A THESIS

USING "BLOG" AS MEDIA TO IMPROVE STUDENTS' WRITING COMPETENCE ON NARRATIVE TEXT IN MAN 2 BARRU

By

FEBIYANI.M
Reg. Num: 18.1300.019

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2022

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfilment of the Requirements Forthe Degree of SarjanaPendidikan (S.Pd)

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Thesis

As Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd.)

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To

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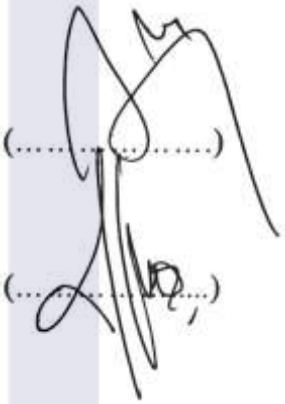

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بِسْمِ اللهِ الرَّحْمنِ الرَّحِيْمِ

In the name of Allah, The Beneficent and The Merciful

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Finally, the writer realized that this thesis cannot be considered perfect without critiques and suggestion. Therefore, hopefully, the thesis will be useful for all of us and for the development of English teaching and learning, Aamiin.

Parepare, July 14th 2022

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DECLARATION OF THE RESEARCH AUTHENTICITY

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Stated that herself conducted their skripsi, if it can be proved that is copied, duplicated or complied by other people, The degree that has been gotten would be postponed.

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ABSTRACT

Febiyani.M. Using "Blog" as Media to Improve Students' Writing Competence on Narrative Text in MAN 2 Barru.(Supervised by Ismail Latif and Kalsum).

Narrative writing is storytelling at its most basic: it's all about sharing something that happens to a character Narrative writing uses many of the most common elements of storytelling, such as plot, character, setting, conflict, emotion, and a care message you're trying to get across The purpose of this research was to Identifying students writing competence of narrative text by using "Blog" as media in Man 2 Barru..The results of this study were beneficial for the teacher and students because they get proper information about students' ability in writing Narrative Text.

This research used pre experimental design with 18 students by random sampling. The researcher conducted the research by spreading writing narrative test and did treatment to the class. The procedural done by pre-test/treatment/post test.

The result of the students score of writing competence narrative text after tought with using Blog as Media in Man 2 Barru it's more better to improve writing narrative text tou can be see, the data showed in average score for Pre test 56.00 which categorize for *Poor category*. This result may become the valid indicator before getting to the conclusion of the research and the result of the students score may be seen on the category of the result, the data showed in average score for post test 78.78 which categorize for *Good category*.Based on the result above, it found that the result of t-test is found that the sig value is lower than 0.05. Consequently, H_A (Hypothesis Alternative) stated that blog media improve students' writing competence was accepted. Then, H_0 (Hypothesis Null) stated that blog media improves students' writing competence was rejected. In summary, the use of blog media was effective to improve studentswriting competence.

***Keyword**: students writing competence, Narrative text, Blog Media*

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CHAPTER I
INTRODUCTION

A. Background

Writing is a very difficult activity for students at schools. Writing is one of the English skills that are essential taching materials in schools. Many studenst face this difficulty in writing especially to organize a new word or sentence, writing is taught from college to university level because as we all know the writing process is very complex.based on the results, the level of understanding a students gains in realtion to student's performance is referred to a cumulative score of less than 75 (KKM). Writing is a way to devlop our ideas or opinons. Riting can also give meaning to experinces for oneself and for other.

Writing has many aspects, such as vocabulary, tension, word formation, and interpremation of the use of other languange. Writing is inseparable from vocabulary and grammar. Students need to know and understand the importance of language components to make good sentence. Also, wrting is more complex than other English skills. Writing are not only about grammar and vocabulary, but also about conseptual elements and judgment. Therefore, writing must be established and learned gradually so that tudents can master it.

Writing skills are not focus only sentences or expressions but also various types of texts. There are many types of texts taught in High School. One of them is narrative text. Narrative text is a narrative text that presents a sequence of events according to the order of time. Narrative text tells about imaginary stories, fairy tales, or true stories. Students writing narrative texts based on what they see or read repeatedly.

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Writing narrative text which students must know well what they want to narrate. According to Zum'arini Juni Solecah in her thesis, students' problems in writing are low in vocabulary; difficult to use good grammar, expressing their ideas and being less organized, and students' attention to lessons is low.[1] This problem is in line with what the researcher found in the field when doing initial research at the school was happened at Man 2 Barru school where student able to writing but compiling it into structured and systematic writing was far from ideal, and the data shows that it is still low in writing narrative texts. And as we also know, that the phenomenon of writing has been rooted for a long time, this is indeed that students must master many skills in one period not specialize in writing.

The research found that especially in writing narrative text, students are still low in writing, the difficulties they face, which arise are in the discrepancy between the theme and the title, sentence structure errors, inappropriate character traits and unclear storylines, use of punctuation and paragraph coherence, and some student's did not able to write orientasion, even complication and resolution. The most difficult thing faced by students is to arrange parts of the text. In order to create a good writing, of course, students must have good basic skills.

The gap of this research may become very important to be studied, narrative text which identifying as low competence by students may be improved after did the experiment by the teacher, the problem which occur after learn

[1] Zum'arini Juni Solehah, "The Effectiveness of Teaching Writing in Descritive Text BY Using Edmodo (An Experimental Research at the Seventh Grade Studenst of SMP Negeri Ngrambe in the Academic Year of 2016/2017", (Thesis English Education Department, IAIN Surakarta, 2017), p. 3

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many times at class was identifying after did the observation during the preobserving by the researcher at Man 2 Barru. Those all problems become the gap of the research.

In the process of teaching and learning, promblems are not only encountered by students themselves, but also by a number of factors affecting teachers. They teach English in the traditional or conventional way. As we all know, in conventional education, the teacher is the center of learning or dominates the lesson. However, many students have difficulty in writing narrative text, especially in writing narrative paragraphs because the teacher only expalains the general structure and method of writing narrative text, the teacher does not use any methods or strategies. Strategies to teach students. So that students lose interest, bored learning and difficult to learn autobiographical texts. They also couldn't figure out any storyline and couldn't compose the text correctly.

Because of the problems that arise in the process of teaching writing, teachers must find solutions to overcome these problems. One solution in teaching narrative text is to use blog media. According to Nanang Wahyudi, blogs are one of the strategic learning media to improve an active and interactive learning process[2]. Blogs also provide an opportunity to make learning activities more interesting. That way students are motivated to learn narrative text.

[2] Nanang Wahyudi, Pemanfaatan Blog Sebagai Media Pembealajaran Interaktif, (Bangil: Jurnal Study Islam Panca Wahana, 2014), p. 91

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Based on the explanation above, the researcher will carry out a research under the tittle "Using Blog as Media to Improve Students' Writing Competence on Narrative Text in MAN 2 Barru".

B. Research Questions

Based on the background above, the researcher formulate of the problem in this study as follow below:

1. How is the using of Blog in teaching writing competence at MAN 2 Barru?
2. How is the students writing competence after using Blog at MAN 2 Barru?
3. Is there any improvment of students' competence using Blog at MAN 2 Barru?

C. The Objective of Research

Based on the research question, the researcher formulates the objective:

1. To know the using of Blog in teaching writing competence at MAN 2 Barru.
2. To know the students writing competence after using Blog at MAN 2 Barru.
3. To identifying either students' competence get improvment after using Blog at MAN 2 Barru.

D. Significance of Research

The significance of the research is theoretically and practically.

1. Theoretical Benefits

   This research has several benefits, both practical benefits and theoretical benefits. This research has a theoretical benefit, namely to provide an overview of competence narrative test by using blog in education field.

2. Practical Benefits

   a. The finding of this study are expected to provide useful information about the "Identifying competence narrative test by using blog"

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b. This researcher can assist other researchers in providing information or references to conduct further similar research.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Many researchers have conducted their research on students' motivation in identifying students' writing competence on narrative text by using "blog" as media . Their findings are consecutively presented below:

"Students Difficulties in Writing Narrative Text in Ninth Year Students by SMP Swasta Kristen bnkp Teluk Dalam". Writer Tetema Telaumbanua concludes that students still have some writing difficulties. Difficulties are grammar, lack of vocabulary, spelling, punctuation and loyout. The causes of the difficulties are the influence learning English, and the lack of vocabulary. Therefore, they must be taought seriously about the structure of English that proven to be the most difficult for students to write.As for what the previous research has in common with what the researcher is going to do, it is the same as discussing narrative text. While the difference is that the researchers discussed the media used in writing narrative text, and the previous researchers discussed the difficulties in writing narrative text.[1]

"The Effect of Using Blog toward Students Motivation to Write Analytical Exposition Text". Written by Ratna Dewi, Syahrul, Hilma Pami Putri, 2020. It was concluded that the use of blogs had a significant effect on student's motivation to write an analytical text that was taught by a blog was not taought without using a blog. This indicates that blogs can be used as an effective means

[1] Tetema Telabaumbanua, *Studenst Difficulties in Writing Narrative Text at the Ninth Grade Studenst of SMP Swasta Kristen bnkp Teluk Dalam*, (Indonesia: Journal Education and Development Instititut Pendidikan Tapanuali Selatan, 2020)

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of communication to increase students writing motivation. Therefore, teachers should develop classroom activities in teaching writing by integration blogs as a medium for teaching writing. The research also has similarities and differences with what the researcher will do, where this research also uses blog media as well as this research, but what distinguishes this research from previous research is that this study seeks to find out about students' narrative text writing competencies while previous studies discuss to write analytical exposition text The research also has similarities and differences with what the researcher will do, where this research also uses blog media as well as this research, but what distinguishes this research from previous research is that this study seeks to find out about students' narrative text writing competencies while previous studies discuss to write analytical exposition text.[2]

"The application of Blog as a teaching media in improving students writing". Written by Kurnia Febianti, Sri Wahyuni, 2019. It is concluded that blogging is an effective means of improving student's writing skills during the second semesrer of STKIP Muhammadiyah Pagar Alam. There has been considerable progress in students writing after blogging was adapted as a medium of instruction. In other words, blogging as a medium of instruction can significantly between the previous study and this study is that both used blogs to teach writing, but this study was more specific than the study of narrative writing.[3]

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[2] Ratna Dewi, Syahrul, Hilma Pami Putri, *The effect of Using Blog Toward Students Motivattion to Write Analytical Exposition Text*, (Indonesia: Journal of English Language Pedagogy, 2020)

[3] Kurnia Febrianti, Sri Wahyuni, *The application of Blog as a media in improving studenst writing*, (Indonesia: Educational Administation and Leadersgip Journal, 2019)

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Based on some of these previous studies, we can see that the use of blogs is effectively used in writing learning media, but here the researcher wants to prove the significance of the data by Using "Blog" as Media to Improve Students' Writing Competence on Narrative Text in MAN 2 Barru.

B. Some Pertinent Ideas

1. The Concept of Writing

a. Definition of Writing

Writing is one of the things that the most difficult for students especially writing by using a foreign language English. In this case, students are required to able to produce a good essay by following procedures based on language in good English rules and right. According to Don Byrne writing is from of communication to convey or express feelings in writing. When could say that writing is the act of forming these symbols: that is, letters or combinations of letters. We could say that writing is the act of forming these symbols: makingmarks on any flat surface. But writing is more than just the creation of graphic symbols. Symbols must be arranged to form words, and words, and words must be arranged from sentence.[4]

According ro Roslyn Patelin, writing is a process where reflection and learning take place. This process is called the writing-thinking-learning connection. It is a process of creating a communication product that follows the conventions of grammar, syntax, mechanics, and gender. Importantly, the written word also performs recognizable social media. We live in a

[4] Don Byrne. *Teaching Writing Skills, New Edition*, (England: Longman Group UK Limited, 1988), p. 1

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"participatory society" where social media constantly offers us the opportunity to interact in a global conversation.[5]

b. The Characteristics of Good Writing

Karl says that there are certain characteristics of well-written material. They did :

a) Dokumentaion should focus on compensation rather than guidance. They sould strive to help students develop their own learning startegis.
b) Material must be creative. They must provide stimulating activities to draw students attention to what is tobe learned.
c) Material must be interesting. They must be relavant to be studenst interest. In addition, the document needs to have a variety of text styles and activities to promote students interest in learning literature.
d) The material must be oriented to the task. They must use specific tastes to promote students learning and make them see the usefulness of writing.
e) Materials must be practical. They have to deal with actual communication.[6]

c. The process

When students write, we want to involve them in the writing process. In "real word" this ususally involves planning what we're going to write, writing it, revising and editing what we've written, and creating a final version (and satify).

