1)	(2)	(3)	(4)	(5)	(6)
12	SD	2	2	4	2.5
13	DRT	2	2	4	2
14	UD	3	2	5	2.5
15	KL	2	1	3	1.5
16	PSR	3	2	5	2.5
17	TH	1	2	3	1.5
18	JD	2	2	4	2
19	NA	2	1	3	1.5
20	J	2	1	3	1.5
	Total	42	40	83	42

Source : SMP Darmayadi

Table 1 above showed the students score in mastering English Grammar and Vocabulary in writing skill through English Magazine. The highest score was grammar (42) and lowest score vocabulary (40). The total score of the students in pre - test is 83 and the total number of the students are 20 students. The mean score in this pre-test is 42. The further explanation about table 1 can be seen in table 3.

Tabel 2 : The Students' Writing Score In Post - Test

No	Initial of the Students	Score		Total	Mean
		Grammar	Vocabulary		
(1)	(2)	(3)	(4)	(5)	(6)
1	WW	3	4	7	3.5
2	AF	3	4	7	3.5
3	RS	3	4	7	3.5
4	K	4	4	8	4
5	AL	3	4	7	3.5
6	MR	3	3	6	3
7	MMH	3	3	6	3
8	HM	4	3	7	3.5
9	BK	3	4	7	3.5
10	PMV	5	4	9	3
11	ESDM	5	4	9	4.5
12	SD	3	4	7	3.5
13	DRT	3	3	6	3
14	UD	4	3	7	3.5
15	KL	3	2	5	2.5

To be continued

Table 3. The Classification of Students' Writing Skill in Pre-Test.

No	Ability Classification	Score	X_1	X_2	$(X)_1$	$(X)_2$
1	Excellent	5				
2	Good	4				
3	Enough	3	4	4	12	12
4	Poor	2	14	12	28	24
5	Very Poor	1	2	4	2	4
		20	20	20	42	40

Source : SMP Darmayadi

Table 3 shows that none of the students can be classified as excellent and good. There are 4 students classified as enough, 14 students classified into poor and 2 students classified as very poor based on grammar. 4 students classified as enough, 12 students classified as poor and 4 students classified as very poor based on vocabulary,

To find out the mean score of the students the writer applied the following formula as are follows :

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

$$X = \frac{42}{20}$$

$$X = 2,1$$

Based on the result of the calculation above, the mean score of students' score in writing skill through English Magazine Article is 2,1 and the total number of the students are 20 students. It can be concluded that the students' score in mastering English Grammar and Vocabulary in writing skill through English Magazine Article is "poor" .

This can be proved from the result of the calculation above that the mean score of the students is 2,1 which it was classified as "poor".

Table 4. The Classification of Students' Writing Skill in Post-Test.

No	Ability Classification	Score	X ₁	X ₂	(X) ₁	(X) ₂
1	Excellent	5	2	-	10	-
2	Good	4	4	9	16	36
3	Enough	3	14	6	42	18
4	Poor	2	-	5	-	10
5	Very Poor	1	-	-	-	-
		20	20	20	68	64

Source : SMP Darmayadi

Table 4 shows that 2 students were classified as excellent, 4 students were classified as good and 14 students classified into enough based on grammar. 9 students were classified as good, 6 students classified as enough and 5

students classified as poor based on vocabulary. None of the students was classified as very poor.

To find out the mean score of the students in the Post- test. The writer applied the following formula are as follows :

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

$$X = \frac{64,5}{20}$$

$$X = 3,225$$

Based on the result of the calculation above, the mean score of students' score in writing skill through English Magazine Article in post-test is 3,225 and the total number of the students are 20 students. It can be concluded that the students' score in mastering English Grammar and Vocabulary in writing skill through English Magazine Article is "enough" .

This can be proved from the result of the calculation above that the mean score of the students in post -test is 3,225 which it was classified as "enough".

Table 5. The Total Raw Score of the Students' Pre-test and Post-test

No.	Initial of the students'	Pre-Test (X1)	Post-Test (X2)	(X1) ²	(X2) ²
(1)	(2)	(3)	(4)	(5)	(6)
1	WW	5	7	25	49
2	AF	4	7	16	49
3	RS	4	7	16	49
4	K	5	8	25	64
5	AL	5	7	25	49
6	MR	3	6	9	36
7	MMH	4	6	16	36
8	HM	3	7	9	49
9	BK	5	7	25	49
10	PMV	5	9	25	81
11	ESDM	5	9	25	81
12	SD	4	7	16	49
13	DRT	4	6	16	36
14	UD	5	7	25	49

To be continued

Continuation

(1)	(2)	(3)	(4)	(5)	(6)
15	KL	3	5	9	25
16	PSR	5	6	25	36
17	TH	3	5	9	25
18	JD	4	6	16	36
19	NA	3	5	9	25
20	J	3	5	9	25
	Total	$\Sigma x_1 = 83$	$\Sigma x_2 = 129$	$\Sigma x_1^2 = 350$	$\Sigma x_2^2 = 898$

Source : SMP Darmayadi

Table 6. The Students' Pre-test and Post-test, the gain and the Square of the Gain

No.	Initial of the students'	Pre-Test	Post-Test	Gain (D)	D ²
(1)	(2)	(3)	(4)	(5)	(6)
1	WW	5	7	2	4
2	AF	4	7	3	9
3	RS	4	7	3	9
4	K	5	8	3	9
5	AL	5	7	2	4
6	MR	3	6	3	9
7	MMH	4	6	2	4
8	HM	3	7	4	16
9	BK	5	7	2	4
10	PMV	5	9	4	16
11	ESDM	5	9	4	16
12	SD	4	7	3	9
13	DRT	4	6	2	4

To be continued

Continuation

(1)	(2)	(3)	(4)	(5)	(6)
14	UD	5	7	2	4
15	KL	3	5	2	4
16	PSR	5	6	1	1
17	TH	3	5	2	4
18	JD	4	6	2	4
19	NA	3	5	2	4
20	J	3	5	2	4
	Total	$\Sigma x_1 = 83$	$\Sigma x_2 = 129$	$\Sigma D = 50$	$\Sigma D^2 = 138$

3. Source : SMP Darmayadi

4. The student's standard deviation in pre-test and post-test

After being calculated the result of the student's pre-test and post-test standard deviation are presented below :

a. Standard deviation of students' pre-test

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

$$= \sqrt{350 - \frac{(83)^2}{20-1}}$$

$$= \sqrt{350 - \frac{6889}{19}}$$

$$= \sqrt{\frac{350-344.45}{19}}$$

$$= \sqrt{\frac{5.55}{19}}$$

$$= \sqrt{0.2921}$$

$$= \mathbf{0.54}$$

b. Standard deviation of student's post-test

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

$$= \sqrt{898 - \frac{(129)^2}{20-1}}$$

$$= \sqrt{898 - \frac{16641}{19}}$$

$$= \sqrt{\frac{898 - 832.05}{19}}$$

$$= \sqrt{\frac{65.95}{19}}$$

$$= \sqrt{3.47}$$

$$= 1.862$$

5. The Mean Score and Standard Deviation of the Pre-test and Post - Test

After classifying the vocabulary achievement of students, the mean score and standard deviation and even in pre - test and post - test are present in the following table.

Table 7 : The mean scores and standard deviation of the pre - test and post - test

Test	Mean score	Standard deviation
Pre-test	2.1	0.54
Post-test	3.225	1.862

Table 7 above shows that the mean score of students' in pre-test was 2.1. The mean score of their post-test increase to 3.225. The standard deviation of the pre-test is 0.54 while the standard deviation of the post-test is 1.682 from table data. We obviously can know that the mean score of students' post-test is greater than the mean score of students' pre-test.