---

[5] Roslyn Petelin, *How Writing Works A Field Guide To Effective Writing*, (Prancis: Gramedia, Buku Kita.com, Routledge, 2021), p. 4

[6] Kartl, *Creative Classroom Activities* (Washington, D.C: Unites State Information agency, 1995), p. 155.

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a) Planning

Planning is the process of making plans for what they are going to write. Before starting to write or type, they try and decided what it is are going to say. When planning, writers have to think about three main issues.in the first place they have to consider the purpose of their writing since this will influenced (amongst other things) not only the types of text wish to produce, but also the language they use, and the information they choose to include. Secondly, exprerinced writers think of the audience they are writing for, how the paragraphs are structured, ect), but also the choise of language-wheter, for example, it is formal or informal intone. Third, writers should consider the stuructured content of the place-that is, the best way to string together the facts, ideas or arguments they've dicided to include.

b) Drafting

It refers to the first version of the text as a draft. This first "test" on a text is usually done with the assumption that it will be revised later. As the writing process turns to editing, several drafts may be created on the way to the final version.

c) Editing (reflecting and revising)

Once writer come up with a draft, they aften read through what they've written to see where it works and where it dosesn't. Maybe the order of the information is not clear. Maybe the spelling is vague or confusing. They can then move paragraphs or write a new introduction. They may use a different word form for a particular sentence. More

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experienced writers tend to look at question with general meaning and overall structure before focusing on detailed characterictics like individual words and grammatical accuracy. The last two are important and often come later in the process.

d) Final Version

Once editors have edited their draft, making any changes they deem necessary, they create their final version. It may look significantly different from bot the original plan and the first draft, as things canged during the editing process. Even if they think it's their final version, they may find themselves changing their mind and then recording it or re-reading it.[7]

d. A Six-Step Process for Writing Reviews

a) Introduce the topic of your review- the work analized and the author. Provide some preliminary information about both. Then point out the main point you intend to pursue in your discussion.

b) Consider the background facts or underlying issues that need to be understood before the point of view of the peer-reviewed article can be appreciated. Additional biographical data? Is this one of a series of essays on this theme?

c) Consideration of the information (including key assumptions of the author) must be understood before the position you intend to take on the paper can be appreciated. What are your assumptions? Do they differ or agree with what the author's?

[7] Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Limited, 2004), p. 4

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d) Summarize the argument of the author. No editorialization yet.be as objective as possible.

e) Review of the author's argument in light of the position you identified in step 1 and further elaborated in step 3. Make certain that all points relate to your central thesis.

f) State your conclusions, reminding the reader of the points you have made and the reasons you have for making them. You don't make arbitrary judgments, but you measure the validity of a presentation against a carefully defined set of criteria that you provided. What does your analysis show?[8]

e. The Effective Writing

According to Langan, to effective in writing, you should through four steps:

a) Make a point

To be effective in writing, the first step is to make a point. Usually located in the first sentence of your paragraph. Storoge point contains the main idea of your paragraph that usually called topic sentence. Your paragraph will be unified if you make sure that all the details support the point in your topic sentence. It is helpful to remember that a topic sentence is a general statement. The sentences that the follow it provide specific support for the genera statement.

[8] Leonard J. Rosen, *Writing and Reading Across the Curiculum*, (America: simultaneously in Canada, 1982), p. 41.

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b) Back up your point

After make a point, you ought to bolster the point by giving a particular reason, case, and other subtle elements that can clarify and create it. The more exact and specific your supporting points of interest are, the superior your perusers can “see,” “hear,” and ‘feel” them.

c) Organize the support

The point step is you learn the flag words, or ordinary called moves. Moves are words and expressions that appear how one thought is related to another thought. They will mplations. Posting arrange and time arrange are two conventional strategies of organizing bolster in a section.

Posting arrangeis giving a list of the two or more reasons, illustrations, or points of interest. It makes a difference the author in organizing the supporting prove, in addition, the foremost interesting item is way better in case it is set within the final since a few perusers will keep in mind the final which is exmined. The cases of move word that pointout posting arrange are: one, for one thing, to begin with of expansion, following, additionally, moreover, final of all, at long last.

Time arrange is the supporting subtle elements which display the arrange in wichh they happened. It tells story a arrangement of headings. There are a few cases which demonstrate the time connections such as; to begin with, another, as, some time recently, amid, before long, after presently, afterward, when whereas, regularly, at that point, until, at last.

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d) Write error-free sentences

In case you utilize adjust spelling and the take after the rules of linguistic use, accentuation, and utilization, your entence will be clear and well composed. But by no implies must you have got all that data in your head. Indeed the leadingcomposed have to be utilize reference materials to be beyond any doubt their composing is rectity. So once you compose your papers, keep a great word reference.and linguistic use handbook adjacent.

In common, be that as it may, spare them for after you've gotten your thoughts solidly down in composing. You'll discover as you compose sections that you just will makea number of sentence mistakes. Basically disregard them until you get to a afterward draf of your paper, when there will a time sufficient to form the required adjustments.[9]

So, there are four steps to compelling in composing. Get it of successful composing can make the author simple to compose and making a difference to create a great essay.

f. The Component of writing

According to Weigle, there are five significant components in writing. The detail explanations are:

a) Content

The substance of composing ought to be clear for the perusers so that the peruserscan get it the knead and pick up data shape it. In arrange to

[9] John Langan, *Exploring Writing: Sentence and Paragraph* (New York: McGraw-Hill Companies, 2010), p. 47.

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havea great substance of composing. It substance ought to be well bound together and completed. This term is as a rule known as solidarity and completed, which gotten to be characterisctic of great composing. Thre are three things that canbemeasured in associations with substance, the point of data to be brought. The grouping in which the point is displayed and formal signal that peruser to direct in understanding the subject completely.

b) Organization

Within the organization of composing, the author centers on how toorganize and organize the thoughts chronologically. They too ought to show their thoughts based on the arrange which streams from the starting to the conclusion. There are numerous ways utilizied to organize or organize the composing. Maybe the scholars organize their thoughts from particular to common. This organization inbasically recognized as an oeder.

c) Vocabulary

Vocabulary is one of the language aspects dealing with the process of writing a study. Wihthin the handle of composing, the athor continuously consides around putting words into sentence and after that putting sentence a section until they can make a chunk of composting. The word reference or acing words are exceptionally impressive in composing since vocabulary is one component of writing to precise thoughts. It can offer assistance us to create our sompisng. Subsequently, the more words you know, the able you select to precise your ideas.

d) Language use

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Language use in composing includes the right utilization of the rules of ialect or linguistic use. It centers on verbs, religious woman, assention, etc. particular things and solid verbs provide a peruser a mental picture of depiction. This particular thing can be characterized by utilizing the modifier of descriptive words, intensifiers, and practicipel frame.

e) Mechanics

Mechanics in composing bargain with capitalization, accentuation, and spelling fittingly. This viewpoint is exceptionally critical since it leads the peruser to get it and to recognize instantly what the author implies to precise unquestionably. The utilize of favorable mechanics in composting will make perusers easy to understanding the passing on thoughts other kneads expressed whithin the composing.[10]

From the description above, we can concluded that to measure writing there are five criteria that must be seen. We can use the five criteria as a reference for the score in assessing student's writing.

g. The Types of Writing

There were some types of writing are:

a) Narrative Writing

Narrative writing is storytelling at its most basic: it's all about sharing something that happens to a character. It can be an epic tale or a small anecdote; it can span years of time or a few minutes; it can be fact or fiction.

[10] Sara Cushing Weiglr, *Assesing Writing*, (Cambridge: Cmbriidge University Pers. 2002), P. 115.

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Narrative writing uses many of the most common elements of storytelling, such as plot, character, setting, conflict, emotion, and a care message you're trying to get across. There are also tried-and-true story prime example or account structures you'll be able utilize to shape your account composing. Such as coming of age, clothes to wealth, or the hero's travel.

b) Descriptive writing

Descriptive writing is about more than just making your story pretty. "Great description accomplishes four things. It immerses the reader and gives them a 'felt experience.' It also establishes, enhances, or changes the tone of the story. It can compel the reader forward into the story, especially if you include something that's surprising or unexpected into your description. It can give the reader a sense of the internal state of your character."

c) Persuasive writing

Persuasive writing is all almost getting your point over. The objective is to share your conclusion in a keen way-or, indeed way better, to really persuade the peruser of a perspective or thought. Whether you've got strong stance on an issue or ought to motivate individuals to require activity towards a couse, powerful composingis the way to do it.

d) Expository writing

Expository writing exists to explain a subject or inform about a particular topic area. The goal is simply to teach the reader something.

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Expository writing ought to point to reply any questions a peruser migt should aim to answer any questions a reader might have about a subject: think approximately the classic who, why, what, when, how, question. You need to lay everything out clearly, maintaining a strategic distance from any language or overly specialized dialect which will befuddle individuals. Try to approach expository writing from a beginner's mindset to make your piece us useful as possible.

e) Creative writing

Creative writing is any writing that exist exterior of the styles over, or indeed combines the styles in shocking other ways. The objective of in creative writing is truly to discover other ways to tell stories that can astonish and enchant perusesrs.[11]

2. The Concept of Narrative Text

a. Definition of Narrative Text

Narrative text is a type of text in English to tell a story that has a chronological sequence that is interconnected. The purpose of this text is to entertain the reader about a story or stories.[12]

According to Anderson, narrative text type tells a story, in doing so, entertains the audience, makes the audience think about an issue, teaches them a lesson, or excite their emotions. In other words, it can be said that a narrative text is retelling a story that is told by the doer or other person's point of view. If the narrator is one of the characters in the story, the story is

[11] Discover Online Classes in Writing, "The Types of Writing," (Accesss on February 24th2022).

[12] Agus Nurjaman, *Joyful Learning Bahasa Inggris*, Indonesian: Guepedia (2020), p. 21

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being told in the first person and if the narrator is from outside of the story, then the story is being told in the third person. This kind of story is very familiar and very easy to find in daily life, because the themes of this story have close relationship with human life and human characteristics. Anderson gives an example of narrative texts which includes: myths, fairytales, science fiction, and romance novels.[13]

b. Types of Narrative Text

a) Fable

It may be a brief symbolic account making a ethical point, customarily by mplies of creature caracters that talk and act like human creatures. The case of tale in account content is: mouse deer and Crocidile. A tale contrasts from a story in that the last mentioned avoids creatures, plants, lifeless object, and strengths of nature as performing artists accept discourse and powers of mankind.

b) Folktale

It is common term for distinctive assortments of conventional story and it is additionally comprises of legends, music, verbal, history, adages, jokes well known convictions, pixie stories, stories, tall stories, and traditions that are the conventional of a culture, subculture, or gather. It is additionally the se of hones trough which those expressive sorts are shared. The consider of fables is some of the time called folkloristic. Old stories canbe partitioned into for regions of think about:

[13] Annisa Rakhmi, *Let's Narrate A Text*, (Jakarta Timur: PT Balai Pustaka, 2012), p. 16

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artifact (such as voodo0 dolls), describable and transmissible substance (oral tradition), culture, and behavior (caremonies).

c) Legend

It may be a story from the past which will or may not be genuine and it could bea account of human actions that are seen both by teller and audience members to require put inside human history. Ordinarily, a legened may be a brief conventional mode. A few characterize legend as folktale. The illustration of legen in story content is “Sangkuriang”.

d) Myth

It could be a story begun in antiquated times. Particularly one concerning the early history of a individual or characteristic occasion (a Creation myth or how the world started, antiquated Greek myths)

e) Fairy Tale

It could be a story almost fairies, enchantment, as a rule for children and is an English dialect term for a sort of brief account comparing to the French state “conte de fee”. A fairy tell story ordinarily highlights such folkloric characters as as fairies, trolls, mytical beings, trolls, dwarves, monsters or elves, and as a rule enchantment or charms, the case of fairies story in story content is Cinderella.

f) Plays

It is drams for the stage and it is also a shape of writing composed by a writer, ordinarily comprising of scripted exchange

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between characters, expecting for showy execution instead of fair perusing.

g) Ballads

It is simple song or poem, especially one that tells old story. It is also a form of verse, often a narrative set to music.[14]

c. Narrative text Structured

1. Narrative text I possibly started with an interesting sentence and fairy tale style such as follow :
   a. Interesting sentence: wise words + its intention
   b. Fairy tale style : once upon a time, once in the glamorous er … etc
2. Narrative will always inform readers actorc, palce, and time setting at the beginning (though it is not a must to have all of them) and this part of information called with Orientation.
3. Narrative contain order of events
4. Narrative must have conflict; it will be seen in the higher emotional intention.
5. All conflict in narrative must have is ending. And commonly it is place at the last paragraph or even at the last paragraph. This ending is also called as Resolution. From the resolution readers will know how is the finishing of the story, cheerfulfinishing, pitiful ending, or even question ending
6. Sometimes, an author willing to explain the moral lesson a reader can get from the story but not all author willing to do this. A moral lesson

[14] Annisa Rakhmi, *Let's Narrate A Text*, Jakarta Timur: PT Balai Pustaka (2012), p. 58-60

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explains at the last part of a story also known as Coda but it is not a must to found.[15]

d. Characteristics of Narrative Text

Editorial the characteristics below can be used as guidelines that can show that a text is a narrative text is a narrative text, namely:

1. Focus on one character or actor and are usually individual so usually use pronouns such as “I, we, she, he”.
2. Most often use the past tense, be it simple past tense, be it simple past tense, past continuous, or other forms of past tense.
3. Sometimes use dialogie to invite readers to imagine so that the story looks clearer and more real.
4. Because they are sequential (chronologically), usually they also use (conjunctions) so that the story looks coherent or sequential.

e. Purpose of Narrative Text

The basic purpose of narrative text is to entertain and interest the reader by presenting story or event that has a problem that causes conflict and at the end of the story there is a resolution or a happy or even sad ending.[16]

Example to Narrative Text

The Legend Of Malin Kundang

Orientation :

[15] Magdalena Br Marpaung, *Textual Reading*, (Yogyakarta: deepublish, 2021), p. 88

[16] Winda Sutrisno, Aries Maulana, Moh . Zainuddin, *Top One Ulangan Harian Pilihan Cerdas Menjadi Bintang Kelas*, (Jakarta Selatan: PT Bintang Wahyu, 2018), p. 191

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A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and his mother. His mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother.

Events Complication :

Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town. One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates.

The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here". An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother.

She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well-dressed wife and his ship crews denied meeting

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that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At least Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness. Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail.

Resolution :

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

3. The Nature of Blog

a. Definition of blog

Blog is an abbreviation of weblog. A blog is a type of website that developed and managed by individuals using tools online software or very user- friendly hosted platform, with space to write. Blogs feature instant online publications and invites the public to read and provide feedback as comment.[17]

Blog is often interpreted as an acronym weblog, borrowing a definition from Wikipedia, Blog is defined as a form of web application that resembles posts (which are posted as general). This site can usually be accessed by all internet users accordingly with the topic and purpose

[17] Gween Solomon, lynne Scrum, *Panduan bagi para pendidik* (Jakarta: Pt indekx, 2011), p. 15

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of the blog users.[18]

In a more formal definition, a blog is a website that contains content in reserve order of time and consists of posts. Previous posts will be displayed first, then postings which is old.[19]

A blog is a kind of online diary. The blog owner usually writes various notes into his blog, just like a book daily. The results of the writing can be viewed online via the internet that blog visitors can also comment on the owner's writing blogs. In addition to writing, you can also add pictures, videos, and it can be done can download the files that we insert.

b. History of Blog Development

John Barger was the first to introduce the name of the blog in 1997. He used the term weblog to refer to groups a personal website that is always updated continuously and contains links other website that they find interesting are accompanied by comments themselves.

While the pitas site (www.pitas.com) is the first site created a free online blob service in july 1999. One month then, in August 1999, a company disanfrancisco named pyra laboratory (www.blogger.com) which is correctly one of the blogger's service biggest on the internet. The service allows anyone with basic knowledge of html and web programming, can create his own blog online free.

With the ease of service provided by several sites that managing

[18] Agung Herutomo, *Conquering*, (Jakarta: PT Elex media komputindo, 2010), p. 77

[19] Rachman Hakim, Cara Cersad Mengelola Blog,(Jakarta: PT Elex media Komputindo, 2010),

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the blog, blog the development of bloggers is growing rapidly. According to statistics released by the blogger.com site, the number of users who use their services with a growing number of approx. 20-40% per month. After blogger.com and pitas grew quite rapidly, appeared sharing online blogging services provided also some sites, such as Grouksoup (www.grouksoup.com) or edithispage (www.edithispage.com) since then, the blog is getting more and more with so fast that it gets harder to follow.[20]

c. Types of Blogs

Since the discovery of blogs until now, this type of blog continues developed, which was originally only personal has now become more diverse. The following are the types of blogs that can be classified from so many:

Many blogs are on the internet:

a) Political blogs: blogs that contain information about politics, both profiles, political campaigns and propaganda.
b) Personal Blogs: Individually owned blogs that usually contain appropriate articles with the interest and hobbies of the blog owner.
c) Topic Blogs: blogs devoted to a particular topic, for example discussing photography, online business, programming, and etc.
d) Health blog: a blog that discusses health information.
e) Literary blog: a blog that contains articles related to literature and art, good local, regional, national, and international.

[20] Teguh Wahyono, *Blogspot,* (Jakarta: PT elex Media komputindo, 2009), p.3-5

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f) Travel blog or Travelling: blog that discusses information tourism for travel enthusiasts.

g) Research or research blogs: blogs containing research and research institutions, both private and government.

h) Legal Blog

i) Blog media : blog about the latest information of a news media both print and electronic, for example http://blog.liputan6.com

j) Religious blogs: blogs that contain opinions about education, or blogs belonging to educational institutions.

k) Blog instructions (directory).

l) Business blog: blog that contains information and references about business online or online, information about business opportunities and related things business, http://onl;inebisnis.web.id, http//corsair.com

m) Disturbing blog (spam).[21]

d. Composing a Post

You want your blog to ask readers in and keep them retuning for updates. Great blogs are vibrant and visually attractive, but they're also purposeful and thoughtful. Every post matter for holding and generating attention. Consider the following principles when composing:

[21] Oya suryana, Mataya Studio, Membangun Blog Wordpress, (Jakarta: Pt Elex Media Komputindo, 2008), p. 2-5

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a) Make some extent. While posts don't require a proper thesis or claim, it's essential to possess an argument, opinion, or purpose in mind once you compose.
b) Be concise. Use precise language and coherent syntax to form your posts easy to read.
c) Post often. Should update blogs regularly to carry readers' interest. Actively generate a new and exciting content daily or weekly schedule.
d) And examine inviting guest bloggers to review to diverse readers, broaden your blog's scope, or refresh your perspective on the current project.
e) Proofread. Errors and mistakes can distract readers and cause them to appear less.
f) Generate visual interest. Always consider which features of your content match well with visible components like figures, videos, and photographs.

   Format and divide the large pieces of text with visual elements to form your blog more readable.

e. Using Multimedia

Here are some guidelines to possess in mind once you choose your blog's multimedia elements:

a) Use appropriate content, size, and quality. Confirm your chosen images complement the layout of your text visually. Ideas should be easy to ascertain without obstructing the text of a post. Choose the very best possible quality image while also ensuring it's easy to download or

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upload. You don't provide your readers looking at blurry pixels, but you won't want them to wait 10 seconds for something to load, either.

b) When linking to a web video, think about using a screenshot from that video as your hyperlink. A screenshot can make a reader more likely to click on a link. It can provide a visible preview, also explain post relevance clips to your content.

c) Attribute your sources like videos, ideas, and images are someone else's intellectual property. Whenever possible, provide captions for the reader. Even an easy caption will help readers identify the object's origins.[22]

f. Blog media effect

In applying Blog as teaching media, there are some effects of this media toward student's writing achievement in English as stated by Zhang as follow:

1) Facilitate student's critical thinking. In this part, collaboration in learning process can be seen through interaction among the students and in can be catalyst for students to think critically.
2) As a role mode to publish their written then the students can comments each other and review their written text.
3) Influence the quality of students writing because in writing the passage the students will be more carefully.
4) Facilitate teaching and learning process because when the students explore others Blog, they gain more information.

[22] Faheem Haydar, *Blogg Writing*, (Makassar: Penayang, 2021), p. 3-4

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5) Then the use of Blog gives opportunities for students to join the community so that the written text that have been uploaded can be read by all people.[23]

g. The implementation of using Blog to teach writing

The implementation of using Blog to teach writing narrative text is stated as follow:

a) Preparation

In preparation the teacher asks the student's to make blog and make sure that all student's the teacher helps the student' show to make a blog, in this sense a teacher can be a instructor for the student's. After all the students have blog, teacher post the material (a fable: the Fox and The Grapes) and a video (The ant and The Dove) in teachers" blog.

b) Implementation

The teacher asks the students to visit teachers" blog to see what material is and what they have to do. First task, the students have to continue the uncompleted narrative story which entitled The Fox and The Grapes, they have to write to their own blog. Second task, the students watching a video which entitled "The ant and The Dove", then they have to retell the story to their own blog.

[23] Kurnia Febianti, Sri Wahyuni, *The application of Blog as a teaching media in improving student's writing*, (Indonesia: Educational Administratation and Leadersgip Journal, 2019) 1(1), 52-60

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c) Feedback

Teacher checks students post and give feedback for the students based on their posts. Teacher asks students to revise their text at home and post the revised one to their own blog.[24]

C. Conceptual Framework

The main focus of this research is about Using blog as media to improve students writing competence on narrative text in MAN 2 barru. The researchers design the conceptual framework of this research by showing diagram below:

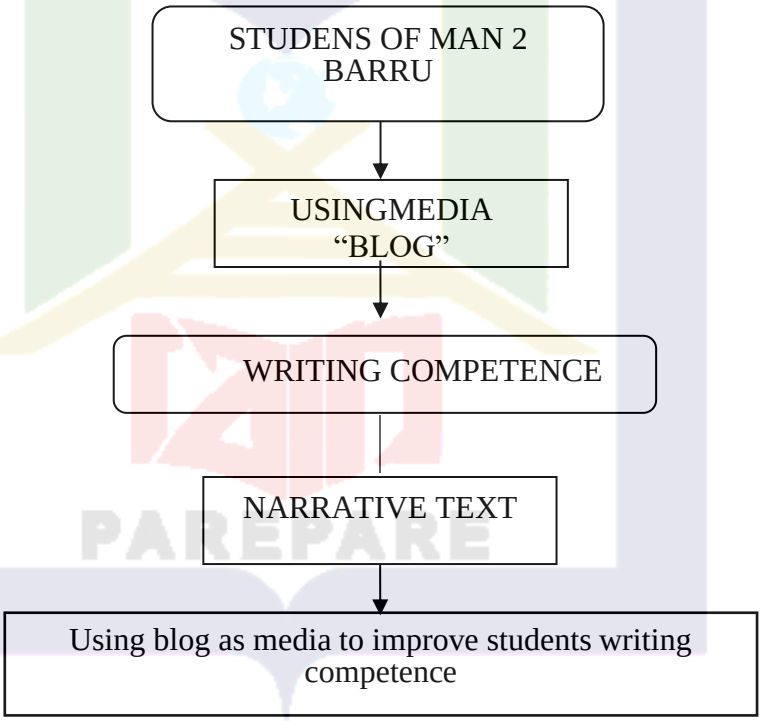

Figure 2.1 Conseptual Framework

[24] Witte, S, *That's online writing, not boring school writing*, (Writing with blogs and the Talkback Project: Journal of Adolescent & Adult Literacy, 2007), p. 92-96

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Based on the conceptual framework, the researcher focuses on Using 'blog" As Media To Improve Students Writing Competence On Narrative Text In MAN 2 Barru.

D. Hyphotesis

The hypothesis has the aim to answer the problem that formulations in this study. As for the hypothesis in this research.

Ha = There is improvment of Students' Writing Competence on Narrative text by using "Blog" as media in MAN 2 Barru.

H_0 = There is no improvment of Students' Writing Competence on Narrative text by using "Blog" as media in MAN 2 Barru

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CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This research used pre-experimental design. These designs used help the researcher to have deep information to have the answer of the research question. In this design there is a pretest, before being given treatment and a posttest, after being given treatment. Thus the results of the treatment can be known more accurately, because it can be identified with the situation before being given treatment. Design according to Sugiyono[1], as follows:

O_1 X O_2

Description

O1 = Pretest score (before being treated)

X = Treatment

O2 = Post test Value (after being given treatment)

B. Locaton and Time of Research

This research used be held at MAN 2 Barru, this research used spend 45 days includingof analysis data.

C. Population and Sample

1. Population

[1] Sugiyanto, Metode Penelitian Kuantitatif dan Kualitatif dan R&D (Quantitative and Qualitative and R & D) research methods), (Jakarta, Indonesia, Rineka Cipta, 2013), p. 114

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Research population is the entire research sample.[2] In this research the population were be the entire of students for tenth grade, the number of population is 62 students.