To know the significant between t-test and t-table analysis for writing test the writer used formula are as follow:

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

$$X1 = 83$$

$$X2 = 129$$

$$\sum D = 50$$

$$\sum D^2 = 138$$

$$\bar{D} = \frac{\sum D}{N} = \frac{50}{20} = 2.5$$

$$t = \frac{2.5}{\sqrt{\frac{138 - \frac{(50)^2}{20}}{20(20-1)}}$$

$$t = \frac{2.5}{\sqrt{\frac{138 - \frac{2500}{20}}{20(19)}}$$

$$t = \frac{2.5}{\sqrt{\frac{138 - 125}{380}}$$

$$t = \frac{2.5}{\sqrt{\frac{13}{380}}$$

$$t = \frac{2.5}{\sqrt{0.034}}$$

$$t = \frac{2.5}{0.184}$$

$$t = 13.59$$

Table 8 : The T-Test Value of Writing Before and After Treatment

t – test	t-table	Comprehension	Different
13.59	2.093	t-test>t-table	Significant

The result of statistical analysis in the level of significant (df) = 0,05 and the t-test value = 13.59. While the value of t-table = 2.093. Therefore, it means the t-test value was greater than t-table (t-test=1359>t-table=2.093). It indicates that the writing process approach can improve the students writing skill.

B. Discussion

There were three different areas of writing quality assessed in this study, namely content, paragraph structure and mechanics. The three areas assessed were assumed to contributed the quality of writing.

The descriptive statistic analysis in the findings show that the writing quality of a students, the mean score of the students in table 1 show that the students writing skill based on the pre-test is 42.

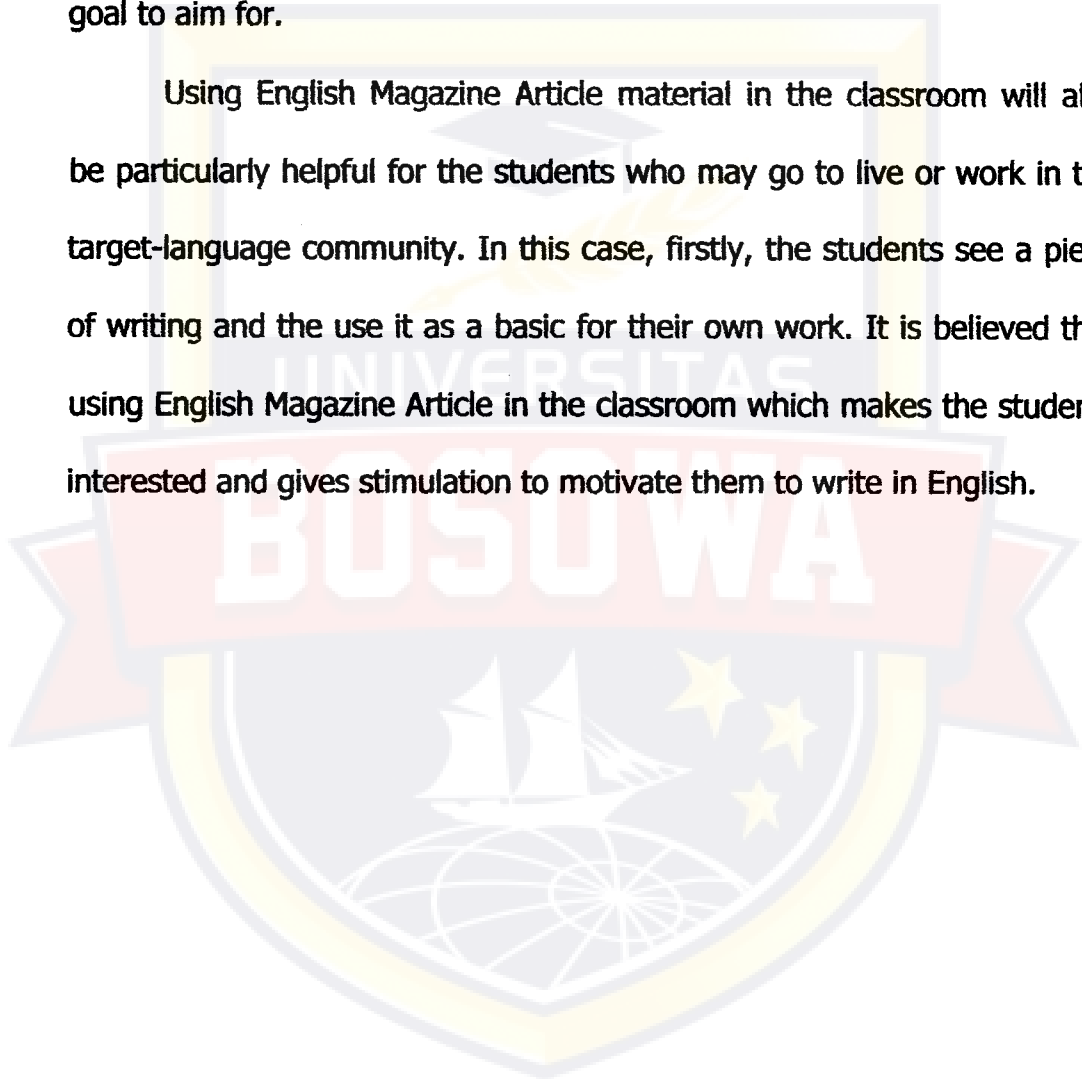
It can be concluded that the students writing were classified I inadequate. The result of the post – test is 64.5 can be classified as good. Based on the result of the data, it was concluded that after the treatment by using English Magazine Article as authentic material, the students were in enough category . it means that by using English magazine text can stimulate the students writing ability at the second SMP Darmayadi.