Table 3.1 Research Population

No	Class	Number of students
1	X. Mia 1	22
2	X. Mia 2	22
3	X. Mia 3	18
TOTAL		62

2. Sample

As the sample, it used random sampling by the researcher in order to get perfect data. The researcher will take class with X.Mia 3 total students are 18 students as the sample of the research.

D. Research instrument

The research writing used test for an instrument. The researcher asked the students to write Narrative text. This instrument tested the students for their ability in writing narrative text, the instrument is a tool for having proper data from the respondent as an subject of the research, the data reflected of every aspect which mention in previous term.

E. Procedure of collecting data

To make this research successful, the researcher conducted the several steps of collecting data:

a) The researcher gave Pre-t est to the tenth grade students of MAN 2 Barru in the

[2]Arikunto,S, *Prosedur Penelitian,* (Jakarta: Rineka Cipta, 1995), p. 198

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academic year 2022/2023.

b) The researcher taught writing narrative text by using "Blog" as media to the tenth grade students with four meetings of MAN 2 Barru in the academic year 2022/2023

c) The research gave Post-test to the tenth grade students of MAN 2 Barru in the academic year 2022/2023

d) The research analyzed result of Pre-test score and Post-test score.

F. Treatmen

a. Starting with essential question

Researchers will give questions to students to attract students' attention and want to know about the material being taught. Then it will provide some topics about the "narrative text" that will be done.

b. Designing a plan

The researcher asked the students to make the given narrative text. First of all, the researcher will distribute a sheet of paper to the students to write a narrative text about Dungan Island. Then after the students have done the task of writing narrative text, the next researcher will teach students about writing the correct narrative text using blog media. Then after that, the students returned to write a narrative text about Diana waterpark on a piece of paper.

c. Create Schule

The researcher will tell the students about the time spent working on the narrative text.

d. Monitoring the student and project progress

Researchers will guide and help students if students have difficulty in

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working on narrative texts. In this case, the teacher acts as a monitor.

e. Assess Outcome

The researcher will evaluate the students' narrative texts that have been done and ask students to explain what they have done

G. Procedure of Data Analysis

Several stages used be followed to analysis the data which conducted from the instrument as follow:

1. Scoring Students" Correct Answer

The data of the researcher's test result for the students" activity during the teaching-learning process analyzed by using the pattern as follow:

$$\text{Score} = \frac{Students\ correct\ answer}{The\ total\ number\ of\ question} \times 100\%$$

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2. The Rubric of Writing Text[3]

Table 3.2 Rubric of Wrting Text

No.	Aspects	Criteria				
1.	Generic Structure; Identification and Description	Identificati on and description is unclear	Identification part consists of 1 sentence, and description part, 1 sentence.	Identification part consists of 1 sentence, and description part, 2 sentences.	Identification part consist of 1 sentence, and description part, 3 sentences.	Identification part consist of 1/> sentences and description part, 4/> sentences.
	Score test	0-20	21-40	41-60	61-80	81-100
2.	Content	Unclear at all	The content is clear.	The content is clear and Arranging well.	The content is clear and arranging well, coherence enough.	The content is clear, arranging well, coherence and unity.
	Score test	0-20	21-40	41-60	61-80	81-100
3.	Showing Detail of the object/Develop Vocabulary	There is 1 thing about detail of the object.	There are 2 things about detail of the object.	There are 3 things detail of the object.	There are 4 things about detail of the object.	There are 5 or more things about detail of the object.
	Score test	0-20	21-40	41-60	61-80	81-100
4.	Giving sensitivity and imagination to the readers	There are 1 things which give sensitivity .	There are 2 things which give sensitivity	There are 3 Things which give sensitivity .	There are 4 things which give sensitivity .	There are 5 or more things which give.
	Score test	0-20	21-40	41-60	61-80	81-100
5.	Using Simple Present Tense	It has 10 or more mistakes	It has 8-10 Mistakes	It has 4-7 Mistakes	It has 1-3 Mistakes	Correct
	Score Test	0-20	21-40	41-60	61-80	81-100
6.	Spelling and Punctuation	It has 12 or more mistakes	It has 9-12 Mistakes	It has 5-8 Mistakes	It has 1-4 Mistakes	Correct
	Scorre Test	0-20	21-40	41-60	61-80	81-100

3. Classifying the Students' Scoring

[3]Ken hyland. *Teaching and Researching Writing*. Second Edition. Longman: Great Britain.

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The data of students" result (test) analyzed by using descriptive statistic. Test conducted for checking the students' competence and about narrative text. The writer given a task for the students' at the third grade in the classroom. Students asked to write a narrative text for 60 minutes. Text must be at least 100 words long. Then the writer collected the results of her writing and assess them one by one. The students" score in the following criteria at the book that was written by Suharsimi and Arikunto that is modified as follow:

Table 3.3 The Classification of the Students Score

No	Score	Classification
1	80-100	Very good/Excellent
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	<39	Very poor[4]

[4]Suharsimi Arikunto *Dasar-dasar Evaluasi Pendidikan,* (Jakarta: Bumi Aksara, 2006

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CHAPTER IV
FINDINGS AND DISCUSSION

MAN 2 BARRU is located in the Mallusetasi District, Barru Regency, precisely on Lakalitta, cilellang Village, ± 15 km from Barru City. The existing students are alumni of school which are generally located in Mallusetasi and Soppeng Riaja sub-districts.The quality of education is generally high quality. This high level of education is closely related to the area where Mallusetasi subdistrict is knownas the above simple village. Specific description of the school can be seen below:

Table 4.1 School Identity

A. School Identity			
1	Nama Sekolah	:	MAN 2 BARRU
2	NPSN	:	40320369
3	Jenjang Pendidikan	:	SMA
4	Status Sekolah	:	Negeri
5	Alamat Sekolah	:	Lakalitta Desa Cilellang
6	Akreditasi	:	
7	Kode Pos	:	90753
8	Desa	:	Cilellang
9	Kecamatan	:	Kec Soppeng Riaja
10	Kabupaten/Kota	:	Kab. Barru
11	Provinsi	:	Prov. Sulawesi Selatan

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The table above explains the general description of the research locations that have been carried out by researchers, there are several advantages related to the research location including the staff presence of the Man 2 Barru mention on Website. The website is expected to be of maximum use according to its designation. Information regarding Man 2 Barru will be published openly on the school's website. Everyone, not only students and teacher of Man 2 Barru who can access it, but everyone. This website is expected to provide good benefits to the school and its citizens. The website will be managed as well as possible so that anything that will be known about this school is available.

A. Findings

The research result question referred to the proccessed of the findings, the researcher conducted several stage of teaching blog as media using in this research, several step can be explained below:

1. The Using of Blog as Media in Teaching Writing Competence

The using of blog in this research become the media for imptoving the student writing competence,

a. Researchers consulted with RPPHer
b. The researcher explains the stages of action that will be carried out in class
c. The researcher explains the stages that will be carried out in class
d. Researchers explain several indicators which are reference materials for teaching students
e. The researcher shows the types of blog media and how to use them with students
f. Researchers show indicators of mastery of student writing assessments using blog media

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g. Then the researcher and teacher agreed on all aspects of the planning stage to be used.

Based on the results of the plan, teachers and researchers discussed and collaborated with ideas that resulted in that, the media used to develop writing narrative texts was blog media, this media was more helpful for students to help students write narrative texts more quickly. This has been the plan used in this research proposal and later became part of the solution to develop writing mastery.

Based on the results of the initial observations made by the researchers. During the learning process, students seemed less enthusiastic in following the instructions by the teacher. The students feel less interested in following the instructions given by the teacher; it does not appear to be a persuasive direction. In addition, students also find it difficult to understand some of the words used by the teacher.

Learning to improve writing narrative texts is done by providing media that are considered capable of provoking students to be more interactive. This is obtained from observations and is part of the solution provided by teachers and researchers directly before implementation. Students still experience boredom in following the teacher's way to stimulate narrative writing mastery.

Based on the explanation above, the researcher agrees to use blog media to improve students' writing narrative text. The media is assumed to be able to improve students' visual performance in writing narrative texts. The research findings is the result of data which conducted from the instrument spreading by the researcher which referred to research question that are formulated in the first chapter. This result also presents the data processing of the students writing

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competence on narrative text in MAN 2 Barru .

The instrument spreading to the students was writing test, the test consisted of the writing test for the students, the students get asked to write the narrative text based on the concept of the research, According to the theory, this research used pre expremental research which the process of answering the research question, Descriptive research is a research method that seeks to provide a systematic and careful with the actual facts and the nature of certain population which in aim to solve the actual problems faced now and collect data or information to be arranged describe, and analyzed.

The research question answered by the writing test conducted on 14 Juni 2022 by face to facing to the students directly. The selection of the research, This research aim to known students' ability in writing a narrative text.

2. The Students writing Competence using Blog at MAN 2 Barru

The second research identified about the writing competence using Blog at MAN 2 Barru, The researcher found the data of the students' ability in writing a Narrative Text:

Table 4.2 Description of Result Pre Test

No	Initial of Students	Pre Test
1	**Students 1**	**65**
2	**Students 2**	**68**
3	**Students 3**	**55**
4	**Students 4**	**65**
5	**Students 5**	**65**

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6	**Students 6**	**55**
7	**Students 7**	**55**
8	**Students 8**	**55**
9	**Students 9**	**40**
10	**Students 10**	**65**
11	**Students 11**	**60**
12	**Students 12**	**65**
13	**Students 13**	**40**
14	**Students 14**	**45**
15	**Students 15**	**45**
16	**Students 16**	**60**
17	**Students 17**	**65**
18	**Students 18**	**40**

Table 4.3 Description of Result Post Test

No	Initial of Students	Post Test
1	**Students 1**	**90**
2	**Students 2**	**90**
3	**Students 3**	**80**
4	**Students 4**	**80**
5	**Students 5**	**78**
6	**Students 6**	**78**
7	**Students 7**	**85**
8	**Students 8**	**75**

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9	**Students 9**	**75**
10	**Students 10**	**80**
11	**Students 11**	**78**
12	**Students 12**	**88**
13	**Students 13**	**78**
14	**Students 14**	**70**
15	**Students 15**	**75**
16	**Students 16**	**70**
17	**Students 17**	**70**
18	**Students 18**	**78**

Based on the result of the writing score above, the researcher conducted the score based on the result of the students' performing in writing activities which delivering on instrument of the research, the total of the student were 18 students which all done the test for the research reason.

The researcher showed the test to the students then it showed the students feel comfortable in answering the test based on their writing ability, this instrument concerning of valid data which also can be seen in proper data in appendix, the instrument referred to the 6 aspect in writing aspect

Table 4.4 The interval of the score of Pre test classification

Class	**<39**		**40-55**		**56-65**		**66-79**		**80-100**	
	F	%	F	%	F	%	F	%	F	%
X.MIA 3	0	0%	9	50%	8	44%	1	5%	0	0%

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Data (N)	18 Students

Soucer: Resul Data of Pre-Test

The accumulation above were the score accumulation based on the theory of students category of their writing ability after conducting the writing test, it showed that:

The score of <39 were 0 student, it showed that, no student who get score in <39.The score of 40-55 were 9 student which presentation of 50% of 100%. the score of 56-65 were 8 student which presentation of 44% of 100%. The score of 66-79 were 1 student which presentation of 5% of 100%. The score of 80-100 were 0 student, It showed that, no students who get score in <80-100

Table 4.5 The interval of the score of Post test classification

Class	**<39**		**40-55**		**56-65**		**66-79**		**80-100**	
	F	%	F	%	F	%	F	%	F	%
X.MIA 3	0	0%	0	0%	0	0%	11	61%	7	38%
Data (N)	18 Students									

Sourcer : Result Data of Post-Test

The accumulation above were the score accumulation based on the theory of students category of their writing ability after conducting the writing test, it showed that:

The score of <39 were 0 student, it showed that, no student who get score in <39. The score of 40-55 were 0 student, it showed that, no student who get score in <40. The score of 56-65 were 0 student, it showed that, no student who get

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score <56. The score of 66-79 were 11 student which presentation of 38% of 100%. The score of 80-100 were 7 student which presentation of 38% of 100%.

Table 4.6 The category of the students

No	Class	Students Result			Category
		Mean	Maximum	Minimum	
1	Pre test	56,00	68	40	Poor
2	Post test	78,78	90	70	Good

Sources : Primer Data Studenst Result

Based on the table above, the researcher can conclude that the ability to write narrative text before using blog media means that many students have a choice of basic words. The students' ideas are too general, maybe because students do not know a lot of vocabulary in English, and students have not been able to determine a good sentence by using the appropriate word in the appropriate sentence, and they also have not been able to determine the location of orientation, conflict, and resolution. Then, using blog media, students can better understand the structure of writing narrative text, where students already understand more about orientation, conflict, and resolution, and how to make it.

The researcher concludes that the use of blog media as a narrative text learning material can increase students' knowledge in writing narrative text. The result of the students' score may be seen in the category of the result. The data showed an average score of 56.00, which is categorized as *Poor category*. This result may become a valid indicator before we get to the conclusion of the research.

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Based on the data above, the researcher concludes that the use of blog media as a narrative text learning material can improve students' knowledge of writing narrative text. The result of the students' score may be seen in the category of the result. The data showed an average score of 56.00, which is categorized as Poor category. This result may become a valid indicator before we get to the conclusion of the research.

Furthermore, the results of student scores can be seen in the results category. The data shows an average value of 78.78, which is included in the good category. These results can be a valid indicator before arriving at the conclusion of the study.

The explanation above was from the result which was gotten from the instrument. The instrument used in this research was a writing test. The purpose of this instrument was to know the students' abilities in writing narrative text. This writing test used by the researcher already fulfills the criteria to be valid data for this quantitative research.

3. **Improvment of Students' Competence Using Blog At MAN 2 Barru**

The Third research question was identifying for any improvment of students competence after using *Blog* at MAN 2 Barru. The theory explained about comparing students competence after using Blog as media in MAN 2 Barru. The data is explained for the category of the result of the data getting from the test writing spreading from the students. There are several step of identifying the improvment of writing competence using Blog at MAN 2 Barru.

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a. Desctiptive Test

Table 4.7 Category of Students Pre Test

Descriptive Statistics

	N	Sum	Mean	Std. Deviation
Data Sampel	18	1008	56.00	6.217
Valid N (listwise)	18			

Source: Output SPSS Statistik

Based on the data above, the result of the students score may be seen on the category of the result, the data showed in average score for 56.00 which categorize for *Poor category*. This result may become the valid indicator before getting to the conclusion of the research.

Table 4.7 Category of Students Post Test

Descriptive Statistics

	N	Sum	Mean	Std. Deviation
Data Sampel	18	1418	78.78	9.929
Valid N (listwise)	18			

Sources ; Output SPSS Statstics

Based on the data above, the result of the students score may be seen on the category of the result, the data showed in average score for 78.78 which categorize for *Good category*. This result may become the valid indicator before getting to the conclusion of the research.

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b. Normality Test

The normality test is used to know whether the data obtained is normally distributed or not. Test data of this research uses the formula of chi-square. The research which identify the data. The test homogeneity and test normality were conducted before doing the hypothesis. The both tests are prerequisites that must be carried out before the test whether the data distribution is homogeneous and the data distribution is normally or not.

Table 4.9 Will Presents The Test Of Normality Of The Pre-Test And Post Test Result In Experimental Class.

		Pre test	Post test
N		18	18
Normal Parameters[a,b]	Mean	69,9000	66,5000
	Std. Deviation	10,65234	10,33157
Most Extreme Differences	Absolute	,183	,199
	Positive	,117	,101
	Negative	-,183	-,199
Kolmogorov-Smirnov Z		1,004	1,091
Asymp. Sig. (2-tailed)		**,266**	**,184**

a. Test distribution is Normal.

b. Calculated from data.

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Based on the result of test normality, it shows that the data sig value of pre- test was sig = 0.266 and in post test was sig = 0.184. It means that sig value > 0.05. In conclusion, the pre-test and postt test have been distributed normally.

c. Independent T- Test

This research step after conducting normality test, the researcher move to another step of T independent Test. The result below :

Table 4.10 The T independent Test.

	Levene's Test for Equality of Variances		t-test for Equality of Means					
	N	Sig.	T	Df	**Sig.(2-tailed)**	**Mean Difference**	Std. Error Difference	95% Confidence Interval of the Difference
								Lower
Assumsion	18	974	,328	2,9	**58**	**,005**	5,766	1,966
Test				2,9	**55,**	**,005**	5,766	1,966

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The t-test hypothesis is if the sig value (sig 2.tailed < 0.05 it shows that there are not significant differences in learning result between pre test and post test. Otherwise, if the sig value (sig 2.tailed) > 0.05 it is point out that there are not significant differences between two result test in learning result. The table is known that sig value (sig 2.tailed) of post-test was ***0.005*** > **0.05**. In conclusion, the result of post-test mean was significant different.

The result of t-test is found that the sig value is lower than 0.05. Consequently, H_A (Hypothesis Alternative) stated that blog media does not improve students' writing competence was accepted. Then, H_0 (Hypothesis Null) stated that blog media improves students' writing competence was rejected. In summary, the use of blog media was effective to improve studentswriting competence.

B. Discussion

This term present the data discussion which referring from the findings above, this discussion are present based on the findings and the researcher argumentation after analyzing the data in findings.

This section finds out the answer of the research question mentioned in first chapter, which asked about the students' abilities in writing narrative text by using blog.

The researchers explain firstly about the writing which is one of English skills that must be learned by the students. To acquire it, the students should get sufficient writing practices. These practices are supposed to stimulate the students' skill in writing and expressing thoughts in a good passage. Without

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practicing, it is impossible to write well and effectively. The indicator used in this research focused on several thingg which referred to the narrative writing which showed on the video to the students.

Based on the result of the research, it showed that students used blog for write narrative text. The researcher assumed that some problem appear among the result of the students result writing was about in their writing, many students do not know how to discrepancy between the theme and the title, sentence structure errors, inappropriate character traits and unclear storylines, use of punctuation and paragraph coherence, and some student's did not able to write orientasion, even complication and resolution.

Narrative text basically explained about storytelling at its most basic: it's all about sharing something that happens to a character. It can be an epic tale or a small anecdote; it can span years of time or a few minutes; it can be fact or fiction.

Some of the students just explained more about the description of the picture were showed in instrument. In fact that narrative writing uses many of the most common elements of storytelling, such as plot, character, setting, conflict, emotion, and a care message you're trying to get across. There are also tried-and-true story archetypes or narrative structures you can use to shape your narrative writing, such as visiting dutungan island or lappa Diana waterpark spot.

Some of the content must be completed for writing proccessed, such like the content of writing should be clear for the readers so that the readers can understand the massage and gain information form it. In order to have a good contents of writing, its contents should be well unified and completed. This term

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is usually known as unity and completeness, which become characteristic of good writing. There are three things that can be measured in connections with content, the point of information to be brought, the sequence in which the point is presented and formal signals that the reader to guide in understanding the topic fully. In fact some of the students did well after did the treatment for them.

Blog provide an opportunity to make learning activities more interesting. That way students are motivated to learn narrative text. Acoording to Nananng Wahyudi, blogs are one of the strategic learning media to improve an active and interactive learning process[1]. By using this blog media, students' writing skills are better and easier to understand in writing narrative texts. As a result, it makes the reader get information from the text. That, it is important for students to use blog media and write narrative texts and to develop their ideas into good writing, even, make readers easy to understand and understand the text. Another indicator shows that after testing the students' writing scores that blogs can help the process of writing narrative texts. In the process of writing the author always pays attention to the content on the blog. This can help us to develop our writing. Therefore, you can choose blog media to express ideas.

[1] Nanang Wahyudi, Pemanfaatan Blog Sebagai Media Pembelajaran Interaktif, (Bangil: Jurnal Study Islam Panca Whna, 2014), p. 91

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CHAPTER V
CONCLUSION AND SUGGESTION

This chapter consis of two section, they are conclusion and suggestion. Conclusion covers statement to answer the previous problem statement whle suggestion cover.

A. Conclusion

The research faunded, the studenst writing competence narrative text after tought with using Blog as Media in Man 2 Barru it's more better to improve writing narrative text tou can be see, the data showed in average score for Pre test 56.00 which categorize for *Poor category*. This result may become the valid indicator before getting to the conclusion of the research and the result of the students score may be seen on the category of the result, the data showed in average score for post test 78.78 which categorize for *Good category*.Based on the result above, it found that the result of t-test is found that the sig value is lower than 0.05. Consequently, H_A (Hypothesis Alternative) stated that blog media do not improve students' writing competence was accepted. Then, H_0 (Hypothesis Null) stated that blog media improves students' writing competence was rejected. In summary, the use of blog media was effective to improve studentswriting competence.

B. Suggestion

Based on the research and discussion, researcher offer three points of ideas aimed to the teacher, students and the next resecher, these points were sescribed as follow:

1. For the English Teacher

   The English teachers are suggested to give more practices to the students in writing especially when they are writing English narrative text by using interesting

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strategy related to the students' ability in developing their ideas and The English teachers also to be more active in teaching learning process. Because of the English teacher has important role in learning success.

2. For the English Studenst

   To keep learning and practicing in narrative text and always trying to improve the ex isting components in writing assessment so that it can make it easier to develop students writing skills

3. For the Oher Researcher

   The weakness of this is the limitation in meeting the student's rirecly. It is recomended for other researchs who are interested in the same field, to pay more attention to their students in using media blog to writing the other kinds of writing and paying attention to the components in writing so that they get maximum result.

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APPENDICES

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Appendix 1 : Instrument form

No	Nama Siswa	Hasil Skor Penilaian Writing		TOTAL	Selisih
		PRE TEST	POST TEST		
1	S_1	65	90	155	-25
2	S_2	68	90	158	-22
3	S_3	55	80	135	-25
4	S_4	65	80	145	-15
5	S_5	65	78	143	-13
6	S_6	55	78	133	-23
7	S_7	55	85	140	-30
8	S_8	55	75	130	-20
9	S_9	40	75	115	-35
10	S_{10}	65	80	145	-15
11	S_{11}	60	78	138	-18
12	S_{12}	60	88	148	-28
13	S_{13}	40	78	118	-38
14	S_{14}	45	70	115	-25
15	S_{15}	45	75	120	-30
16	S_{16}	60	70	130	-10
17	S_{17}	65	70	135	-5
18	S_{18}	40	78	118	-38

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VALIDASI INSTRUMEN PENELITIAN SKRIPSI

NAMA MAHASISWA : FEBIYANI.M

NIM : 18.1300.019

FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRISS

JUDUL : Using "Blog" as Media to Improve Students' Writing Competence on Narrative Text in MAN 2 Barru

Instrument penelitian

Dalam penelitian ini, peneliti akan menggunakan pre-expriment dengan memberikan pre-test dan post-test yang sama dengan pada kelas ekspremen serta dilengkap dengan instruksi pada instrument sebagai berikut:

Instrument of the pre-tet

Writing Test 1

Petunjuk Pengisian

1. Instrument penelitian adalah alat yang digunakan untuk meganalisis kesulitan saudara (i) dalam menulis ringkasan teks narrative
2. Hasil tes ini tidakakan mempengaruhi nilai saudara (i) dalam mata pelajaran

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bahasa Inggris karena hasil tes ini semata-mata digunakan untuk kepentingan penelitian.

3. Atas partisipasi, dukungan dan kerja samanya, peneliti mengucapkan banyak terima kasih.
4. Isilah identitas anda sesuai yang telah disediakan!
5. Anda di berikan waktu untuk mengerjakan tes ini 90 menit !

Name : ……

Class : …….....

Please write down narrative text Pulau Dutungan minimum 100 words in 5 paragraphs!

……

……

……

……

……

……

……

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……

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Instrument of the post-test

Writing test 2

Petunjuk Pengisian

4. Instrument penelitian adalah alat yang digunakan untuk meganalisis kesulitan saudara (i) dalam menulis ringkasan teks narrative
5. Hasil tes ini tidakakan mempengaruhi nilai saudara (i) dalam mata pelajaran bahasa Inggris karena hasil tes ini semata-mata digunakan untuk kepentingan penelitian.
6. Atas partisipasi, dukungan dan kerja samanya, peneliti mengucapkan banyak terima kasih.
7. Isilah identitas anda sesuai yang telah disediakan!
8. Anda di berikan waktu untuk mengerjakan tes ini 90 menit !

Name : ……

Class : …….....

Please write down narrative text Timun Diana Waterpark 100 words in 5 paragraphs!