On the other hand, the result of the post-test shows that the students have significant progress, most of the students got good classification. In the other words, students writing production increase by using English Magazine Article. So by using English Magazine Article in this research has a big influence in students writing skill because all of the aspects of writing improved.

This is consistent with the theoretical by Paul Anderson (1999). English Magazine Article are an invaluable source of authentic material and their use in the language classroom is very much in keeping with

current thinking and practice in teaching pedagogy. Indeed for many students, the ability to read and understand English language in English Magazine Article for work purposes represents a very real and tangible goal to aim for.

Using English Magazine Article material in the classroom will also be particularly helpful for the students who may go to live or work in the target-language community. In this case, firstly, the students see a piece of writing and the use it as a basic for their own work. It is believed that using English Magazine Article in the classroom which makes the students interested and gives stimulation to motivate them to write in English.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Relating to the research findings and discussion in the previous chapter, the conclusions are presented in the following statements :

1. The data show that the students writing effectiveness before and after the treatment are significantly differences. It was found in students post-test was higher than the pre-test, which proved that the use of English Magazine Article in teaching writing contributed the students more effective in writing English.
2. Using English Magazine Article can improve the students writing ability even though the results of them are different. It can be seen through their increasing score from pre-test to post-test.

B. Suggestion

Relating to the subject (writing effectiveness) discussed in this skripsi and in order to improve the teaching writing of the students the researcher presents some suggestion as follows :

1. Teaching writing, English Magazine Article should be taken as one of alternative materials (Supplements material) that giving many knowledge to the students of SMP Darmayadi.
2. The using of English Magazine Article can improve the students' vocabulary and writing skills. Therefore, the English teacher is recommended to teach them by combining the English Magazine Article with the other materials.
3. Lectures should be creative to manage the material of teaching of writing such as by using English Magazine Article.
4. Lectures should give enough opportunity to the students to practice their writing skill through various technique, one if them is English Magazine Article because it is easy to presented and it is also enjoyable for the students in learning.

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SURAT KETERANGAN SELESAI PENELITIAN

Nomor : I06.22 / 036 / SMP-DY / S.KET / IV / 2011

Yang bertanda tangan dibawah ini Kepala SMP Dharma Yadi Makassar menerangkan bahwa :

Nama : IRNA DJALIL
NIM / STAMBUK : 45 08 101 024
Fak. / Prog. / Jurusan : FKIP / Bahasa Inggris
Alamat : Jl. Batua Raya X/10 Makassar

Benar telah mengadakan penelitian / pengumpulan data pada Sekolah SMP Dharma Yadi Makassar dalam rangka penyusunan Skripsi S1 pada Universitas 45 Makassar (UNIV'45) dengan judul penelitian :

**" IMPROVING STUDENTS WRITING SKILL TROUGH MAGAZINE ARTICLE OFT HE SECOND YEAR
STUDENTS SMP DHARMA YADI "**

Demikian surat keterangan ini kami buat dengan sebenar – benarnya untuk digunakan sebagaimana mestinya .

Makassar, 07 April 2012

Kepala Sekolah,



Christian Paridy, SE

NIP. 19541227 198003 1 001

APPENDIXES



Appendix 1. INSTRUMEN PENELITIAN

JUDUL: IMPROVING STUDENTS WRITING SKILL THROUGH MAGAZINE ARTICLE OF THE SECOND YEAR STUDENTS AT SMP DARMAYADI

Keterangan :

1. Tujuan penelitian ini adalah untuk menyusun skripsi pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.
2. Peneliti mengharapkan kiranya para siswa menjawab soal tes ini dengan baik
3. Atas partisipasinya dan bantuan para siswa diucapkan terima kasih.

Petunjuk Pengisian

1. Perhatikan gambar cerita ini dengan saksama sebelum anda menjawab soal tes dibawah.
2. Tulis kembali cerita dibawah sesuai dengan gambar yang diberikan!

Nama :

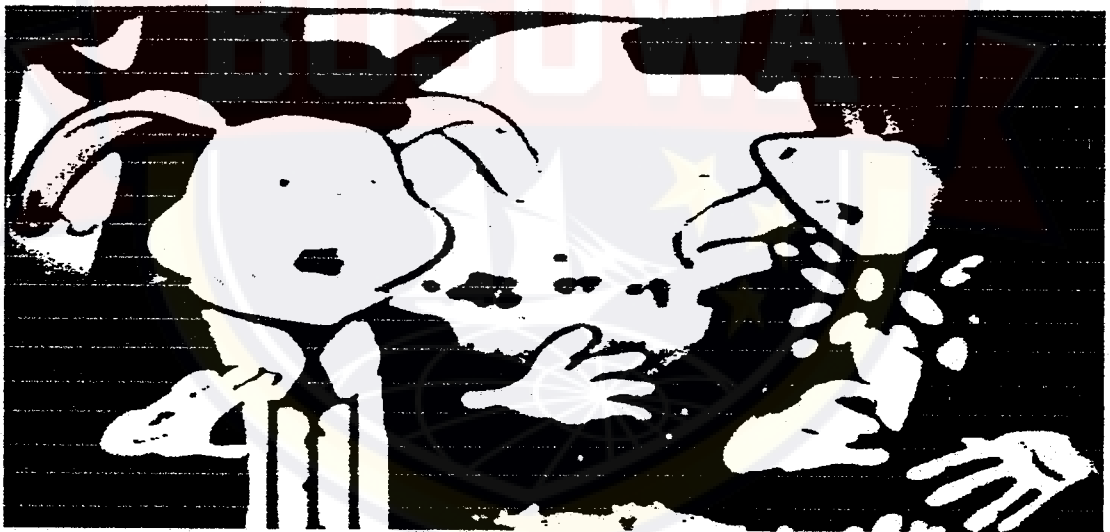
Kelas :

Nis :

Looking for Kiki



Answer :kiki, pubit's cousi, stays in pubit,s house for a while.at one morning, kiki delivers peas to uncle Doli's house.



Answer :However, until noon,kiki hasn't yet arrived to uncle Doli's house. " where is kiki going?!"asks pubit.pubit asks Titus' help to find kiki.



Answer: Baam! Motuwai slips on a pea. Titus and Pubit come to help. "who has spread the peas on the road? So stupid," says titus.



Answer: Titus and Pubit gather peas that are scattered on the road. suddenly they find themselves in the middle of the woods.



Answer: " Mr. Burung is here.maybe he saw kiki!" says Titus.Mr. Burung tells him that there was a cute rabbit carrying a basket of peas that ran a butterfly.



Answer: " A butterfly? Ummm...,"mumbles Titus."Mr. Burung, is there a wild flowers field in this forest?" asks Titus." Yesthere is. Right there!" repliesMr. Burung as points Titus the direction.



Answer : Titus and Pubit go to the wildflowers field. "that's kiki!" shouts Pubit as he sees kiki.



Answer : Kiki got lost in the woods because of chasing the beautiful butterfly. Luckily Titus and Pubit found her." Thank you,"says Kiki.