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Blog Material :

https://blogdope.com/cara-mudah-memahami-materi-narrative-text-bahasa-inggris-beserta-contoh

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First meating :

Dutungan Island

There is a small island in South Sulawesi, Barru Regency, precisely in Cilellang Village, which is the topic of a famous tourist attraction at this time. The island is located not far from the outskirts of the village. The ancients used Katinting to cross the island

In the past, this island was known as the ghost island because it is said that during the Japanese colonial era behind the island there was a cave which was a bunker (hiding hole) for Japanese soldiers during the Indonesian independence revolution. It is known, the cave was named Nippon Cave. The cave is so small that it can only be passed or entered by tilting the body. Adjacent to the Nipppon Cave, there is a small island formed from a cluster of hardened lava rocks.

After the colonial period the island became an uninhabited island surrounded by shady trees and a stretch of fine white sand. Until 1933 the island changed its status to Jambolangan's private property.

The island which was originally a dense forest then transformed into a tourist island called duntungan. To cross the island, a special boat is prepared for visitors.

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Until now the I sland has become a favorite tourist spot with beautiful views, and extraordinary facilities.

Second Meating :

The legend of Maling Kundang

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and his mother. His mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother.

Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town. One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates.

The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a

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beach near a small village. The villagers recognized him. The news ran fast in the town; “Malin Kundang has become rich and now he is here”. An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang’s mother.

She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well-dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At least Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!” After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness. Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn’t apologize. Malin Kundang just laughed and really set sail.

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

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Third Meating :

Diana Waterpark

One Afternoon at Diana Waterpark. Hooray holidays have arrived! Aan's sister and Alisa's sister. Well, the confused sister, what do they want to fill their vacation with? Several options have been offered: to Grandma's house in Cilelang, Barru town, or to Lasonrai Beach, but all answered with a shake of the head. So that the holidays are not too dry, I agreed to take the younger siblings out more often during the past two weeks.

Yesterday, July 2, 2022, we took the time to take Brother and Adek Alisa to Diana Waterpark. Diana Waterpark is a new tourist destination located in Balusu Village, Balusu District, Barru Regency, and South Sulawesi Province.

We left at almost 11.00 am. The sun is high. But it doesn't matter, the distance is quite close, only about 20 minutes of leisurely ride from Siddo. In the car, the siblings even sleep. Maybe tired all morning moving on. Approaching the new location they were awakened

Oh yes, the owner of the shop where we bought snacks said that yesterday a visitor died at Diana waterpark. I then asked back "So, now there are no visitors, ma'am?" "A lot," he said. There's no need to worry, besides, online media reports that the student who died was probably tired. Apparently really crowded, lots of cars in

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the parking lot. The entrance ticket to Diana Water park is Rp. 35,000/person, there is no difference in rates between adults and small children. After the tickets were handed over to the officers, we entered half-running... because we were chasing two kids who had already sped off.

Eh, you know how good this place is...hehehe it's amazing in itself.

Really suitable as a place for family recreation. The flower garden stretches out in front of the eyes, colorful. Even after observing, it turns out that some types of flowers such as orchids are not original but artificial. Another impressive thing is that there are various imitations of animals in this place, such as deer, seals, elephants, and even dinosaurs complete with eggs. Don't ask how the kids react. They ran up to each animal and asked to be photographed. In this park there is also a small prayer room, where we and other visitors pray dhuhur in congregation.

Of course, as the name suggests "Diana Waterpark", there is a water playground available, namely a pool equipped with a slide. Before leaving, I had prepared clothes to get wet, but I couldn't jump because I saw that the pool was too crowded. So I just sat under a tree watching my younger siblings.

Satisfied with playing in the water, we took Brother Aan and Adek Alisa up the hill.

Eh, how good again.... The green rice fields that we passed on the way, can be seen from here. Likewise, the rides in the Diana waterpark area, all can be seen from the top of the hill. There are also many photo spots, instagramable. It's not a loss when you're struggling to climb :D. Seeing that our time has been too long, we finally go home. We were so busy exploring Diana Waterpark that we forgot to eat :D

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RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan	: MAN 2 BARRU
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/Genap
Tahun Pelajaran	: 2019-2020
Materi Pokok	: Teks Naratif
Alokasi Waktu	: 8 JP (4x Pertemuan)

A. Kompetensi Inti (KI)

KI 3 **:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 **:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

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B. Kompetensi Dasar (KD) dan Indikator

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	3.8.1 Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif 3.8. Memahami struktur dan unsur kebahasaan teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
4.8. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	4.8.1 Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi

C. Tujuan Pembelajaran

Selama dan setelah mengikuti proses pembealajaran ini peserta didik di harapkan dapat:

1) Menjelaskan pengertian teks naratif, struktur teks naratif, jenis-jenis teks naratif
2) Memberikan contoh teks naratif tentang legenda
3) Menjelaskan unsur kebahasaan teks naratif
4) Meemahami isi pada teks naratif tentang legenda rakyat. (Maling Kundang)

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5) Menyusun cerita legenda rakyat dengan memperhatikan struktur teks, dan unsur kebahasaan dari teks naratif (Sankuriang)

D. Materi Pembelajaran

1) Pengertian teks naratif

Narrative text adalah teks yang berisi tentang cerita khayalan, dongeng, ataupun kisah nyata yang telah dilebih-lebihkan. Biasanya ada nilai moral yang bisa dipetik di akhir cerita.

2) Struktur teks naratif

a. Orientation

Di paragraf ini kita mengenalkan inti cerita, tokoh/karakter, tempat, juga waktu dari cerita yang ingin kita tuliskan, Sobat.

b. Complication

Di bagian ini, kita sudah bisa menuliskan konflik yang ada dalam cerita hingga ke titik klimaksnya. Dalam menulis sebuah konflik juga terdapat 4 hal berbeda, yaitu

- Physical: ditandai adanya konflik antar tokoh secara fisik.
- Natural: ditandai adanya konflik antara tokoh dengan hal-hal yang berhubungan dengan kekuatan alam.
- Social: ditandai dengan adanya pertemuan antar tokoh, namun memiliki kepentingan yang berbeda.
- Psychological: ditandai dengan adanya pertentangan di dalam diri sendiri antara memilih hal baik atau buruk, sifat yang sombong atau rendah hati, juga bisa pertentangan sifat yang rakus atau tidak.

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c. Evaluation

Bagian ini bersifat opsional, biasanya berisi sisipan penilaian atau evaluasi tentang cerita atau konflik yang ada.

d. Resolution

Sobat, di bagian ini kita bisa menunjukkan solusi atau penyelesaian dari konflik yang ada. Nah, ending-nya bisa happy atau sad. Namun, penulis bisa mempermainkan bagian ini dengan meberikan masalah lain yang membuat pembaca menjadi penasaran. Biasanya rasa penasaran ini sengaja dimunculkan pada tiper cinta mystery.

e. Re-orientation

Bagian terakhir dari narrative text ini juga opsional, Sobat. Sebagai penulis, kita bisa saja memberikan pesan moral, saran, atau pembelajaran di bagian penutup bagi pembaca yang berasal dari cerita

3) Jenis – Jenis Teks Narative

a. Adventure stories

b. Fables

Cerita yang tokohnya adalah binatang, namun menunjukkan perilaku layaknya manusia seperti berbicara.

c. Fairy-stories

Cerita yang pada umumnya bersifat fantasi atau penuh dengan keajaiban.

d. Historical narrative

e. Horror stories

f. Legends

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Cerita yang disampaikan didasarkan pada fakta-fakta, tetapi tokoh-tokohnya tidak benar-benar ada.

g. Myth

Ceritanya mencoba untuk menjelaskan tentang dunia dan bagaimana kita harus menyikapinya.

h. Mysteries

i. Science fiction

j. Slice of life

4) Teks lisan dan tulis teks naratif tentang legenda.

The Legend Of Malin Kundang

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and his mother. His mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother.

Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town. One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates.

The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews

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loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; “Malin Kundang has become rich and now he is here”. An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang’s mother.

She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well-dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At least Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!” After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness. Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn’t apologize. Malin Kundang just laughed and really set sail.

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

E. Metode Pembelajaran

1. Ceramah
2. Diskusi
3. Tanya Jawab
4. Penugasan

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F. Langkah-Langkah Kegiatan

Pertemuan ke 1- 4

a. Kegiatan Awal (10 menit)

1. Guru menyapa siswa
2. Guru menyuruh siswa untuk berdoa sebelum memulai pelajaran
3. Guru mengecek kehadiran siswa
4. Guru menyampaiakan tujuan pembelajaran
5. Guru menjelaskan materi pelajaran tentang narratif teks
6. Guru memberikan contoh naratif teks

b. Kegiatan Inti (75 menit)

1. Starting with essential question

   Peneliti akan memberikan pertanyaan kepada siswa untuk menarik perhatian siswa dan ingin tahu tentang materi yang diajarkan. Kemudian akan memberikan beberapa topic tentang "teks naratif" yang akan di kerjakan.

2. Designing a plan

   Peneliti meminta siswa untuk membuat teks naratif yang diberikan. Pertama-tama, peneliti akan membagikan kertas selembar kepada siswa untuk menulis teks narrative tentang pulau dutungan. Kemudian setelah siswa mengerjakan tugas menulis teks narrative, selanjutnya peneliti akan mengajarkan siswa tentang menulis teks narrative yang benar dengan menggunakan media blog. Kemudian setelah itu, siswa kembali menulis teks narrative tentang Diana waterpark di selembar kertas.

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3. Create Schule

   Peneliti akan memberi tahu siswa tentang waktu yang digunakan dalam mengerjakan naratif teks.

4. Monitoring the studenst and project progress

   Peneliti akan membimbing dan membantu siswa apabila siswa mengalami kesulitan dalam mengerjakan naratif teks. dalam hal ini, guru bertindak sebagai monitor.

5. Assess Outcome

   Peneliti akan mengevaluasi teks naratif siswa yang telah dikerjakan dan menyuruh siswa untuk menjelaskan apa yang telah dia kerjakan.

c. Kegiatan Penutup (5 menit)

1. Peneliti akan menyuruh siswa untuk menyimpulkan materi yang telah dipelajari
2. Peneliti akan menyuruh siswa untuk menutup pembelajaran dengan membaca doa

Semua langkah-langkah kegiatan di setiap pertemuan sama, hanya yang membedakan materinya. Adapun materinya yaitu:

1. Pertemuan pertama melakukan pre test menulis narrative text tentang pulau dutungan untuk mengetahui kemampuan menulis siswa.
2. Pertemuan kedua dan ketiga mengajarkan materi mengenai narrative text tentang maling kundang dengan media blog
3. Pertemuan keempat melakukan post test menulis narrative text tentang Diana Waterpark untuk menganalisis kemampuan menulis siswa.

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G. Sumber Belajar/Alat/Bahan

1. Kamus
2. Internet
3. Buku
4. Papan tulis
5. Spidol
6. Gambar
7. Laptop
8. Lcd

H. Penilaian

1. Teknik Penilaian : Tes Tulis
2. Bentuk Penilaian Uraian
3. Rubrik Penilaian

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Aspects	Criteria				
Generic Structure; Identification and Description	Identification and description is unclear	Identification part consists of 1 sentence, and description part, 1 sentence.	Identification part consists of 1 sentence, and description part, 2 sentences.	Identification part consist of 1 sentence, and description part, 3 sentences.	Identification part consist of 1/> sentences and description part, 4/> sentences.
Score test	0-20	21-40	41-60	61-80	81-100
Content	Unclear at all	The content is clear.	The content is clear and Arranging well.	The content is clear and arranging well, coherence enough.	The content is clear, arranging well, coherence and unity.
Score test	0-20	21-40	41-60	61-80	81-100
Showing Detail of the object/Develop Vocabulary	There is 1 thing about detail of the object.	There are 2 things about detail of the object.	There are 3 things detail of the object.	There are 4 things about detail of the object.	There are 5 or more things about detail of the object.
Score test	0-20	21-40	41-60	61-80	81-100
Giving sensitivity and imagination to the readers	There are 1 things which give sensitivity .	There are 2 things which give sensitivity	There are 3 Things which give sensitivity .	There are 4 things which give sensitivity .	There are 5 or more things which give.
Score test	0-20	21-40	41-60	61-80	81-100
Using Simple Present Tense	It has 10 or more mistakes	It has 8-10 Mistakes	It has 4-7 mistakes	It has 1-3 Mistakes	Correct
Score Test	0-20	21-40	41-60	61-80	81-100
Spelling and Punctuation	It has 12 or more mistakes	It has 9-12 Mistakes	It has 5-8 mistakes	It has 1-4 Mistakes	Correct
Scorre Test	0-20	21-40	41-60	61-80	81-100