Appendix 2: The Students' Writing Score In Pre - Test

No	Initial of the Students	Score		Total	Mean
			B		
(1)	(2)	(3)	(4)	(5)	(6)
1	WW	2	3	5	2.5
2	AF	2	2	4	2
3	RS	2	2	4	2
4	K	3	2	5	2.5
5	AL	2	3	5	2.5
6	MR	2	1	3	1.5
7	MMH	2	2	4	2
8	HM	1	2	3	1.5
9	BK	2	3	5	2.5
10	PMV	2	3	5	3
11	ESDM	3	2	5	2.5
12	SD	2	2	4	2.5
13	DRT	2	2	4	2
14	UD	3	2	5	2.5
15	KL	2	1	3	1.5
16	PSR	3	2	5	2.5
17	TH	1	2	3	1.5
18	JD	2	2	4	2
19	NA	2	1	3	1.5
20	J	2	1	3	1.5
	Total	42	40	83	42

Source : SMP Darmayadi



Appendix 3: The Students' Writing Score In Post = Test

No	Initial of the Students	Score		Total	Mean
		A	B		
(1)	(2)	(3)	(4)	(5)	(6)
1	WW	3	4	7	3.5
2	AF	3	4	7	3.5
3	RS	3	4	7	3.5
4	K	4	4	8	4
5	AL	3	4	7	3.5
6	MR	3	3	6	3
7	MMH	3	3	6	3
8	HM	4	3	7	3.5
9	BK	3	4	7	3.5
10	PMV	5	4	9	3
11	ESDM	5	4	9	4.5
12	SD	3	4	7	3.5
13	DRT	3	3	6	3
14	UD	4	3	7	3.5
15	KL	3	2	5	2.5
16	PSR	4	2	6	3
17	TH	3	2	5	2.5
18	JD	3	3	6	3
19	NA	3	2	5	2.5
20	J	3	2	5	2.5
	Total	67	62	129	64,5

Source : SMP Darmayadi

Appendix 4. The Classification of Students' Writing Skill in Pre-Test.

No	Ability Classification	Score	X ₁	X ₂	(X) ₁	(X) ₂
1	Excellent	5				
2	Good	4				
3	Enough	3	4	4	12	12
4	Poor	2	14	12	28	24
5	Very Poor	1	2	4	2	4
		20	20	20	42	40

Source : SMP Darmayadi

Appendix 5. The Classification of Students' Writing Skill in Post-Test.

No	Ability Classification	Score	X ₁	X ₂	(X) ₁	(X) ₂
1	Excellent	5	2	-	10	-
2	Good	4	4	9	16	36
3	Enough	3	14	6	42	18
4	Poor	2	-	5	-	10
5	Very Poor	1	-	-	-	-
		20	20	20	68	64

Source : SMP Darmayadi

Appendix 6. The Total Raw Score of the Students' Pre-test and Post-test

No.	Initial of the students'	Pre-Test (X1)	Post-Test (X2)	(X1) ²	(X2) ²
(1)	(2)	(3)	(4)	(5)	(6)
1	WW	5	7	25	49
2	AF	4	7	16	49
3	RS	4	7	16	49
4	K	5	8	25	64
5	AL	5	7	25	49
6	MR	3	6	9	36
7	MMH	4	6	16	36
8	HM	3	7	9	49
9	BK	5	7	25	49
10	PMV	5	9	25	81
11	ESDM	5	9	25	81
12	SD	4	7	16	49
13	DRT	4	6	16	36
14	UD	5	7	25	49
15	KL	3	5	9	25
16	PSR	5	6	25	36
17	TH	3	5	9	25
18	JD	4	6	16	36
19	NA	3	5	9	25
20	J	3	5	9	25
	Total	$\Sigma x_1 = 83$	$\Sigma x_2 = 129$	$\Sigma x_1^2 = 350$	$\Sigma x_2^2 = 898$

Source : SMP Darmayadi

Appendix 7. The Students' Pre-test and Post-test, the gain and the Square of the Gain