Appendix 2 : Documentation Form

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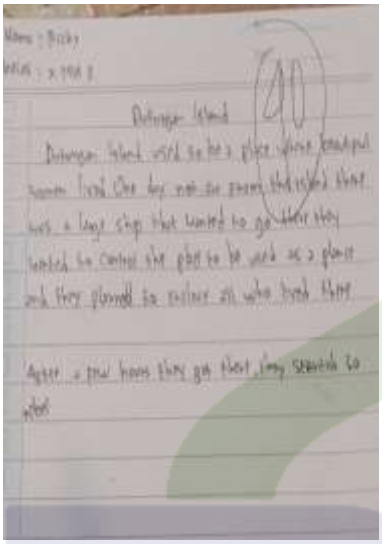

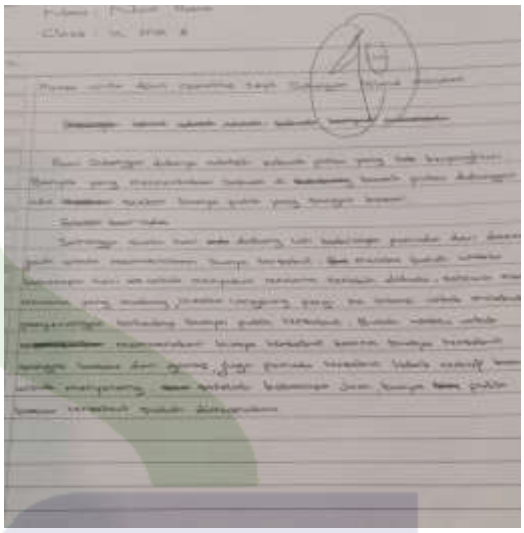

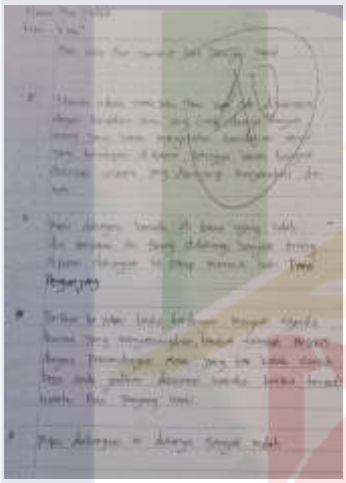

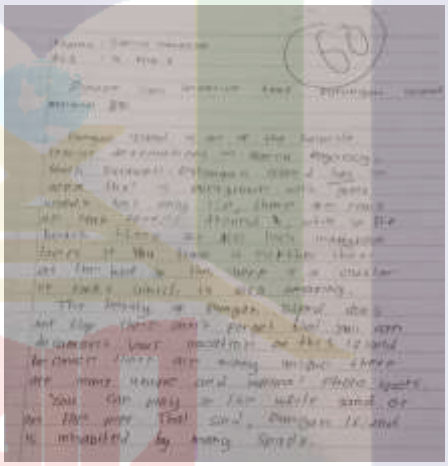

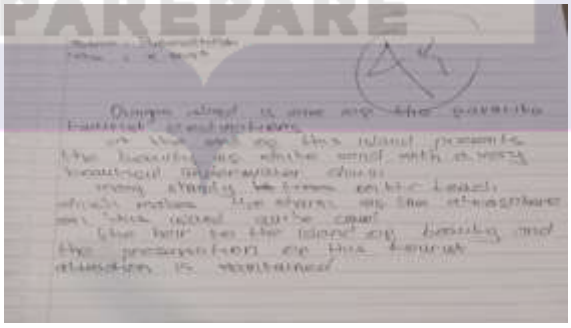

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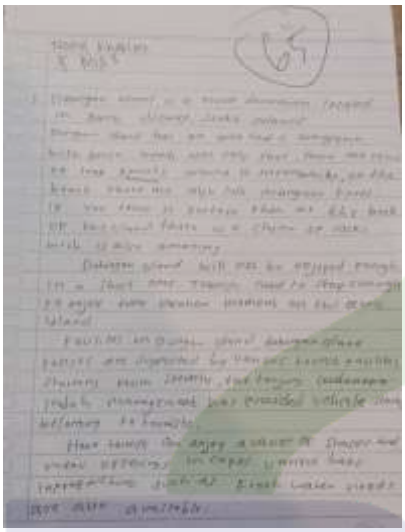

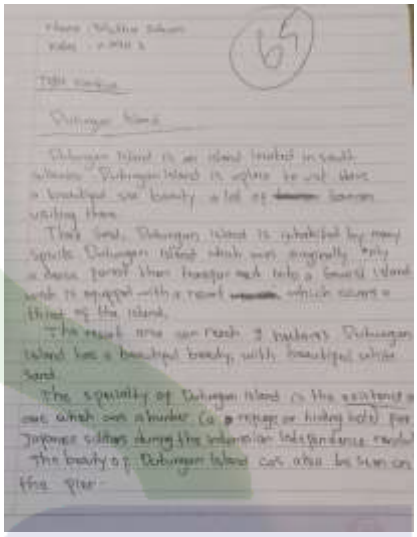

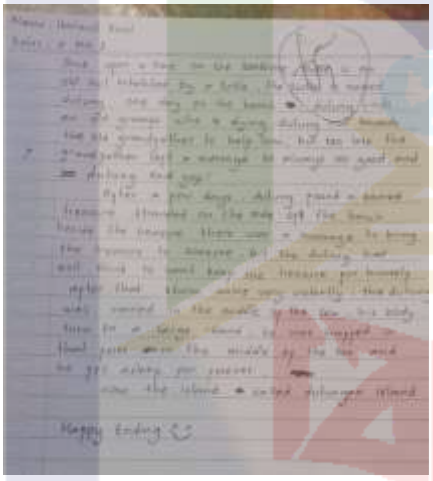

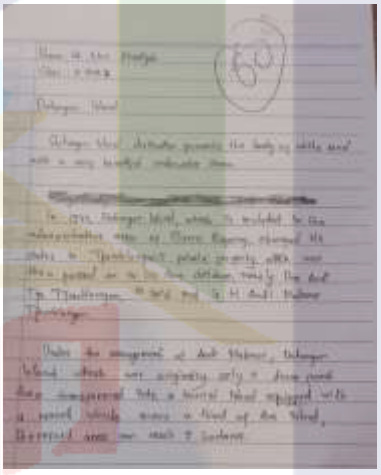

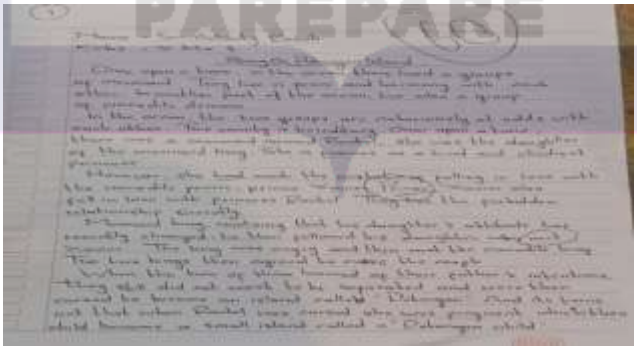

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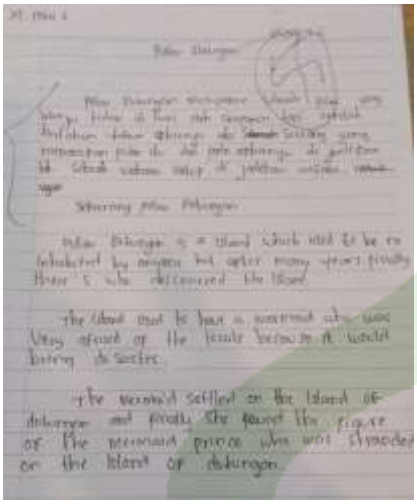

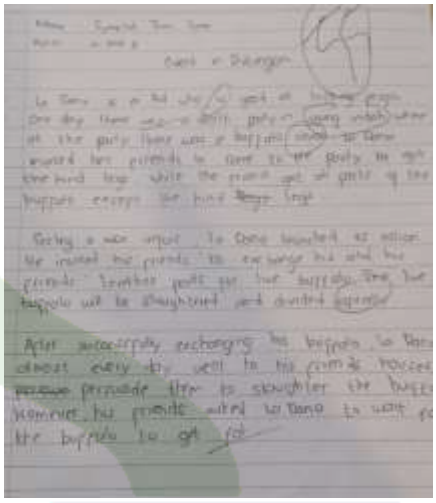

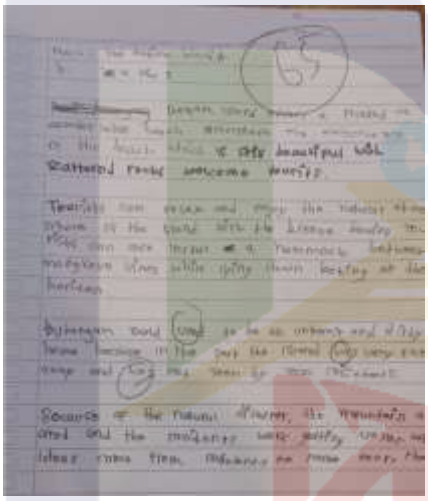

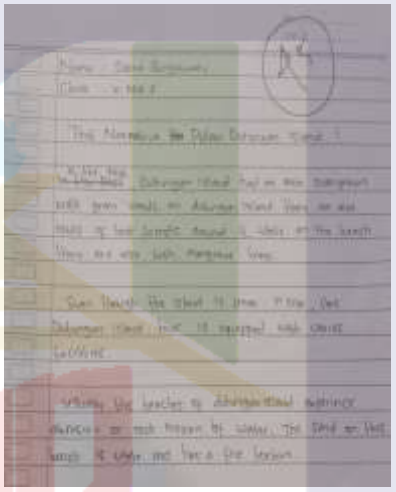

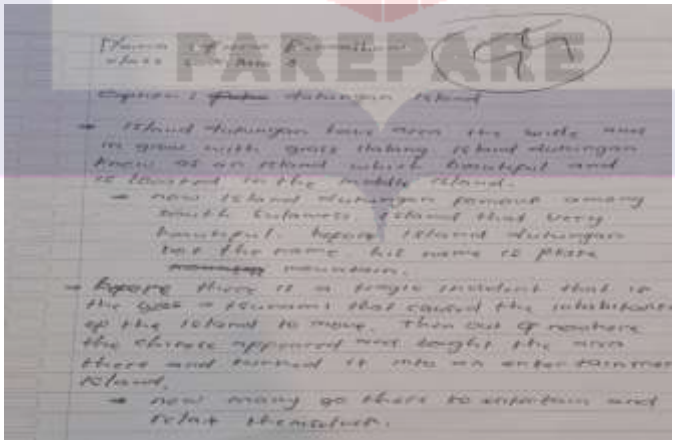

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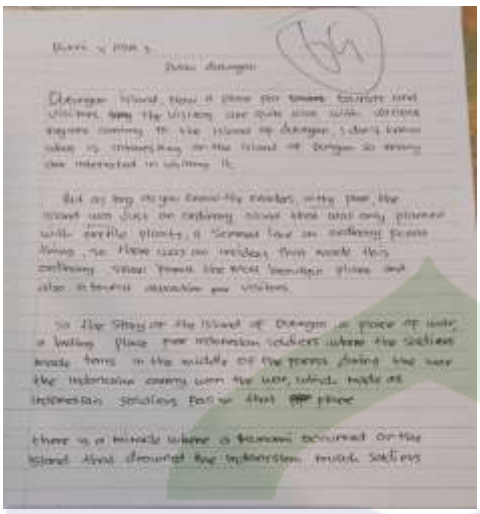