No.	Initial of the students'	Pre-Test	Post-Test	Gain (D)	D ²
(1)	(2)	(3)	(4)	(5)	(6)
1	WW	5	7	2	4
2	AF	4	7	3	9
3	RS	4	7	3	9
4	K	5	8	3	9
5	AL	5	7	2	4
6	MR	3	6	3	9
7	MMH	4	6	2	4
8	HM	3	7	4	16
9	BK	5	7	2	4
10	PMV	5	9	4	16
11	ESDM	5	9	4	16
12	SD	4	7	3	9
13	DRT	4	6	2	4
14	UD	5	7	2	4
15	KL	3	5	2	4
16	PSR	5	6	1	1
17	TH	3	5	2	4
18	JD	4	6	2	4
19	NA	3	5	2	4
20	J	3	5	2	4
	Total	$\Sigma x_1 = 83$	$\Sigma x_2 = 129$	$\Sigma D = 50$	$\Sigma D^2 = 138$

Source : SMP Darmayadi

Appendix 8 : Standard Deviation of Students' in Pre-Test

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

$$= \sqrt{350 - \frac{(83)^2}{20}}$$

$$= \sqrt{350 - \frac{6889}{20}}$$

$$= \sqrt{\frac{350 - 344.45}{19}}$$

$$= \sqrt{\frac{5.55}{19}}$$

$$= \sqrt{0.2921}$$

$$= \mathbf{0.54}$$

Appendix 9 : Standard Deviation of Student's Post-Test

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

$$= \sqrt{898 - \frac{(129)^2}{20}}$$

$$= \sqrt{898 - \frac{16641}{20}}$$

$$= \sqrt{\frac{898 - 832.05}{19}}$$

$$= \sqrt{\frac{65.95}{19}}$$

$$\cong \sqrt{3.47}$$

$$= \mathbf{1.862}$$

Appendix 10: The mean scores and standard deviation of the pre - test and post - test

Test	Mean score	Standard deviation
Pre-test	2.1	0.54
Post-test	3.225	1.862

Appendix 11 : The t - test

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

$$X_1 = 83$$

$$X_2 = 129$$

$$\sum D = 50$$

$$\sum D^2 = 138$$

$$\bar{D} = \frac{\sum D}{N} = \frac{50}{20} = 2,5$$

$$t = \frac{2.5}{\sqrt{\frac{138 - \frac{(50)^2}{20}}{20(20-1)}}$$

$$t = \frac{2.5}{\sqrt{\frac{138 - \frac{2500}{20}}{20(19)}}$$

$$t = \frac{2.5}{\sqrt{\frac{138 - 125}{380}}}$$

$$t = \frac{2.5}{\sqrt{\frac{13}{380}}}$$

$$t = \frac{2.5}{\sqrt{0.034}}$$

$$t = \frac{2.5}{0.184}$$

$$t = \mathbf{13.59}$$

Appendix 12: The T-test Value of translation before and after treatment

t - test	t-table	Comprehension	Different
13.59	2.093	t-test>t-table	Significant

APPENDIX 13. The Distribution Critical Values-t

Df	Levels of Significance					
	.20	.10	.05	.02	.01	.001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.926	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.134	3.707	5.959
7	1.415	1.895	2.365	2.908	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.226	2.764	3.169	4.587
11	1.363	1.786	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.120	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.604	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.927
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850

Appendix 13 : The Students' Result in Pre-Test

INSTRUMEN PENELITIAN

**JUDUL: IMPROVING STUDENTS WRITING SKILL THROUGH
MAGAZINE ARTICLE OF THE SECOND YEAR STUDENTS AT SMP**

Darmayadi

5

Keterangan :

1. Tujuan penelitian ini adalah untuk menyusun skripsi pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.
2. Peneliti mengharapkan kiranya para siswa menjawab soal tes ini dengan baik
3. Atas partisipasinya dan bantuan para siswa diucapkan terima kasih.

Petunjuk Pengisian

1. Perhatikan gambar cerita ini dengan saksama sebelum anda menjawab soal tes dibawah.
2. Tulis kembali cerita dibawah sesuai dengan gambar yang diberikan!

Nama : PRICILA Melzy Viranarchaizu

Kelas : 6x

Nis . :

Looking for Kiki



Answer :..... Pubit cousin stays in the Pubit house for a while.
at on morning until kiki has not fear



Answer :.....
 kiki has not yet arrived to uncle dollor house
 where is kiki going? Pubit asks Titus help
 to find kiki



Answer :- a dog sleeps on a pea titur and pubit come
 to help that a dog
 - hoo has spread the peas on the road?
 so stupid says titur



Answer : titur and pubit gather peas that are scattered on the road
 Translation : suddenly they they them selves in the
 middle in the woods.



Answer: butterfly? Mr. Bird you saw kiki? Mr. Brung
 said that kiki run with butterfly



Answer: A butterfly? Maybe she is in a wild forest
 It is right there.



Answer: Titus and Pubit go to the wildflowers field.
They saw kiki.



Answer: They found kiki lost in wildflower. They all happy.

INSTRUMEN PENELITIAN

**JUDUL: IMPROVING STUDENTS WRITING SKILL THROUGH
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Darmayadi

Keterangan :

1. Tujuan penelitian ini adalah untuk menyusun skripsi pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.
2. Peneliti mengharapkan kiranya para siswa menjawab soal tes ini dengan baik
3. Atas partisipasinya dan bantuan para siswa diucapkan terima kasih.

Petunjuk Pengisian

1. Perhatikan gambar cerita ini dengan saksama sebelum anda menjawab soal tes dibawah.
2. Tulis kembali cerita dibawah sesuai dengan gambar yang diberikan!

Nama : Pruput Zulviana

Kelas : IX 'Tiga'

Nis :

Looking for Kiki



Answer : Pubit cousin stays in Pubit's house for a while at one
Morning



Answer : - Uncle Kiki has not yet arrived to Uncle Don's house
- where is Kiki going? Pubit asks Titus help to find
Kiki



Answer : - a dog sleeps on a pea tins and pubit come to help that adog

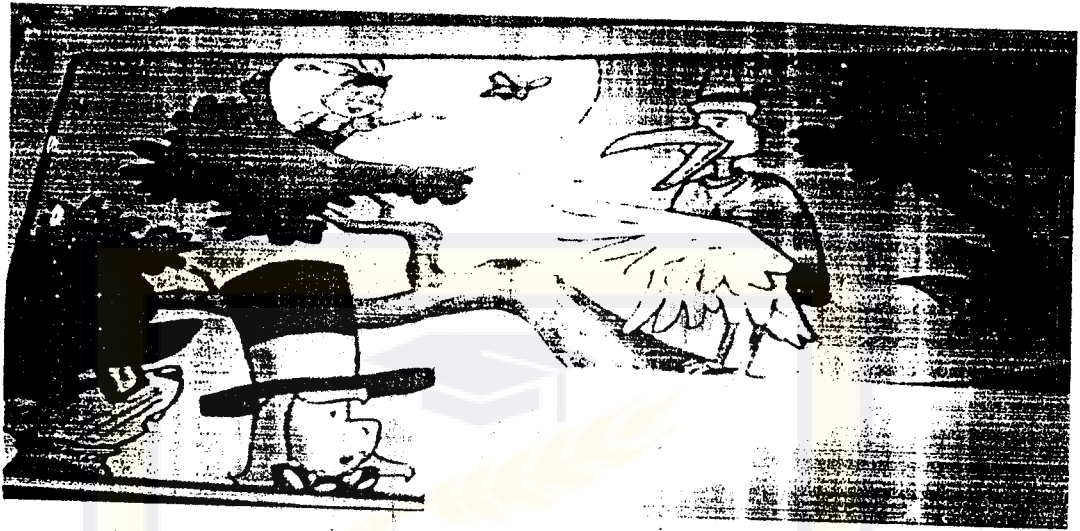
- hoo has spread spread the peas on the rodd ? so stupid says titus



Answer : - titus and papit better fear threat are scatteret.

Translation : on the road

say denyly the thay them saives in the



Answer: Mr. bird is here Maybe he saw Peter, says this
 Mr. bird & says there is a cutie rabbit carrying a basket
 of pears that ran after a butterfly



Answer: butterfly ? Hmm --- Mumbles this . Mr. bird is there a wild
 Flowers field in this forest ask this is there . Is righter
 Mr. bird as he paints the