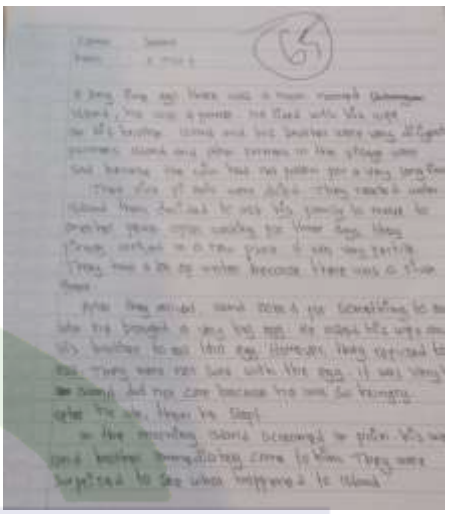

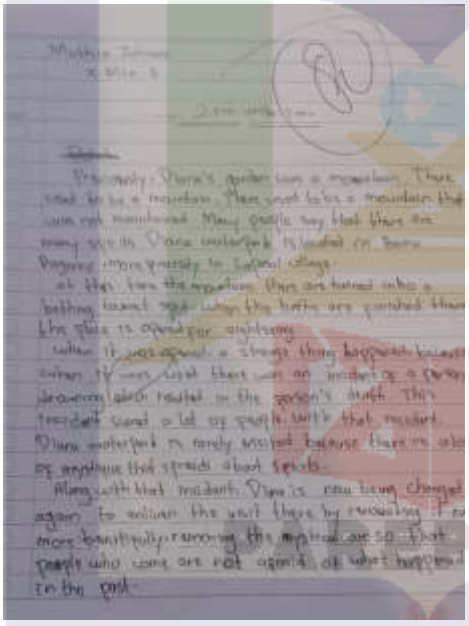

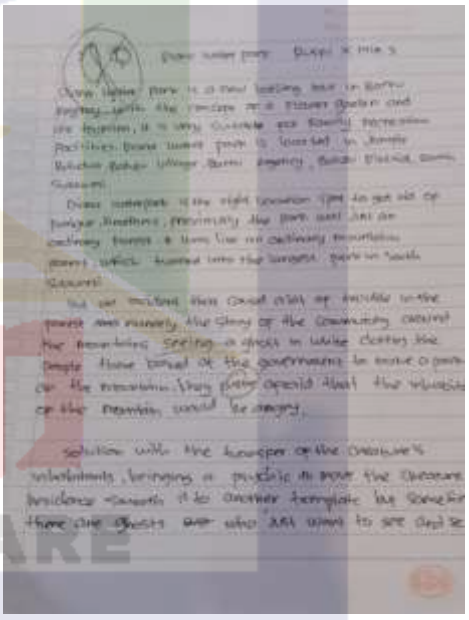

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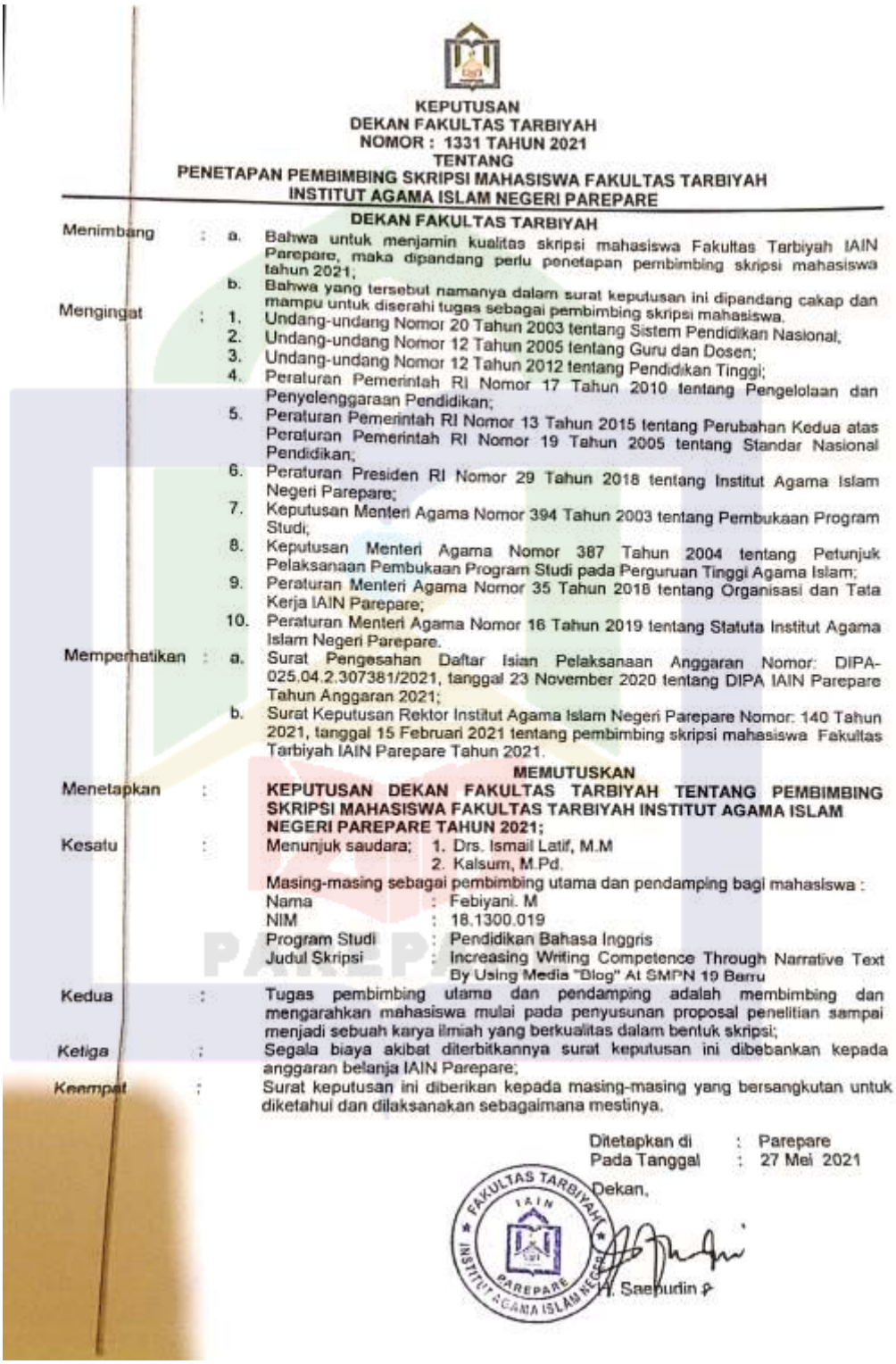
Appendix 3 : Administration Form



KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 1331 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang :
a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Mengingat :
1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Memperhatikan :
a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

MEMUTUSKAN

Menetapkan :
KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;

Kesatu :
Menunjuk saudara; 1. Drs. Ismail Latif, M.M
2. Kalsum, M.Pd.
Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Febiyani. M
NIM : 18.1300.019
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Increasing Writing Competence Through Narrative Text By Using Media "Blog" At SMPN 19 Barru

Kedua :
Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

Ketiga :
Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

Keempat :
Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 27 Mei 2021

Dekan,

H. Saepudin

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Nomor : B 1740/In 39 5 1/PP 00 9/05/2022
Lampiran : 1 Bundel Proposal Penelitian
H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Barru
C q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-
Kab. Barru

Assalamu Alaikum Wr. Wb

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Febiyani. M
Tempat/Tgl. Lahir	: Cilellang, 03 September 2000
NIM	: 18.1300.019
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: Siddo, Kec. Soppeng Riaja, Kab. Barru

Bermaksud akan mengadakan penelitian di wilayah Kab. Barru dalam rangka penyusunan skripsi yang berjudul **"Identifying Students' Writing Competence On Narrative Text By Using "Blog" As Media In MAN 2 Barru".** Pelaksanaan penelitian ini direncanakan pada bulan Mei sampai bulan Juni Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih

Wassalamu Alaikum Wr. Wb.

Parepare, 23 Mei 2022
Wakil Dekan I,

Dr. Dahlan Thalib

Tembusan :
1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah

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PEMERINTAH KABUPATEN BARRU

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Mal Pelayanan Publik Masiga Lt. 1-3 Jl. Iskandar Unru Telp. (0427) 21662, Fax (0427) 21410
http://izinonline.barrukab.go.id e-mail: barrudpmptsptk@gmail.com Kode Pos 90711

Barru, 14 Juni 2022

Nomor : 275/IP/DPMPTSP/VI/2022
Lampiran :
Perihal : Izin/Rekomendasi Penelitian

Yth. Kepada
Kepala MAN 2 Barru
di-
Tempat

Berdasarkan Surat Kementerian Agama Republik Indonesia Institut Agama Islam Negeri Pare-Pare Nomor B 1740/In 39 5 1/PP 00 9/05/2022 tanggal 23 Mei 2022 perihal tersebut di atas, maka ***Mahasiswa (i)*** / Peneliti / Dosen / Pegawai di bawah ini

Nama	**: FEBIYANI. M**
Nomor Pokok	**: 18.1300.019**
Program Studi	**: Pend. Bahasa Inggris**
Pekerjaan	**: Mahasiswa (S1)**
Alamat	**: Siddo Desa Siddo Kec. Soppeng Riaja Kab. Barru**

Diberikan izin untuk melakukan Penelitian/Pengambilan Data di Wilayah/Kantor Saudara yang berlangsung mulai tanggal **14 Juni 2022 s/d 15 Agustus 2022**, dalam rangka penyusunan ***Skripsi***, dengan judul

IDENTIFYING STUDENTS' WRITING COMPETENCE ON NARRATIVE TEXT BY USING "BLOG" AS MEDIA IN MAN 2 BARRU

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Kepala SKPD (Unit Kerja) / Camat, apabila kegiatan dilaksanakan di SKPD (Unit Kerja) / Kecamatan setempat,
2. Penelitian tidak menyimpang dari izin yang diberikan,
3. Mentaati semua Peraturan Perundang Undangan yang berlaku dan mengindahkan adat istiadat setempat,
4. Menyerahkan 1(satu) eksampelar copy hasil penelitian kepada Bupati Barru Cq. Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Kabupaten Barru,
5. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut di atas

Untuk terlaksananya tugas penelitian tersebut dengan baik dan lancar, diminta kepada Saudara (i) untuk memberikan bantuan fasilitas seperlunya

Demikian disampaikan untuk dimaklumi dan dipergunakan seperluhnya

a.n. **Kepala Dinas,**
Kabid, Penyelenggaraan Pelayanan Perizinan,

FATMAWATI LEBU, SE
Pangkat : Pembina, IV/a
NIP. 19720910 199803 2 008

TEMBUSAN : disampaikan Kepada Yth.
1. Bapak Bupati (sebagai laporan);
2. Kepala Bapedda Kab. Barru;
3. Kepala Kantor Kementerian Agama Kab. Barru;
4. Wakil Dekan I IAIN Parepare;
5. Mahasiswa yang bersangkutan;
6. Pertinggal.

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BARRU
MADRASAH ALIYAH NEGERI 2 BARRU
Lokalita Desa Cilellang Kecamatan Mallusetasi Kabupaten Barru
Email man2barru16@gmail.com

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor : B-489 /Ma.21.02.02/PP.00.6/08/2022

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Negeri (MAN) 2 Barru Menerangkan bahwa :

Nama	: FEBIYANI. M
NIM	: 18.1300.019
Program Study	: Pend. Bahasa Inggris
Nama Universitas	: Institut Agama Islam Negeri (IAIN) Parepare
Judul Penelitian	: **"IDENTIFYING STUDENTS' WRITING COMPETENCE ON NARRATIVE TEXT BY USING 'BLOG' AS MEDIA IN MAN 2 BARRU"**

Bahwa nama tersebut diatas telah melakukan penelitian dalam rangka penyusunan Skripsi di MAN 2 Barru Kab. Barru pada tanggal 14 Juni 2022 s/d 15 Juli 2022.

Demikian surat keterangan ini kami buat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

01 Agustus 2022
Kepala MAN 2 Barru

Dra. Hj. Rosnawati Buhari, MM
NIP. 19670916 199303 2 003

PAREPARE

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CURRICULUM VITAE

Febiyani.M, writer, born on September 3, 2000 in Cilellang, domiciled in Siddo Village, Soppeng Riaja District, Barru Regency, and South Sulawesi. He is the second of four children in his family. His father's name is Maswandi, and his mother's name is Rahmawati. He has an older brother named Firmansyah. M has two younger sisters named Fenni and Aprilya. M, and her last name is Fitri Ramadhani. M. Started studying in 2006-2007 at TK DW Siddo and graduated in 2007, while in the same year studied at SDN Lawallu 2007-2013 then continued his education at SMPN 2 Soppeng Riaja 2013-2015 and continued his education at Madrasah Aliah Negeri (Man) 2 Barru graduated in 2018 Then in the same year he continued his higher education at the State Islamic Institute (IAIN) Parepare by taking a study program at the Tarbiyah Faculty, Department of English Education. He is also active in organizing and participating in several student events both locally and nationally. He is involved in an organization, namely Persatuan Olahraga Mahasiswa (PORMA), and is also involved in a regional organization, namely Ikatan Mahasiswa Barru (IMBAR). Has participated in the SE-IAIN South Sulawesi volleyball event at the IAIN BONE Campus in 2018, as well as the SE-INDONESIA national event (PESONA) which was held at UIN Sunan Djati Bandung in 2022. The title "Using Blogs as Media to Improve Students' Writing Competence in Narrative Text in Man 2 Barru."

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE