

SKRIPSI

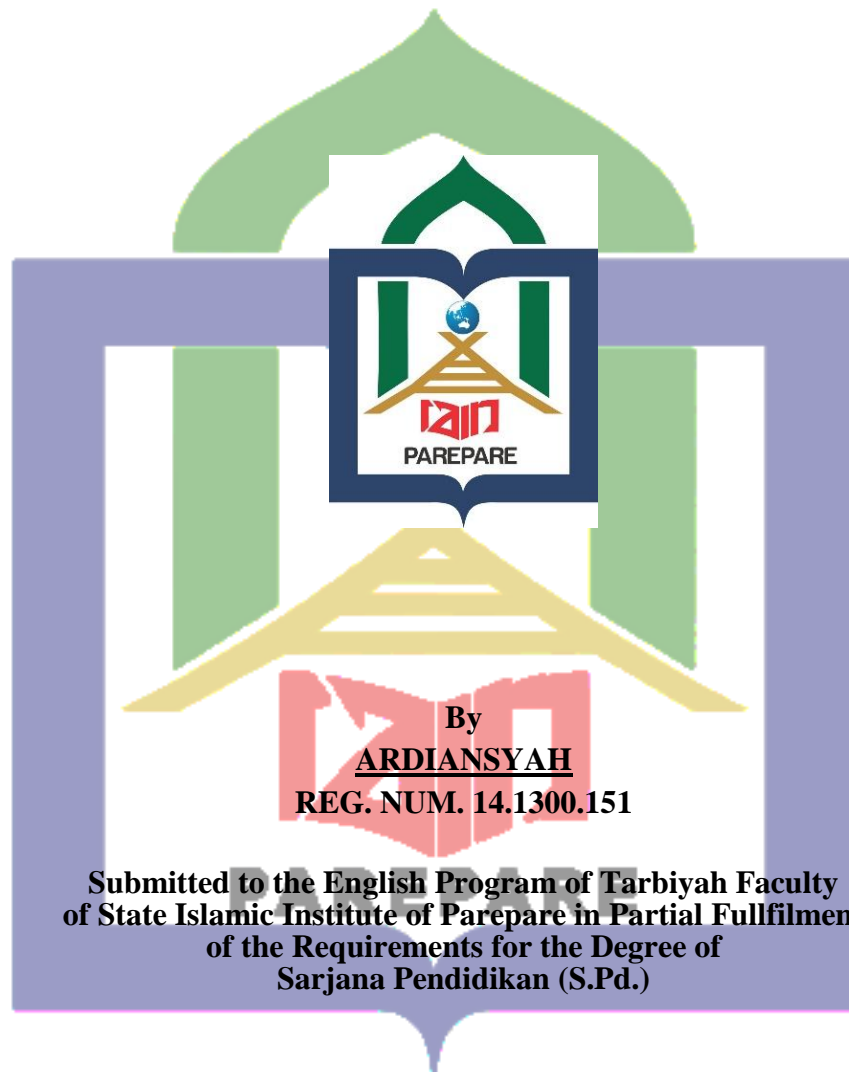
**THE USE OF WRITING IN THE HERE AND NOW STRATEGY  
TO IMPROVE THE STUDENTS' WRITING ABILITY AT  
THE SECOND YEAR STUDENTS OF  
MA YMPI RAPPANG**



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

**2019**

SKRIPSI  
**THE USE OF WRITING IN THE HERE AND NOW STRATEGY  
TO IMPROVE THE STUDENTS' WRITING ABILITY AT  
THE SECOND YEAR STUDENTS OF  
MA YMPI RAPPANG**



By  
**ARDIANSYAH**  
REG. NUM. 14.1300.151

Submitted to the English Program of Tarbiyah Faculty  
of State Islamic Institute of Parepare in Partial Fullfilment  
of the Requirements for the Degree of  
Sarjana Pendidikan (S.Pd.)

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TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
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**Skripsi**

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the Degree of Sarjana Pendidikan (S.Pd.)**

**English Program**

**Submitted By**

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**REG. NUM. 14.1300.151**

**PAREPARE**

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**ENGLISH PROGRAM  
TARBIYAH FACULTY  
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PAREPARE**

**2019**

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 Strategy to Improve the Students' Writing  
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# SKRIPSI

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May the Almighty Allah swt. always bless us now and forever, Amiin.

Parepare, 21<sup>th</sup> November 2018

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## DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The writer who signed the declaration below:

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Stated that this skripsi is his own writing and if it can be proved that it was copied, duplicated, or complied by any other people, this skripsi and the degree that has been would be postponed.

Parepare, November 26<sup>th</sup>, 2018

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## ABSTRACT

**Ardiansyah.** *The Use of Writing in the Here and Now Strategy to Improve The Students' Writing Ability at the Second Year Students of MA YMPI Rappang* (supervised by Hj.Nanning and Amzah)

There are many problems that can make the students difficult to write such as difficult to express their ideas, have less of vocabulary, confuse about grammar and structure, etc. therefore, the writer got problem statement that; is writing in the here and now strategy able to improve the students' writing ability at the second year students of MA YMPI Rappang?

To answer the problem statement, the writer used quantitative method pre-experimental with one group pre-test post-test design. Population of this research was the second year students of MA YMPI Rappang academic year 2018/2019 which consist of three classes. The sample of this research was take one class of the population was class XI IIS 1 by using the purposive sampling technique. This research used test as an instrument to take the data from the students. The tests consist of pre-test and posttest. The form of tests was written test.

The result of the research shows that the use of writing in the here and now strategy was significantly effective to improve the students' writing ability in the second year students of MA YMPI Rappang. It is proved by the mean score of post-test is 56 while the mean score of pre-test is 49. The result finding that the score of t-test (4.02) was greater than the t-table (1.725) for the level of significance 0.05, degree of freedom is 20. It means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted.

Keyword: Writing in the Here and Now Strategy, Improving, Writing Ability

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## CHAPTER I

### INTRODUCTION

#### 1.1 Background

In English subject, there are four language skills that must be mastered by students; listening, speaking, reading, and writing. Among those skills, the most difficult skill is writing. The students have to mastered about grammar, vocabulary, and know how to apply the mechanics of writing to expressing their ideas. Besides that, the students have to ensure that what they write can understand by the reader. Therefore, writing competence becomes one of important factors to build their background knowledge of English.

Writing is an important language skill that has to be developed to the students. It is helpful to keep in mind something that hard to remember. Most of us use writing to make a note of something (things we have to do or want others to do, like shopping list) and to keep records of things we want to remember.

There are some types of writing. The form of writing which was used to tell or relate was called narration, which used to describe was called description, which used to explain was called expository, and which used to argue was called argumentation.

In general, the students should be taught how to write, how to encourage their ideas clearly and correctly, and how to make students are success in receiving information, processing, and making a sentence that can give a meaning.

However, the fact is the students still difficult to write. There are many problems that can make students difficult to write such as Most of them have no incentive to write. Every time teachers give assignment to them, they will be

complained. They do not train their creativity and sharpen their imagination. Because there is no interest, they will not be serious to write. Byrne divide into three aspects which may cause problem in writing. These aspects are problems in psychological, linguistics and cognitive.<sup>1</sup> Because all of the problems, the students are difficult to be an active participant in the class.

In relating to the explanations above, the students of MA YMPI Rappang also got problems in writing. They difficult to express their ideas, have less of vocabulary, confuse about grammar and structure, less of self-confidence, less practice, and have less motivation. So, the students will difficult to improve their writing ability. Presumably, it happened because the strategy applied in the class is not effective. Therefore, the teacher must use different strategy to make them more active to write in the class.

Based on the problem above, the researcher wants to try to apply one strategy of active learning in the book written by Silberman to teach about writing to students. The name of strategy that writer will use is “Writing in the Here and Now Strategy”. The researcher is interested in that strategy because the strategy has advantages such as improve their creativity, increasing their imagination, make them more independence and responsible with their work. This strategy ask the students to write report action in the here from their experience which has done (it is like the action occur in the here and now).<sup>2</sup>

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<sup>1</sup>Donn Byrne. *Teaching Writing Skills, New Edition* (England: Longman Group UK Limited, 1988), p. 4.

<sup>2</sup>Mel Silberman. *Active Learning: 101 Strategies to Teach Any Subject* (United States of America: A Simon & Schuster Company, 1996), p. 124.



Writing in the Here and Now strategy allow the teacher to modify the strategy and the materials depend on the situation in the class and the topic. For example, teacher asks the student to determine one topic that they want and then write down in the paper according with the topic and suitable materials.

So, the researcher will do a research with the title The Use of “Writing in the Here and Now” Strategy to Improve the Students’ Writing Ability at the Second Year Students of MA YMPI Rappang.

## **1.2 Problem Statements**

Based on the background above, the researcher formulated problem statement of this research as follow; Is writing in the here and now strategy able to improve the students’ writing ability at the second year students of MA YMPI Rappang?

## **1.3 The Objective of the Research**

In relation to the problem statement above, the objective of the research is to find out whether writing in the here and now strategy able to improve the students’ writing ability at second year students of MA YMPI Rappang.

## **1.4 Significance of the Research**

The result of the Research is expected to be useful for the teachers, students, researcher himself, and the other researcher: Both theoretically and practically.

### **1.4.1 Theoretically**

The result of the study will:

#### **1.4.1.1 Enriching the literature on teaching English strategy.**

1.4.1.2 Enriching The English teaching methodology by using “writing in the here and now” strategy to improve student’s writing ability for other researchers to conduct further researches.

1.4.2 Practically

1.4.2.1 For Teacher

The findings of this research can be used as a consideration for teacher in choosing a suitable strategy to improve student ability in writing.

1.4.2.2 For Students

The finding of the research can help students to know how to improve their writing ability.

1.4.2.3 For the researcher

The finding of the research can be used as a starting point in improving the researcher’s teaching ability.

1.4.2.4 For other researcher

This finding research can be used by other researcher as a reference in their research.

## CHAPTER II

### REVIEW AND RELATED RESEARCH LITERATURE

#### 2.1 Some Pertinent Ideas

##### 2.1.1 The Concept of Writing

##### 2.1.1.1 Definition of Writing

Writing is a form of communication to deliver thought or to express feeling through written form. When we write, we use graphic symbols: that is, letters or combinations of letters. Writing can be said to be the act of forming these symbols: making marks on a flat surface of some kind. But, writing is clearly much more than the production of graphic symbols. The symbols have to be arranged to form words, and the words have to be arranged to form sentences.<sup>1</sup>

According to Oxford, writing is activity of writing, written words of an author and handwriting.<sup>2</sup>

Writing is a medium of human communication that represents language and emotion with signs and symbols. In most language, writing is a complement to speech or spoken language. Writing is not a language, but a tool used to make languages be read. Within a language system, writing relies on many of the same structure as a speech, such as vocabulary, grammar, and semantics, with the added dependency of a system of signs or symbols.<sup>3</sup>

Writing definition above is similar with writing definition by Mario Pei in his book with entitled "The History of Language". He states that writing is a symbol of the

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<sup>1</sup>Donn Byrne. *Teaching Writing Skills, New Edition* (England: Longman Group UK Limited, 1988), p.1.

<sup>2</sup>Oxford University press, *Oxford Learner's Pocket Dictionary, Third Edition* (printed in china, 2003). p. 502

<sup>3</sup>"Writing", *Wikipedia the Free Encyclopedia*. <https://en.wikipedia.org/wiki/Writing> (Accessed on march 12<sup>th</sup> 2018)

spoken language, less arbitrary than the language itself, since in most system of writing there is an attempt to make characters correspond to sounds.<sup>4</sup>

Novianti in her research says: writing appears from thinking. That was way; the students would be able to express them into sentences, paragraphs, and essays. In other word, writing was an activity to express their ideas issues, events, feeling, or thinking to the others through written form.<sup>5</sup>

From some of definition above, we can conclude that writing is an activity that make students share their information, experience, ideas, or story in the form of writing (symbol) based on the context of language feature that they have learn and then applying the steps of how to good in writing to producing a good essay. They have to produce a sequence of the sentence arranged in a particular order and linked together in certain ways.

#### 2.1.1.2 Reason to Teach Writing

##### 2.1.1.2.1 Reinforcement

Some students acquire languages in a purely oral/aural way, but most of us benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write sentence using new language shortly after they have studied it.

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<sup>4</sup>Mario Pei, *The Story of Language* (United States of America: J.B. Lippincott Company, 1949). p.86.

<sup>5</sup>Novianti, *Improving Students Writing Ability By Through Concept Sentence at the Second Grade of SMP Negeri 2 Patampanua Kab. Pinrang.* (Undergraduate Thesis; Tarbiyah Faculty, 2014), p. 10.

#### 2.1.1.2.2 Language Development

We can't be sure, but it seems that the actual process of writing (rather like the process of speaking) helps us to learn as we go along. The mental activity we have to go through in order to construct proper written texts is all part of the ongoing learning experience.

#### 2.1.1.2.3 Learning Style

Some students are fantastically quick at picking up language just by looking and listening. For the rest of us, it may take a little longer. For many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing is appropriate for such learners. It can also be quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication.

#### 2.1.1.2.4 Writing as a skill

By far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening, and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements and increasingly, how to write using electronic media. They need to know some of writing's special conventions (punctuation paragraph construction etc.) just as they need to know how to pronounce spoken English appropriately. Part of our job is to give them that skill.<sup>6</sup>

From some of explanation above, we can understand that the reason why teach writing because there are many benefits if students know how to write.

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<sup>6</sup>Jeremy Harmer. *How to Teach English, an Introduction to the Practice of English Language Teaching* (England: Addison Wesley Longman Limited, 1998), p.79.

### 2.1.1.3 The Purpose of Writing

There are many purpose of writing. The most popular are to persuade, to inform, and to entertain that have acronym PIE.

#### 2.1.1.3.1 To persuade means the writer must convince the reader to agree with him.

This might mean the writer wants the reader to think or even act in a specific ways such as advertisement or debate. They use appeals of logic, emotion, and character to prove a point.

#### 2.1.1.3.2 To inform means the writer communicates ideas and information to others.

They must enlighten the reader about real world topics and provide facts on those topics. For example is a journalistic writing, lab reports, and research

#### 2.1.1.3.3 Entertain means the writer wants to amuse readers. This does not mean that the text must be happy or the text could be a tragedy. But the main reason for writing the text is to amuse readers. For example is a newspaper, a brief joke, or television.<sup>7</sup>

It is important to know what your purpose to write. If you write but you don't know what your purpose, it will be useless. The reader will not understand the focus from the beginning and they may not finish reading.

#### 2.1.1.4 The Writing Process

When students are writing, we will want to involve them in the process of writing. In the 'real word', this typically involves planning what we are going to write, drafting it, reviewing and editing what we have written and then producing a final (and satisfactory) version.

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<sup>7</sup>Lydia Richmond, Three Purposes for Writing. [Http://www.clutteredgenius.com/three-purposes-writing/](http://www.clutteredgenius.com/three-purposes-writing/)(accessed on March 15<sup>th</sup> 2018)

#### 2.1.1.4.1 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 they 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 influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.), but also the choice of language – whether, for example, it is formal or informal in tone. Thirdly, writers have to consider the content structure of the piece – that is how best to sequence the facts, ideas, or arguments which they have decided to include.

#### 2.1.1.4.2 Drafting

It refers to the first version of a piece of writing as a draft. This first ‘go’ at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

#### 2.1.1.4.3 Editing (reflecting and revising)

Once writers have produced a draft they then, usually read through what they have written to see where it works and where it doesn’t. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. More skilled writers tend to look at issues of general meaning and overall structure before concentrating on

detailed features such as individual words and grammatical accuracy. The latter two are important and are often dealt with later in the process.

Reflecting and revising are often helped by other readers who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

#### 2.1.1.4.4 Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. Even, when they think is their final draft they may find themselves changing their mind and then re-planning, re-drafting, or re-editing.<sup>8</sup>

From explanation above, in writing, there are four writing process: planning, drafting, editing, and then produce a final version.

#### 2.1.1.5 Effective writing

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

##### 2.1.1.5.1 Make a point

To effective in writing, the first step is making a point. The point usually located in the first sentence of your paragraph. The 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 follow it provide specific support for the general statement.

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<sup>8</sup>Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Limited, 2004), p.4.



#### 2.1.1.5.2 Back up your point

After make a point, you should support the point by giving a specific reason, examples, and other details that can explain and develop it. The more precise and particular your supporting details are, the better your readers can “see,” “hear,” and “feel” them.

#### 2.1.1.5.3 Organize the support

The third step is you should learn the signal words, or usually called transitions. Transitions are words and phrases that show how one idea is related to another idea. They will help to organize and connect your ideas, and they will help your readers follow the directions of your thoughts. Listing order and time order are two ordinary methods of organizing support in a paragraph.

Listing order is providing a list of two or more reasons, examples, or details. It helps the writer in arranging the supporting evidence. Moreover, the most interesting item is better if it is placed in the last because some readers will remember the last which is read. The examples of transition words that point out listing order are: one, for one thing, first of all, second, third, next, also, another, in addition, next, moreover, furthermore, last of all, finally.

Time order is the supporting details which present the order in which they happened. It tells story a series of directions. There are some examples which indicate the time relationships such as: first, next, as, before, during, soon, after, now, later, when, while, often, then, until, finally.

#### 2.1.1.5.4 Write error-free sentences

If you use correct spelling and follow the rules of grammar, punctuation, and usage, your sentences will be clear and well written. But by no means must you have

all that information in your head. Even the best writers need to use reference materials to be sure their writing is correct. So when you write your papers, keep a good dictionary, and grammar handbook nearby.

In general, however, save them for after you've gotten your ideas firmly down in writing. You'll find as you write paragraphs that you will make a number of sentence errors. Simply ignore them until you get to a later draft of your paper, when there will be time enough to make the needed corrections.<sup>9</sup>

So, there are four steps to effective in writing. Understand of effective writing can make the writer easy to write and helping to produce a good essay.

#### 2.1.1.6 The Types of Writing

There were some types of writing, are:

##### 2.1.1.6.1 Narrative Writing

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

##### 2.1.1.6.2 Expository Writing

Exposition is used in giving information, making explanation, and interpreting meanings. It included editorials, essays, and informative and instructional material. Used in combination with narrative, exposition supports and illustrates. Used apart from narrative, it forms as an essay. Exposition had some function with the procedural text; it was explain about something or to give information.

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<sup>9</sup>John Langan, *Exploring Writing: Sentence and Paragraph* (New York: McGraw-Hill Companies, 2010). p. 47.

#### 2.1.1.6.3 Persuasive Writing.

Persuasive contains the opinions and biases of the author. This is used to convince the reader to agree with the author's point of view. For the example in letters of complaint, advertisements or commercial, affiliate marketing pitches, cover letters, and newspaper opinion and editorial pieces.

#### 2.1.1.6.4 Descriptive Writing

Description reproduces the way things look, smell, taste, feel, or sound. It may also evoke mood, such as happiness, loneliness, or fear. It was used to create a visual image of people, places, even of units of time-days, times of day or season. It might tell about the people's character or personality.

### 2.1.2 The Concept of Descriptive

#### 2.1.2.1 Definition of Descriptive

Descriptive writing appeals to the senses. It tells how something looks, feels, tastes, smells, or sounds. We can say that, descriptive writing is an activity of writing where the writer share their ideas based on what they have seen, felt, or smelt at person or place. While, Descriptive text is a text which lists the characteristics of something. The topic is usually about the attribute of a thing.<sup>10</sup>

A good description is if the reader can imagine in his mind the object, place, or person that the writer describe.<sup>11</sup> We can say that, the reader can understand the ideas presented. The result of descriptive writing is a descriptive text which can tell the characteristic of someone or something that can make the reader interpret it well. Descriptive text tell how something looks, feels, tastes, smells, and sounds.

<sup>10</sup>“Descriptive Text”, *Glossary of Linguistic Terms*. <https://glossary.sil.org/term/descriptive-text> (Accessed on january 29<sup>th</sup> 2019)

<sup>11</sup>Alice Oshima and Ann Hogue, *Introduction to Academic Writing* (New York: Pearson Longman, 2007), p. 61.

The description of place can bring the reader into the situation where they have been there. A description of place sometimes includes descriptions of objects and/or people that may be associated with the place. It means that by giving complete information about the place it is more interesting by including details that express feelings about this special place.

#### 2.1.2.2 The Generic Structure of Descriptive Text

Before writing a descriptive text, the writer must know the generic structure of the descriptive text. The generic structure of descriptive text is different from other texts. There are two main components on the generic structure of descriptive text. They are identification and description.

##### 2.1.2.2.1 Identification

Which is a part of paragraph which introduces or identifies the character that the writer wants to describe. It can be called the general description of the object. It contains object's name, kind of the object, etc. usually occurs in the first paragraph and continued description stated in next paragraph.

##### 2.1.2.2.2 Description

Which is a part of paragraph which describes parts, qualities, and characteristics of the person, place or something that will the writer want to describe. It should be described in detail, so the readers can get clear description of the object.<sup>12</sup>

##### 2.1.2.3 Language Feature of Descriptive Text

There are several language features that must be considered in making descriptive text:

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<sup>12</sup>Faisal and Krisna Suwandita, "The Effectiveness of FRESH Technique to Teach," Journal of Education and Learning, Vol.7 No.4, 2003, p.242.

- 2.1.2.3.1 Use an adjective to clarify the noun. For example: a beautiful beach, the famous place in Makassar, etc.
- 2.1.2.3.2 Specific participant: has a certain object, is not common and unique (only one). For example: my house, etc.
- 2.1.2.3.3 The sentence pattern used is simple present tense because the object or something the writer want to describe tells the fact.
- 2.1.2.3.4 Use an action verb to show an activity. For example: run, sleep, etc.<sup>13</sup>

### 2.1.3 Writing in the here and now strategy

#### 2.1.3.1 Definition of “Writing in the here and now” strategy

“Writing in the here and now” strategy is one of active learning strategy that can helps learners to reflect on the experiences that they have been through it directly. Mel Silberman says that this strategy allows students to reflect their experiences, a dramatic way to enhance self-reflection by asking the students to write a report at the time the action is (present tense) on an experience they have (as if it were happening in the here and now).

#### 2.1.3.2 Procedures of “writing in the here and now” strategy

According to Melvin L. Silberman describes the procedures of “writing in the here and now” strategy are:

- 2.1.3.2.1 The teacher chooses the kind of experience that students must write such as a recent problem, a family event, an experience with a friend, funny experience, etc.

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<sup>13</sup>Nurdiono, *Purpose and Example Descriptive Text*. <https://www.nurdiono.com/purpose-and-example-descriptive-text.html> (Accessed on juni 27<sup>th</sup> 2018)

2.1.3.2.2 The teacher informs the student about the kind of experience that has been choosing for the purpose of reflective writing.

2.1.3.2.3 The teacher tells the student that a valuable way to reflect on the experience is to relive it or experience it as it did the first time in the here and now. It will give more impact clearer and more dramatic than writing about something in the “there and then” or in the distant future.

2.1.3.2.4 The teacher provide a white paper to be written by students and create privacy and quite condition.

2.1.3.2.5 The teacher asks the students to write, now, about the experience that has been selected. Tell them to start early experience and write what they are doing and feel.

2.1.3.2.6 Teacher asks students to write as much as possible that they want about the events that occurred and feel that produced.

2.1.3.2.7 Teacher gives enough time to write. Do not let students feeling rushed. When completed, the teacher invites them to read their reflection in the here and now.

2.1.3.2.8 Teacher and students discuss what new actions they might undertake in the future.

2.1.3.3 The Variation of the strategy

The variation of “writing in the here and now” strategy as follow:

2.1.3.3.1 To help students gain excited in writing imaginative, do group discussion that relevant to the topic will be assigned to them.

2.1.3.3.2 Instruct students to tell each other what they have written. One alternative is to instruct students to read their work completed. The second alternative is to ask the couple to tell each other about what they are writing.<sup>14</sup>

2.1.3.4 Advantages and disadvantages “writing in the here and now” strategy.

Using strategy in learning is very helpful to the learning process. However, keep in mind that every learning strategy has its advantages and disadvantages, especially “writing in the here and now” strategy.

2.1.3.4.1 The advantages of “writing in the and now” strategy are:

2.1.3.4.1.1 Train and sharpen the imagination of students.

2.1.3.4.1.2 Enhance students’ creativity.

2.1.3.4.1.3 Improve morale and students’ ability in writing.

2.1.3.4.1.4 Increase students’ understanding of the core message of the subject matter.

2.1.3.4.1.5 Connect the subject matter with the realities of life

2.1.3.4.2 Disadvantages “writing in the here and now” strategy are:

2.1.3.4.2.1 For some students who feel that they do not have experience which related to the subject matter or for students who have low linguistic intelligence will difficult in use this strategy.

2.1.3.4.2.2 The use of time in learning activities less efficient. Because of, sometimes students much stall and delay the work. Moreover, if students are not accustomed in writing and expressing ideas, of course it takes a long time.

2.1.3.4.2.3 Deepening and students’ mastery of subject matter reduced. Therefore, the focus of a strategy to target the writing strategy in the here and now is the

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<sup>14</sup>Mel Silberman. *Active Learning: 101 Strategies to Teach Any Subject* (United States of America: A Simon & Schuster Company, 1996), p. 124-125.



experience of students in practicing of the subject matter, not the subject matter itself.<sup>15</sup>

#### 2.1.4 Writing in the Here and Now Strategy as One of Implementation in Active Learning

Active learning is a learning that leads students to learn actively. When students are active it means they dominate learning activity. It assist them use their mind, whether to find main idea, to solve problem or apply what they had just learned in the matter of real life. Active learning is not only mental but also involves physic students are invited to participate in the all of learning process. Therefore, they will be happy and enjoy. Active learning is a teaching that invites students to learn actively. When learners learn actively, berate those who dominate the learning activity. Moreover, they are actively using the brain, either to find the main idea of the course material, solve problems, or just apply what they learned into a problem that exist in real life. By this method, learners are invited to participate in all learning processes, not only mentally but also physically involved. In this way, learners will usually feel more pleasant atmosphere so that maximum learning outcomes.<sup>16</sup> From the definition of active learning above, can conclude that “writing in the here and now” strategy is one of strategy in active learning. Moreover, students must be active and use their brain to get writing, especially in “writing in the here and now” strategy.

<sup>15</sup>Himmatul Ulya, *Pengaruh Strategi Writing in the Here and Now terhadap Keaktifan Belajar Siswa Mata Pelajaran Pendidikan Agama Islam Di SMAN 4 Babat*. Undergraduate Thesis of UIN Sunan Ampel Surabaya, 2010). p. 21-22.

<sup>16</sup>Hisyam Zaini, dkk. 2002. *Strategi Pembelajaran Aktif di Perguruan Tinggi*. Yogyakarta: CTSD (center for teaching staff development) Institut Agama Islam Negeri Sunan Kalijaga.p. 16



## 2.2 The Previous Research Findings

Rina Septi Wulandari in her research “Penggunaan Model Pembelajaran *Writing In The Here And Now* Untuk Meningkatkan Hasil Belajar Tentang Materi Menulis Siswa Kelas III SDN Ampeldento 2 Kecamatan Karangploso Kabupaten Malang” conclude that *writing in the here and now* model improved the 3rd – grade students’ learning achievements at Public Elementary School Ampeldento 2 Malang.

The implementation of *writing in the here and now* model improved reached 83% in Cycle 1 and increased as 100% in Cycle 2. In Cycle 1, 44% student achieved the score of 70 as the minimum achievement criteria and 83% students met the minimum achievement criteria in Cycle 2. It revealed that *writing in the here and now* model improved the 3rd –grade students’ learning achievement in Indonesian language subject.<sup>17</sup>

Maya Sri Yunanda on her research “The Effect of Here and Now Strategy Towards Students Writing Skill at Junior High School 1 Enam Lingkung Padang Pariaman” concludes that there is a significant different of students achievement between those taught with Here and Now strategy and those taught with conventional strategy at SMPN 1 Enam Lingkung Padang Pariman. It was proven by the result of posttest on experimental group with means score is 83.66 and control group is 77.29 with the value of  $t_{\text{observed}}$  (2.445) was higher than the value of  $t_{\text{table}}$  (1.671).<sup>18</sup>

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<sup>17</sup>Rina Septi Wulandari, “Penggunaan Model Pembelajaran *Writing in the Here and Now* Untuk Meningkatkan Hasil Belajar Tentang Materi Menulis Siswa Kelas III SDN Ampeldento 2 Kecamatan Karangploso Kabupaten Malang” (Undergraduate Thesis; Fakultas Keguruan dan Ilmu Pendidikan: Malang, 2012), p. 76.

<sup>18</sup>Maya Sri Yunanda, “The Effect of Here and Now Strategy towards Students Writing Skill at Junior High School 1 Enam Lingkung Padang Pariaman (Undergraduate Thesis; Faculty of Islamic Education and Teacher Training State Islamic: Padang, 2017), p. 59.

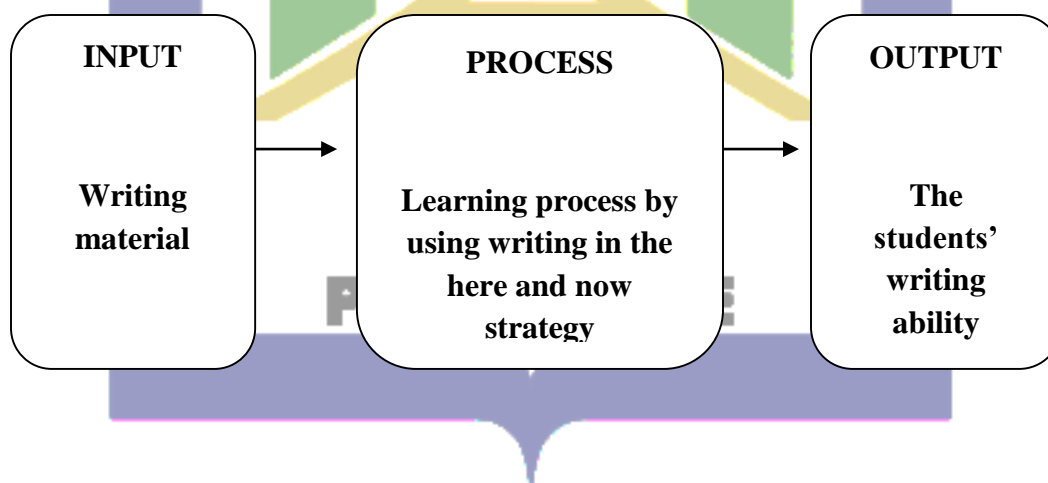
Graditya Ayu Rinjani in her research “Penerapan Teknik Menulis disini dan saat ini (Writing in the here and now) dalam Pembelajaran Menulis Cerpen” conclude that there is a significant difference between before and after use writing in the here and now. It was proven by the result of posttest on experimental group with means score is 79.1 and control group is 57.9.<sup>19</sup>

From the three of previous related findings above, there are similarity with the research that researcher conduct. The similarity is the use of writing in the here and now strategy as a tool to improve student ability in writing.

### 2.3 Conceptual Framework

Conceptual framework is a description of the pattern of relationship between concepts and variable coherently which is a complete picture of the focus of research.<sup>20</sup>

The conceptual framework is presented the following as follows:



<sup>19</sup>Graditya Ayu Rinjani, “Penerapan Teknik Menulis Disini dan Saat ini (Writing in the here and now) dalam Pembelajaran Menulis Cerpen” (Undergraduate Thesis; Fakultas Pendidikan Bahasa dan Seni, 2014), p. 141-142.

<sup>20</sup>Saepudin dkk, *Pedoman Penulisan Karya Ilmiah (Makalah dan Skripsi)*, (Parepare: Sekolah Tinggi Agama Islam Negeri (STAIN) Parepare, 2013), p. 26.

2.3.1 Input : It refers to writing material which is applied by the research in the classroom by using writing in the here and now strategy.

2.3.2 Process : Refers to the implementation of the writing in the here and now strategy

2.3.3 Output : Refers to the students writing ability improvement after teaching by using writing in the here and now strategy.

## 2.4 Hypothesis

Hypothesis is a statement that contains a prediction and expectation (that might happen) regarding the result of the study. Hypothesis can provide a temporary explanation about the research and provide a relationship statement between variables.<sup>21</sup>

Based on the conceptual framework above, to get the answer from the questioning or the problems in this research, the researcher formulates the hypothesis below:

Null hypothesis (H0) : Writing in the here and now strategy is not able to improve the students' writing ability at second year students of MA YMPI Rappang.

Alternative hypothesis (H1) : Writing in the here and now strategy is able to improve the students' writing ability at the second year students of MA YMPI Rappang.

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<sup>21</sup>Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan* (Jakarta, Prenada Media Group, 2010). p. 92.

## 2.5 Research Variable and the Operational Definition

### 2.5.1 Variable

There are two variables in this research namely dependent variable and independent variable.

2.5.1.1 Independent Variable : Writing in the here and now strategy

2.5.1.2 Dependent Variable : Writing ability

Dependent variable in this research is writing ability will be influenced by the strategy as independent variable.

### 2.5.2 Operational Definition

Writing ability is an ability that makes students good at writing an information, experience, idea, or story. The researcher focuses just on write a descriptive text.

Writing in the here and now strategy is a strategy that can improve students ability in writing because this strategy push students to write according with what they are ever experience and feel as though they are experience it now and here.

## CHAPTER III

### METHOD OF THE RESEARCH

#### 3.1 Research Design

This research is intended to find out the effect of writing in the here and now strategy to improve writing ability of students' in MA YMPI RAPPANG. In conducting this research, the researcher used quantitative method pre-experimental one group pretest-posttest design. The researcher used one class in which the students were given a pre-test, treatment, and post-test in presented as follow:

$$E = O1 \times O2$$

Where:

E : Experimental Class

O1 : Pre-Test

X : Treatment

O2 : Post-Test<sup>1</sup>

#### 3.2 Location and Duration of the Research

This Research conducted in MA YMPI Rappang, Sidenreng Rappang, by retrieving data from schools and the teachers. The researcher chose Sidenreng Rappang because this location is the place of domicile of researcher. Make it easier for researcher to obtain the data required in this research. This research carry out for one month.

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<sup>1</sup>Herbert W Seligei, *Second Language Research Methods* (New York: Oxford University Press, 1989). p.139.

### 3.3 Population and Sample

#### 3.3.1 Population

Population is the entire research subject. According to L.R. Gay, population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalizable.<sup>2</sup> MA YMPI Rappang as a research location has ten classes. The number of students each class is about thirty students.

The population of the research was the second year students of MA YMPI Rappang. They consist of three classes. The total of the population in the second year is 79 students.

Table 3.1 Population of the Second Year Student of MA YMPI Rappang

No	Class	Total
1	XI MIA 1	33
2	XI IIS 1	21
3	XI IIS 2	25
Total		79

(Source: MA YMPI Rappang)

#### 3.3.2 Sample

Sample is some of all research population. According to Sofyan Siregar, sample is a data retrieval procedure where only a portion of population is taken and used to

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<sup>2</sup>L.R.Gay, *Educational Research: Competencies for Analysis and Application (second edition)* (Colombus: Charles E. Merrill Publishing Co., 1981). p. 86.

determine the characteristics of population.<sup>3</sup> It often happens that the research cannot be done because there are so many subjects. Therefore, some of all the population was taken as the subject of the research.

In this research, the researcher used purposive sampling technique. As the definition of purposive sampling is a sample that is selected based on characteristics of a population and the objective of the study.<sup>4</sup> In this case, the researcher take all the students of XI IIS 1 as a sample of the research which is consisted 21 students. The researcher chose the students of XI IIS 1 as a sample because the students of this class have basic in English but still need help to improve their writing ability.

### 3.4 Instrument of the Research

Instrument is the general term that the researcher use for a measurement device. In this research, the instrument that the researcher used is a writing test to measure the ability of students in writing and to get information about students learning result. Writing test is a test which the students have to write down a text based on the certain topic.

In this research, a text that students have to write is descriptive text. The students did a free-writing activities. The text is written by the students using their own words and they write down in the paper. The test is applied for pre-test and post-test. The pre-test was done to find out the initial ability before the strategy is applied and the post-test was done to find out the improvement of the students' writing ability in using the strategy. The pre-test and post-test result was analyzed quantitatively and the result will

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<sup>3</sup>Sofyan Siregar, *Metode Penelitian kuantitatif* (Jakarta: Kencana Pranadamedia Group, 2013). p. 30.

<sup>4</sup>Ashley Crossman, *Understanding Purposive Sampling*.  
<https://www.thoughtco.com/purposive-sampling-3026727> (Accesed on January 29<sup>th</sup> 2019)

explain if there is an improvement or not if using writing in the here and now strategy in that school.

### 3.5 Procedure of Collecting Data

In collecting data, researcher did the following procedures:

#### 3.5.1 Pre-Test

Pretest was given to collect data from students before they were given the treatment. Researcher gave a test about descriptive text. The students were instructed to make a descriptive text with their own word.

#### 3.5.2 Treatment

The treatment was conducted in four meeting:

##### 3.5.2.1 The first meeting:

3.5.2.1.1 The researcher prepared the material before.

3.5.2.1.2 The researcher explained about the material (descriptive text and the generic structure).

3.5.2.1.3 The researcher explained how the strategy can improve their writing ability especially in write a descriptive text.

3.5.2.1.4 The researcher gave an example of how to make descriptive text using the strategy

##### 3.5.2.2 The second meeting

3.5.2.2.1 The researcher divided the students into four groups. The researcher chooses the kind of experiences that will be written by students such as experience with a friend

3.5.2.2.2 The researcher informs the student about the kind of experience that has been choosing for the purpose of reflective. The researcher tell that each group



had to determine their topic based on the kind of experience that researcher specify.

3.5.2.2.3 The researcher explained about writing in the here and now strategy. The researcher told the students that a valuable way to reflect on the experience is to relive it or experience it as it did the first time in the here and now. It gave more impact clearer and more dramatic than writing about something in the “there and then” or in the distant future.

3.5.2.2.4 The researcher provide a white paper to be written by students and create privacy and quite condition.

3.5.2.2.5 The researcher instructed every group to write, now, about the topic that had been selected. Tell them to start and write what they are doing and feel about the topic.

3.5.2.2.6 The researcher asked every group to write as much as possible that they want about the topic.

3.5.2.2.7 The researcher gave them enough time to write. Do not let students feeling rushed. When completed, the researcher invited each group to read their works.

3.5.2.2.8 The researcher and students discussed about the result of their works.

3.5.2.3 The third meeting

3.5.2.3.1 The researcher prepared the material before.

3.5.2.3.2 The researcher explained about the material (language feature of descriptive text).

3.5.2.3.3 The researcher explained how the strategy can improve their writing ability especially in write a descriptive text

3.5.2.3.4 The researcher gave an example of how to make descriptive text using the strategy

3.5.2.4 The fourth meeting

3.5.2.4.1 The researcher chooses the kind of experiences that will be written by students such as a family event.

3.5.2.4.2 The researcher informs the student about the kind of experience that has been choosing for the purpose of reflective. The researcher tell that everyone had to determine their topic based on the kind of experience that researcher specify.

3.5.2.4.3 The researcher explained about writing in the here and now strategy. The researcher told the students that a valuable way to reflect on the experience is to relive it or experience it as it did the first time in the here and now. It gave more impact clearer and more dramatic than writing about something in the “there and then” or in the distant future.

3.5.2.4.4 The researcher provide a white paper to be written by students and create privacy and quite condition.

3.5.2.4.5 The researcher instructed every group to write, now, about the topic that had been selected. Tell them to start and write what they are doing and feel about the topic.

3.5.2.4.6 The researcher asked every student to write as much as possible that they want about the topic.

3.5.2.4.7 The researcher gave them enough time to write. Do not let students feeling rushed. When completed, the researcher invited each group to read their works.

3.5.2.4.8 The researcher and students discussed about the result of their works.

### 3.5.3 Post-Test

Posttest was performed to collect data from students after they were given a treatment. The researcher gave a test about descriptive text again. The students were instructed to make a descriptive text with their own word.

## 3.6 Technique of Data Analysis.

The data was collected from pre-test and post-test and it analyzed, the researcher used the procedural as follow:

### 3.6.1 Scoring and classifying the students' ability in the following criteria:

Table 3.2 Scoring Rubric of Writing

Classification	Score	Criteria
Content	30 – 27	Excellent to very good: Knowledge –substantive-, etc.
	26 – 22	Good to average: some knowledge of subject –little substance.
	21 – 17	Fair to poor: limited knowledge of subject –little substance- etc.
	16 – 13	Very poor: does not show knowledge of subject- non substantive- etc.
Organization	20 – 18	Excellent to very good: fluent expression- ideas clearly stated-etc.
	17 – 14	Good to average: somewhat choppy-loosely organized but main ideas stand out-etc.
	13 – 10	Fair to poor: non-fluent-ideas confused or disconnected-etc.
	9 – 7	Very poor: does not communicate-no organization.
	9 – 7	Very poor: essentially translation- little knowledge of English vocabulary.

The Next Table 3.2

Classification	Score	Criteria
Vocabulary	20 – 18	Excellent to very good: sophisticated range-effective word/idiom choice and usage-etc.
	17 – 14	Good to average: adequate range-occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13 – 10	Fair to poor: limited range- frequent errors of word/idiom form, choice, usage-etc.
Language Use	25 – 22	Excellent to very good: effective complex constructions-etc.
	21 – 19	Good to average: effective but simple construction- etc.
	17 – 11	Fair to poor: major problems in simple/complex constructions –etc.
	10 – 5	Very poor: virtually no mastery of sentence construction rules- etc.
Mechanics	5	Excellent to very good: demonstrates mastery of conventions- etc.
	4	Good to average: occasional errors of spelling, punctuation- etc.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization- etc.
	2	Very poor: no mastery of conventions- dominated by errors of spelling, punctuation, capitalization, and paragraphing-etc. <sup>5</sup>

3.6.2 Calculating the rate percentages of the students' score as follows:

$$P: \frac{F}{N} \times 100\%$$

<sup>5</sup>J.B Heaton, *Writing English Language Tests: Longman Handbook for Language Teachers* (England: Longman Group UK Limited, 1988). p. 146.

Where:

P = Percentage

F = Frequency

N = Total of students

3.6.3 The data collected from of the both of test, pretest and posttest classified based on the following classification:<sup>6</sup>

Table 3.3 Classification of Pretest and Posttest

No	Scores	Classification
1	100-86	Excellent
2	85-71	Good
3	70-56	Fair
4	55-41	Poor
5	≤40	Very Poor

3.6.4 Calculating mean scores of the students test of pretest and posttest by using the following formula:<sup>7</sup>

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

Where:

$\bar{X}$  = Mean

$\sum x$  = Total Score

N = Number of students

<sup>6</sup>Arikunto Suharsimi, *Dasar-dasar Evauasi Pendidikan, (Edisi Revisi)*, (Jakarta: PT. Bumi Aksara, 2005, p. 245

<sup>7</sup>Evelyn Hatch and Hossein Farhadi, *Research Design and Statistics for Applied Linguistics* (New York: Newbury House Publishers, 1982). P. 55

3.6.5 To finding out the significant between mean score of pretest and mean score of posttest by calculating the value of test, using the following formula:

$$d = \frac{\sum D}{N}$$

Where:

$d$  = the mean score of difference

$\sum D$  = the total of score difference between pretest and posttest  
( $X^1 - X^2$ )

$N$  = the total number of students

3.6.6 Calculating the value of t-test to indicate the significance for non-independent sample, the researcher applied formula:<sup>8</sup>

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

Where:

$T$  = Test of significance

$d$  = the mean score of difference

$\sum D^2$  = the square of the sum score for deviance

$N$  = the total number of subject

<sup>8</sup>L.R.Gay, *Educational Research: Competencies for Analysis and Application (Second Edition)* (Colombus: Charles E. Merrill Publishing Co., 1981). p. 331-332.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

In this chapter, the researcher describes and analyzes the data through the research procedures discussed in previous chapters. This chapter consist of two sections, the section deals with the findings of the research and the discussions of the research.

#### 4.1 Findings

The findings of the research relates with the classification of students' pre-test and post-test. To know about the students' ability especially in writing descriptive text, the researcher gave a pre-test before treatment. Then, the researcher gave a post-test to know the students writing ability after given the treatment. The result of pre-test and post-test were analyzed and can answer the question of this research that aims to find out the strategy named writing in the here and now able to improve the students' writing ability at the second year students of MA YMPI Rappang.

##### 4.1.1 Students Writing Ability in MA YMPI Rappang

This part shows the result of data analysis about students' writing ability of MA YMPI Rappang.

##### 4.1.1.1 The students' score in pre-test:

The pre-test conducted on Thursday, October 25<sup>th</sup>, 2018. It was done before the strategy is implemented. The researcher asked the students to write a descriptive text using their own word. The researcher assessed the result of the pre-test based on the scoring rubric of writing which are content, organization, vocabulary, language use, and mechanics. The students' pre-test results is shown in the following table:

Table 4.1 The Students' Pre-test Result

No	Students	Aspect					(X <sub>1</sub> )	(X <sub>1</sub> <sup>2</sup> )	Classification
		C	O	V	L	M			
1	S1	19	17	12	13	4	65	4225	Fair
2	S2	15	8	10	13	4	50	2500	Poor
3	S3	14	7	9	7	2	39	1521	Very Poor
4	S4	13	7	7	6	2	35	1225	Very Poor
5	S5	13	7	7	5	2	34	1156	Very Poor
6	S6	17	18	17	14	3	69	4761	Fair
7	S7	13	8	8	15	3	47	2209	Poor
8	S8	18	11	13	12	3	57	3249	Fair
9	S9	13	8	8	7	2	38	1444	Very Poor
10	S10	14	8	9	11	2	44	1936	Poor
11	S11	15	9	11	13	3	51	2601	Poor
12	S12	14	9	10	7	3	43	1849	Poor
13	S13	25	16	17	19	4	81	6561	Good
14	S14	13	7	7	6	2	35	1225	Very Poor
15	S15	20	16	15	13	3	67	4489	Fair
16	S16	14	9	8	10	3	44	1936	Poor
17	S17	14	9	9	9	2	43	1849	Poor
18	S18	14	10	9	10	2	45	2025	Poor
19	S19	14	9	8	10	2	43	1849	Poor
20	S20	16	17	11	12	3	59	3481	Fair
21	S21	14	8	8	10	3	43	1849	Poor
Total		15	10.3	10.1	10.5	2.7	$\Sigma=1032$	$\Sigma X_1^2=53940$	

(Data source: the students' score in pre-test)



Where:

C : Content

O : Organization

V : Vocabulary

L : Language Use

M : Mechanics

Based on the table above, showing the result of the students' writing score, only one students in good classification, five students in fair classification, ten students in poor, five students in very poor classification, and none students in excellent classification. The total score of pre-test was 1032. It could be seen that almost of the XI IIS 1 students' writing ability was low because most of students gained poor even there were some gained very poor score.

The following are the process of calculation to find out the mean score (X) and the standard deviation (SD) based on the calculation of students' score in pre-test of the table 4.1.

Firstly, the researcher calculated the mean score of the pre-test:

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

$$\bar{x} = \frac{1032}{21}$$

$$\bar{x} = 49.14$$

So, the mean score (XI) of pre-test is 49.14

The data above showed that the mean score of pre-test was 49.14. Based on the table 3.3 we can conclude that the students' pretest result was classified in poor category. The lowest achievement gained score 34. From that analyzing, it could be seen that almost of the 21 students' writing ability was still low.

Secondly, the researcher calculated the standard deviation of the pre-test:

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

$$SD = \sqrt{\frac{53940 - \frac{(1032)^2}{21}}{21 - 1}}$$

$$SD = \sqrt{\frac{53940 - \frac{1065024}{21}}{20}}$$

$$SD = \sqrt{\frac{53940 - 50715}{20}}$$

$$SD = \sqrt{\frac{3224}{20}}$$

$$SD = \sqrt{161}$$

$$SD = 12.68$$

So, the result of the standard deviation of the pre-test is 12.68

After determining the mean score ( $X_1$ ) of pre-test was 49.14 and standard deviation (SD) of the pre-test was 12.68. It could be seen that the students' writing ability in a poor category.

#### 4.1.1.2 The Student' score in post-test.

Meanwhile, the students' score in post-test based on aspects of writing

Table 4.2 The Students' Post-test Result

No	Students	Aspect					$(X_2)$	$(X_2^2)$	Classification
		C	O	V	L	M			
1	S1	22	11	15	18	4	70	4900	Fair
2	S2	17	8	12	14	4	55	3025	Poor
3	S3	14	7	10	6	2	39	1521	Very Poor
4	S4	14	12	11	10	3	50	2500	Poor
5	S5	19	18	14	12	3	66	4356	Fair
6	S6	15	17	18	16	4	70	4900	Fair
7	S7	13	8	8	15	3	47	2209	Poor
8	S8	23	17	18	16	4	78	6084	Good
9	S9	16	10	12	7	3	48	2304	Poor
10	S10	15	9	9	11	3	47	2209	Poor
11	S11	19	13	12	13	3	60	3600	Fair
12	S12	16	11	12	11	3	52	2704	Poor
13	S13	27	18	19	19	4	87	7569	Excellent
14	S14	14	7	8	6	2	37	1369	Very Poor
15	S15	20	17	15	13	4	69	4761	Fair

The next table of 4.2

No	Students	Aspect					(X <sub>2</sub> )	(X <sub>2</sub> <sup>2</sup> )	Classification
		C	O	V	L	M			
16	S16	17	11	9	10	3	50	2500	Poor
17	S17	14	9	9	9	2	43	1849	Poor
18	S18	19	10	15	11	3	58	3364	Fair
19	S19	15	10	9	10	2	46	2116	Poor
20	S20	17	17	12	12	3	61	3721	Fair
21	S21	15	7	8	10	3	43	1849	Poor
Total		17.1	11.7	12	11.8	3	Σ=1176	ΣX <sub>2</sub> <sup>2</sup> =69410	

(Data source: the students' score in post-test)

Where:

C : Content

O : Organization

V : Vocabulary

L : Language Use

M : Mechanics

Based on the table above, showing the result of the students' writing score after giving a treatment by using the strategy, there are one students in excellent classification, one students in good classification, seven students in fair classification, ten students in poor classification, and only two students in very poor classification. The total score of pre-test was 1176. It means that there are improving in students' writing ability after treatment.

To prove that there are improving in students' writing ability after treatment, the researcher analyzed the data in students' score in post-test.

Firstly, to get the mean score of the post-test, used formula:

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

$$\bar{x} = \frac{1176}{21}$$

$$\bar{x} = 56$$

So, the mean score ( $X_2$ ) of post-test is 56.

The data above showed that the mean score of post-test was 56. Based on the table 3.3 we can conclude that the students' posttest result was classified in fair category. The lowest achievement gained score 37.

Secondly, to get the standard deviation of the post-test, used formula:

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

$$SD = \sqrt{\frac{69410 - \frac{(1176)^2}{21}}{21 - 1}}$$

$$SD = \sqrt{\frac{69410 - \frac{1382976}{21}}{20}}$$

$$SD = \sqrt{\frac{69410 - 65856}{20}}$$

$$SD = \sqrt{\frac{3554}{20}}$$

$$SD = \sqrt{177.7}$$

$$SD = 13.3$$

So, the result of the standard deviation of the post-test is 13.3

After determining the mean score ( $X_2$ ) of post-test was 56 and the standard deviation (SD) of the post-test was 13.3, it could be seen that in post-test, there are an improvement of students' writing ability compared the result of pre-test.

#### 4.1.1.3 The result of the pre-test and post-test

The result of the pre-test and post-test were presented in the following table:

Table 4.3 the mean score and standard deviation of the pre-test and the post-test

Test	Mean Score	Standard Deviation
Pre-test	49.14	12.68
Post-test	56	13.3

*(Data source: the mean score and the standard deviation of the pre-test and post-test)*

The data in table 4.3 indicates that there was an improvement while doing pre-test up to post-test. In pre-test had mean score 49.14 (poor category) and standard deviation score was 12.68 compared the post-test had mean score increased become 56 (fair category) and standard deviation was 13.3.

As the result at this item was the mean score of the post-test was greater than the mean score in pre-test. It meant that the students' writing ability had improvement after doing the learning process that used in the class.

#### 4.1.1.4 The rate percentage of frequency of the pre-test and post-test

The following table shows the percentage of the frequency in pre-test and post-test.

Table 4.4 The Rate Percentage of the Frequency of the Pre-Test and Post-Test

No	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1	Excellent	100-86	-	1	-	4.76 %
2	Good	85-71	1	1	4.76 %	4.76 %
3	Fair	70-56	5	7	23.8 %	33.3 %
4	Poor	55-41	10	10	47.61 %	47.61 %
5	Very Poor	$\leq 40$	5	2	23.8 %	9.52 %
Total			21	21	100 %	100 %

The table 4.6 shows that the students' percentage of pre-test indicated that there are five (23.8%) students in very poor category and none in excellent category. It means that the students writing ability still low, especially in writing a descriptive text. Whereas the percentage of post-test indicated that there was increasing percentage of the students in writing because there was one (4.76%) student had score in excellent category and only two (9.52%) students had scores in very poor category. It means that there was an increasing percentage after doing a treatment.

#### 4.1.2 Data Analysis of Pre-test and Post-test

This part discusses the result of data analysis about writing in the here and now strategy is able to improve the students' writing ability at the second year students of MA YMPI Rappang.

##### 4.1.2.1 T-Test Value

The following is a table to find out the difference of the mean score between pre-test and post-test.

Table 4.5 The Worksheet of the Calculation of the Score on Pre-test and Post-test on the Students' Writing Ability in Descriptive Text.

No	$X_1$	$X_2$	$(X_1)^2$	$(X_2)^2$	$D(X_2 - X_1)$	$D(X_2 - X_1)^2$
1	65	70	4225	4900	5	25
2	50	55	2500	3025	5	25
3	39	39	1521	1521	0	0
4	35	50	1225	2500	15	225
5	34	66	1156	4356	32	1024
6	69	70	4761	4900	1	1
7	47	47	2209	2209	0	0
8	57	78	3249	6084	21	441
9	38	48	1444	2304	10	100
10	44	47	1936	2209	3	9
11	51	60	2601	3600	9	81
12	43	52	1849	2704	9	81
13	81	87	6561	7569	6	36



The next table 4.5

No	X <sub>1</sub>	X <sub>2</sub>	(X <sub>1</sub> ) <sup>2</sup>	(X <sub>2</sub> ) <sup>2</sup>	D(X <sub>2</sub> - X <sub>1</sub> )	D(X <sub>2</sub> - X <sub>1</sub> ) <sup>2</sup>
14	35	37	1225	1369	2	4
15	67	69	4489	4761	2	4
16	44	50	1936	2500	6	36
17	43	43	1849	1849	0	0
20	59	61	3481	3721	2	4
21	43	43	1849	1849	0	0
Total	1032	1176	53940	69410	144	2274

*(Data source worksheet of the calculation of the score on pre-test and post-test on the students' writing ability in descriptive text)*

In the other to see the students' score, the following is t-test was statistically applied:

To find out the mean score of difference ( $d$ ) used formula as follow:

$$d = \frac{\sum D}{N}$$

$$d = \frac{144}{21}$$

$$d = 6.85$$

So, the mean score of difference ( $d$ ) = 6.85

The calculation the t-test value:

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

$$t = \frac{6.85}{\sqrt{\frac{2274 - \frac{(144)^2}{21}}{21(21-1)}}$$

$$t = \frac{6.85}{\sqrt{\frac{2274 - \frac{20736}{21}}{21(20)}}$$

$$t = \frac{6.85}{\sqrt{\frac{2274 - 987.4}{420}}$$

$$t = \frac{6.85}{\sqrt{\frac{1286.5}{420}}$$

$$t = \frac{6.85}{\sqrt{3}}$$

$$t = \frac{6.85}{1.7}$$

$$t = 4.02$$

So, the t-test value is 4.02

Table 4.6 the test of significance

Variable	T-test	T table value
Pre-test – Post-test	4.02	1.725

(Data source: the test of significance)

The data of the table 4.6 showed that the value of t-test was greater than t-table value. It indicated that there was a significance difference between the result students' pre-test and post-test.

#### 4.1.2.2 Hypothesis Testing

$$df = N-1$$

$$df = 21 - 1$$

$$df = 20$$

For the level significant (p) 5% and df=20, the value of t test is 4.02, and the value of the t table is 1.725. It means that the t-test value is greater than t-table. Thus, it can be concluded that the students' writing ability in descriptive text is significant better after getting the treatment. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted.

## 4.2 Discussion

Discussion section discuss about the finding result of this research through the test.

### 4.2.1 The Ways of Using Writing in the Here and Now Strategy to Improve the Students' Writing Ability

To find out how "the use of writing in the here and now" strategy is able to improve students' writing ability in descriptive text, the researcher got some pieces of information from the students' activities in learning process during few meetings.

To do this research, there were six meetings divided into two meetings for give the test to students (pretest and posttest) and four meetings for do the treatment in class

to prove that is “the use of writing in the here and now strategy” can improve the students writing ability in descriptive text.

The first meeting, the researcher give a test to students. The goal of this test is to know about the students’ writing ability especially in descriptive text before got the treatment. In this case, the researcher gave score to the students’ work based on scoring rubric of writing. The researcher asked the students to write a descriptive text about “father” or “mother” and write using their own words. The situation in that time is very noisy. There are some students complained that they can describing. Beside of they lack of vocabulary, they difficult to finding ideas about someone that they want to describe. After a few moment, they collected their paper to the researcher. The researcher observed that writing ability in that class was poor.

The second meeting, the researcher explain about the material. The material that the researcher explained was about generic structure of descriptive text. The situation at that time is very quiet because they listened well. The researcher gave an example of descriptive text to students about describing someone and explained the generic structure of the example that has been given. And then researcher tell how to make descriptive text.

The third meeting, the researcher divided the students into four groups. The researcher chooses the kind of experiences that will be written by students such as experience with a friend and tell that each group had to determine their topic based on the kind of experience that researcher specify.

The situation at that time is very noisy because every group discuss each other about the topic they have choose and start to write. Then, The researcher tell the students that a valuable way to reflect on the experience is to relive it or experience it

as it did the first time in the here and now. It aims to give more impact clearer and more dramatic writing. So, the content that can be written by students can increase. The researcher provide a white paper for every group and instructed every group to write, now, about the topic that had been selected and tell them to start and write what they are doing and feel about the topic. The researcher give students enough time to write and not make students feeling rushed. After they finished, the researcher asked every group to read their work in front of the class and the other students listened. Class do a reflective discussion about their work. If any mistakes on their work, the other students allowed to correct them. Both of content, grammar, mechanic, language use, etc.

The fourth meeting is similar with the second meeting but different in material that researcher was explained. The researcher explained about language feature of descriptive text. The situation at that time is very quiet because they listened well. But sometimes they asked about the material. The researcher gave an example of descriptive text to students about language feature and explained the language feature of the example that has been given. And then researcher tell how to make descriptive text.

The fifth meeting the researcher asked the students to write a descriptive text again but now individually. The researcher chooses the kind of experiences that will be written by students such as a family event and tell every students that they had to determine their topic based on the kind of experience that researcher specify.

The situation at that time is very quiet. Then, The researcher tell the students that a valuable way to reflect on the experience is to relive it or experience it as it did the first time in the here and now. It aims to give more impact clearer and more dramatic writing. So, the content that can be written by students can increase. The researcher

provide a white paper for every students and instructed them to write, now, about the topic that had been selected and tell them to start and write what they are doing and feel about the topic. The researcher give students enough time to write and not make students feeling rushed. After they finished, the researcher asked every students to read their work in front of the class and the other students listened. Class do a reflective discussion about their work. If any mistakes on their work, the other students allowed to correct them. Both of content, grammar, mechanic, language use, etc.

The last meeting, the researcher give a post-test and asked the students to write a descriptive text about “brother” or “sister” and write using their own words. The goal of this test is to know about the students’ writing ability especially in descriptive text after got the treatment. The situation at that time was quiet because they had already know what they want to describe and can find any ideas based on their experience. After a few moment, they collected their paper to the researcher. Based on their posttest, the researcher observed that there are an improvement in content of students’ text. The students writing was more than the result of their writing at the pretest.

In giving the score, the researcher gave score to the students’ work based on scoring rubric of writing in table 3.2.

#### 4.2.2 The Discussion of the Finding the Test

Before giving the treatment, the students faced some problems in writing descriptive text. It happened because the students difficult to remembering the object that they want to describe. The content that they write in their paper is lack and not detail. So, the result of their work would make the reader confuse or do not understand what the writer described.

A good description is if the reader can imagine in his mind the object, place, or person that the writer describe. We can say that, the reader can understand the ideas presented. The result of descriptive writing is a descriptive text which can tell the characteristic of someone or something that can make the reader interpret it well. Descriptive text tell how something looks, feels, tastes, smells, and sounds. So, the readers can also come to feel and easily understand an object described by the writer.

Anderson & Anderson state that descriptive text different from information report because they describe a specific subject rather than general group. The writer should know well what they want to describe. They describe their ideas and thought vividly based on what they see, hear taste, smell, or touch.

This problem also supported by Rivers in Lai Mei Leong's journal who thinks that learners often have nothing to say because their teachers had selected a topic that is not appropriate for them and less information about it and the learners is very difficult to tell things in a foreign language because they have little opinions about what to say. These problems can make students difficult to make a descriptive text and then not have motivation to write.

By the result of it, the alternative way to solve the problems or inhibitions that the students faced, the researcher gave the treatment through writing in the here and now strategy, it supposed that this strategy is able to motivate and to habituate students in learning and cultivate active character in writing.

Writing in the here and now is one part of active learning has a large influence on learning. It is because active learning is a learning that leads students to learn actively. When students are active it means they dominate learning activity. It assist them use their mind, whether to find main idea, to solve problem or apply what they

had just learned in the matter of real life. Active learning is not only mental but also involves physic students are invited to participate in the all of learning process. Therefore, they will be happy and enjoy. Active learning is a teaching that invites students to learn actively. When learners learn actively, berate those who dominate the learning activity. Moreover, they are actively using the brain, either to find the main idea of the course material, solve problems, or just apply what they learned into a problem that exist in real life.

By this method, learners are invited to participate in all learning processes, not only mentally but also physically involved. In this way, learners will usually feel more pleasant atmosphere so that maximum learning outcomes. From the definition of active learning above, can conclude that “writing in the here and now” strategy is one of strategy in active learning. Moreover, students must be active and use their brain to get writing, especially in “writing in the here and now” strategy.

Because of the process teaching and learning in that school does not attract students, so students will not be enthusiastic for actively learn as well as possible because there is no attraction for them and learning materials wrapped in the learning process with interesting will be easily stored in the brain.

The brain doesn't just receive information but it processes it. To process information effectively, it helps to carry out such reflection externally as well as internally. If we discuss information with others and if we are invited to ask questions about it, our brains can do a better job of learning.

According John Holt, the learning process will increase if students asked to do the following:<sup>1</sup>

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<sup>1</sup>Mel Silberman. Active Learning: Cara belajar Siswa Aktif, Terj. Raisul Muttaqin,(Bandung: Nusa Media Bekerjasama Dengan Nuansa, 2006), p. 19.



1. Reiterate the information in their own words.
2. Give an example.
3. Recognize in various forms and situation.
4. Seeing the connection between that information and other facts or ideas.
5. Make use of it in various ways.
6. Foresee some of its consequences.
7. State it opposite or converse.

Based on John Holt statement's above, one of activity that can increase learning process is to reiterate information from their experience. This activity can make students interested and automatically active in writing. So, the core of this strategy is the students are accustomed to being active in writing.

Hilgrad and Bower, state that learn is to gain knowledge, comprehension, or mastery of through experience or study, to fix in the mind or memory, to acquire through experience, to become in form of to find out. It means that, using experience as a media in learning can make students easier to understand the subject. Writing in the here and now strategy is a strategy that allow students to reflect their experience. This will give more impact clearer and more dramatic. It will make students to finding many ideas related with subject. It means that this strategy can help students had lots of content to write. It train and sharpen the imagination of students.

By looking at the test finding, from the data provided in classification table based on the aspects of writing, clearly to see that in the pre-test, there were no one students who got excellent, one (4.76%) students got good score, five (23.8%) students got fair score, ten (47.61%) students got poor score, and five (23.8%) got very poor score. Whereas in the post-test, there was one (4.76%) students who got excellent, one

(4.76%) students got good score, seven (33.3%) students got fair score, ten (47.61%) students got poor score, and two (9.52%) got very poor score. From the result, the researcher concluded that the students' writing ability had improved.

In addition, after calculate the data of pre-test and post-test, the researcher found that, the mean score of post-test was 56. Based on table 3.3 we can conclude that the result of students' posttest was in fair category. There was an improvement from the result of pretest was 49 and just classified in poor category. For the level significant ( $p$ ) 5% and degree of freedom ( $df$ )=20 based on the t-distribution table in appendices 4 we can find that the result of t table is 1.725. Furthermore, the value of t table is 1.725, while the value of t test is 4.02. So, t test value is higher than t table ( $4.02 \geq 1.725$ ). It means that, there was an improvement of students writing ability after they were given writing in the here and now strategy.

As seen as in the findings above, the students could gain a high achievement in post-test after studying writing using writing in the here and now strategy. A very poor students in pre-test had been reduce in post-test. Thus, it can be concluded that the students' writing ability in descriptive text is significant better after getting the treatment. So, the null hypothesis ( $H_0$ ) is refused and the alternative hypothesis ( $H_1$ ) is accepted.

Based on the findings above, the researcher concluded that writing in the here and now strategy is able to improve the students writing ability at the second year students of MA YMPI Rappang.

As conclusion of discussion above, the researcher correlate the relation between the result of the test and writing in the here and now strategy. The correlation is explained on the point below:

- 4.2.1.1 Hedge says that one of difficulties in writing is they did not knowing what they have to write.<sup>2</sup> They difficult to imagine, so cannot bring any ideas. Therefore, Melvin Silberman suggested that writing in the here and now strategy can help students to come up ideas easily because using experience as a way to stimulate their imagination and creativity. Imagination can bring creative ideas that may have been hidden so far without any further efforts to explore them. By looking at the result of post-test, the researcher observed that there are many ideas that students can write in their papers. It is proven in table 4.1 and table 4.2, the data showed that the score of content was up to 2.1, the score of organization was up to 1.4, the score of vocabulary was up to 1.9, the score of language use was up to 1.3, and the score of mechanics was up to 0.3. The score of content is the most improved aspect from the five aspect of assessment. So, we can say that this strategy improved students writing ability especially in the improvement of content.
- 4.2.1.2 This strategy makes students more active in write a text. It happened because when the students remembering their experience, it will make them feeling happy and then easily to describe something through writing. In accordance with Melvin L. Silberman in his book that this strategy is one of active learning strategies. It can make students active to write in the class. We can say that, if students do not have a difficult in write, they will be happy. Indirectly will make the students more active to write.

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<sup>2</sup>Tricia Hedge, *Writing* (London: Oxford University Press, 1988). p. 34

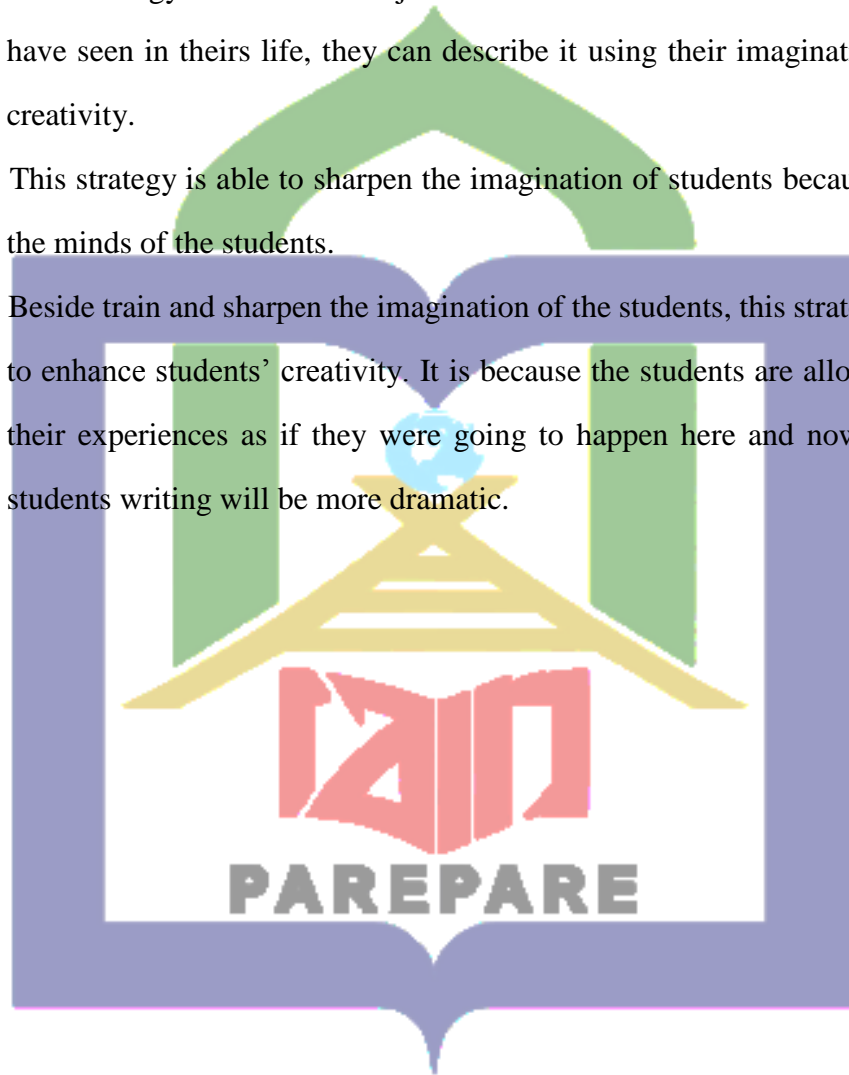
4.2.1.3 Increase the students' understanding of the core message of the subject matter.

It is happen because this strategy use an experience as a media to learn something.

4.2.1.4 This strategy connect the subject matter with the realities of life. What they have seen in theirs life, they can describe it using their imagination and their creativity.

4.2.1.5 This strategy is able to sharpen the imagination of students because involving the minds of the students.

4.2.1.6 Beside train and sharpen the imagination of the students, this strategy also able to enhance students' creativity. It is because the students are allowed to write their experiences as if they were going to happen here and now so that the students writing will be more dramatic.



## CHAPTER V

### CONCLUSION AND SUGGESTION

After presenting the research findings and discussions in the previous chapter, the researcher draw the conclusion and offer some suggestions based on the research that was done in MA YMPI Rappang.

#### 5.1 Conclusion

Based on the discussion in the previous chapter, the findings of the research show a great improvement in the students' writing ability. This study is categorized pre-experiment research method. The objective of this study is to find out whether the use of writing in the here and now strategy is able to improve the students' writing ability at the second year students of MA YMPI Rappang. The result of the research showed that the use of writing in the here and now strategy is able to improve the students writing ability that covers writing to explore their ideas, to organize their ideas, to use proper word in writing, to write paragraph by using correct grammar, and to use mechanics in writing text.

The improvement of the students' writing ability is also supported by the result of test score that had been analyzed: the mean score of pre-test was 49 had improved to 56 in the post test, standard deviation of pre-test was 12,68 had improve to 13,3 in the post test. Then, the t-test (4,02) was greater than the t-table. It means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted. It proved that the use of writing in the here and now strategy can improve the students' writing ability in MA YMPI Rappang.

## 5.2 Suggestion

Based on the conclusion, the researcher would like to give some suggestions related to this research for teachers, students, and other researchers. The suggestions are as follows:

### 5.2.1 For the English Teacher

5.2.1.1 The English teacher should use a suitable strategy that can encourage students to improve their learning result especially in English.

5.2.1.2 The teachers can use writing in the here and now strategy for teaching English especially in writing.

### 5.2.2 For the students

5.2.2.1 The students should be more active and not afraid of making mistakes during teaching learning process, especially in writing class.

5.2.2.2 They should practice writing English text, discussing with their friend if they have difficulty in writing the text, and enjoy in the writing class.

### 5.2.3 For other researcher

This research can be a reference for other researcher to conduct the next research.

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## APPENDICES

## Appendix 1. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)

Sekolah : MA YMPI Rappang  
 Matapelajaran : Bahasa Inggris  
 Kelas/Semester : XI/1  
 Materi Pokok : Descriptive Text  
 Alokasi Waktu : 8 x 45 Menit (4 Pertemuan)

A. KOMPETENSI INTI (KI)

- KI 1 :Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 :Menghayati dan mengamalkan perilaku jujur, disiplin, bertanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 :Memahami, menerapkan, menganalisis pengetahuan faktual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, 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 kongkret dan ranah abstrak terkaitdengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

## B. KOMPETENSI DASAR DAN INDIKATOR

- Kompetensi Dasar:

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
4. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.
5. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
6. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

- Indikator

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tentang orang.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang orang.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsure kebahasaan pada Teks deskriptif sederhana tentang orang.
4. Merespon makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang.
5. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang.

C. TUJUAN PEMBELAJARAN:

1. Siswa dapat menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana
2. Siswa dapat menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang orang.
3. Siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan unsure kebahasaan pada teks deskriptif sederhana tentang orang.
4. Siswa dapat merespon makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang.
5. Siswa dapat menyusun teks deskriptif lisan dan tulis sederhana tentang orang.

#### D. MATERI PEMBELAJARAN:

##### Materi:

Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal

##### 1. Personal description

Personal description contains some information such as name, age, religion, address, school, and etc. Personal description can be in a form and text.

##### Generic structure:

- Mention full name, address, age, school, family.
- Mention the name, occupation, profession and career.
- Mention the physical features, his/her personality.

##### Language feature:

- Use adjectives and compound adjectives e.g. brown-skinned, attractive and beautiful.
- Use linking verbs appear, is, etc.
- Use attributes has and have.
- Use question words who, which, how, where, etc.
- Use pronoun I, you, we, they, he, she, it.
- Use possessive pronoun my, your, our, her, his, etc.
- Use action verb related to the simple present tense, e.g. be, have, work, live, etc.
- Use singular and plural nouns.
- Use simple present tense.

2. Simple present tense is

a. Verbal sentence

Formula:

(+) S + Verb(-s/-es) + Object

(-) S + Do/Does + Not + Verb + Object

(?) Do/Does + S + Verb + Object +?

b. Nominal sentence

Formula:

(+) S + To be (is/am/are) + Complement (adjective/adverb/noun)

(-) S + To be (is/am/are) + Not + Complement  
(adjective/adverb/noun)

(?) To be (is/am/are) + S + Complement (adjective/adverb/noun)

E. METODE PEMBELAJARAN:

- Metode Ceramah
- Metode Diskusi

F. MEDIA PEMBELAJARAN:

- Laptop
- LCD

G. SUMBER:

- Buku Paket
- Internet

## H. LANGKAH-LANGKAH PEMBELAJARAN:

- Pendahuluan

1. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
2. Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
3. Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter.
4. Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD.
5. Tanya jawab tentang material yang menjadi latar belakang pembahasan materi.
6. Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

- Inti

### Pertemuan 1

1. Peneliti menyiapkan materi pembelajaran.
2. Peneliti menjelaskan materi pembelajaran (descriptive text and the generic structure).
3. Peneliti menjelaskan bahwa bagaimana strategi ini bisa meningkatkan kemampuan menulis mereka khususnya dalam menulis teks deskriptif.
4. Peneliti memberikan contoh bagaimana membuat teks deskriptif menggunakan strategi ini.

### Pertemuan kedua

1. Peneliti membagi kelas menjadi empat kelompok. Peneliti memilih jenis pengalaman yang akan ditulis oleh siswa seperti dalam acara keluarga, pengalaman dengan teman.
2. Peneliti menginformasikan siswa tentang jenis pengalaman yang telah dipilih untuk tujuan refleksi. Peneliti memberitahukan bahwa setiap grup harus menentukan topic berdasarkan jenis pengalaman yang peneliti tentukan sebelumnya.
3. Peneliti menjelaskan tentang strategi writing in the here and now. Peneliti memberitahukan mereka bahwa cara dramatis untuk merefleksikan pengalaman adalah menghidupkannya kembali seperti melakukannya saat pertama kali disini dan saat ini. Hal itu akan memberikan dampak yang lebih jelas dan dramatis dibandingkan dengan menulis tentang sesuatu disana dan nanti atau dimasa yang akan datang.
4. Peneliti membagi kertas kerja untuk diisi oleh siswa dan membuat suasana yang tenang.
5. Peneliti menginstruksikan setiap grup untuk menulis , sekarang, tentang topic yang telah mereka tentukan. Beritahukan mereka untuk memulai dan menulis apa yang mereka lakukan dan rasakan tentang topic itu.
6. Peneliti meminta setiap grup untuk menulis sebanyak mungkin yang mereka inginkan mengenai topic itu.



7. Peneliti memberikan mereka waktu yang cukup untuk menulis. Jangan membiarkan mereka merasa terganggu. Ketika selesai, peneliti menginstruksikan mereka untuk membaca hasil kerja mereka di depan kelas.
8. Peneliti dan siswa mendiskusikan bersama sama hasil kerja mereka.

#### Pertemuan ketiga

1. Peneliti menyiapkan materi pembelajaran.
2. Peneliti menjelaskan materi pembelajaran (descriptive text and the language feature).
3. Peneliti menjelaskan bahwa bagaimana strategi ini bisa meningkatkan kemampuan menulis mereka khususnya dalam menulis teks deskriptif.
4. Peneliti memberikan contoh bagaimana membuat teks deskriptif menggunakan strategi ini.

#### Pertemuan keempat

1. Peneliti memilih jenis pengalaman yang akan ditulis oleh siswa seperti dalam acara keluarga.
2. Peneliti menginformasikan siswa tentang jenis pengalaman yang telah dipilih untuk tujuan refleksi. Peneliti memberitahukan bahwa setiap siswa harus menentukan topic berdasarkan jenis pengalaman yang peneliti tentukan sebelumnya.
3. Peneliti menjelaskan tentang strategi writing in the here and now. Peneliti memberitahukan mereka bahwa cara dramatis untuk merefleksikan pengalaman adalah menghidupkannya kembali

seperti melakukannya saat pertama kali disini dan saat ini. Hal itu akan memberikan dampak yang lebih jelas dan dramatis dibandingkan dengan menulis tentang sesuatu disana dan nanti atau dimasa yang akan datang.

4. Peneliti membagi kertas kerja untuk diisi oleh siswa dan membuat suasana yang tenang.
5. Peneliti menginstruksikan setiap siswa untuk menulis, sekarang, tentang topic yang telah mereka tentukan. Beritahukan mereka untuk memulai dan menulis apa yang mereka lakukan dan rasakan tentang topic itu.
6. Peneliti meminta setiap siswa untuk menulis sebanyak mungkin yang mereka inginkan mengenai topic itu.
7. Peneliti memberikan mereka waktu yang cukup untuk menulis. Jangan membiarkan mereka merasa terganggu. Ketika selesai, peneliti menginstruksikan mereka untuk membaca hasil kerja mereka di depan kelas.
8. Peneliti dan siswa mendiskusikan bersama sama hasil kerja mereka.
- Penutup

Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.

## I. PENILAIAN HASIL BELAJAR:

### Teknik Penilaian:

- a. Penilaian sikap : Observasi
- b. Penilaian pengetahuan : Tes tertulis
- c. Penilaian keterampilan : Praktik

### Prosedur Penilaian

No	Aspek yang dinilai	Penilaian	Waktu penilaian
1.	Sikap <ul style="list-style-type: none"><li>a. Terlibat aktif dalam pembelajaran “Descriptive Text”.</li><li>b. Bekerjasama dalam kegiatan kelompok.</li><li>c. Toleran terhadap proses pemecahan masalah yang berbeda dan kreatif.</li></ul>	Pengamatan	Selama pembelajaran dan saat diskusi
2.	Pengetahuan <ul style="list-style-type: none"><li>a. Mampu membuat descriptive text dengan baik</li></ul>	Pengamatan dan tes	Penyelesaian tugas individu dan kelompok
3.	Keterampilan <ul style="list-style-type: none"><li>a. Mampu dalam menjawab pertanyaan-pertanyaan yang dilontarkan oleh guru dengan benar.</li></ul>	Pengamatan	Penyelesaian tugas (baik individu maupun kelompok) dan saat persentasi

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## Appendix 2. Teaching Materials

Grammar In Focus

### Descriptive Text

Deskriptive text bermakna teks yang menjelaskan tentang pengalaman yang berhubungan dengan panca indera, seperti apa bentuknya, suaranya, rasanya. Kebanyakan teks deskriptif memang tentang pengalaman visual, tapi nyatanya pengalaman selain dari indera penglihatanpun bisa digunakan dalam descriptive text.

Namun secara khusus, descriptive text adalah, "..... is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing." [teks yang menjelaskan gambaran seseorang atau benda. Tujuannya adalah menggambarkan atau mengungkapkan orang, tempat atau benda tertentu]

Ketika menulis descriptive text, ada beberapa susunan umum / generic structure agar tulisan kita dianggap benar. Susunan tersebut adalah :

1. Identification : berisi tentang identifikasi hal / seorang yang akan dideskripsikan.
2. Description : berisi tentang penjelasan / penggambaran tentang hal / seseorang dengan menyebutkan beberapa sifatnya.

Ketika kita menulis descriptive text, hal yang wajib kita ketahui adalah cara kita menyampaikan deskripsi tulisan kita tersebut. Oleh karena itu pemahaman tentang adjective (kata sifat bahasa Inggris) wajib kita kuasai. Selain adjective, beberapa struktur bahasa Inggris yang berfungsi sebagai adjective pun harus kita pahami agar penulisan descriptive text kita terlihat tidak kaku.

**Adapun Grammar yang digunakan adalah**  
Menggunakan Simple Present Tense

Rumus:

S + V1(s/es) + O/C

S + Be( am, is, are) + C

Menggunakan action verb

Action Verb merupakan kata kerja aktif dimana kata kerja tersebut menyatakann bahwa suatu objek sedang melakukan suatu kegiatan yang nyata yaitu dapat dilihat oleh mata atau didengar oleh telinga.

Contoh: Drink, eat, go, jump, etc.

Menggunakan adverb

Adverb adalah kata yang berfungsi untuk mendeskripsikan verb (kata kerja), adjective (kata sifat), atau adverb lain.

## JONO

Identification { I have a school friend that most people hate him. His name is Jono. He is the son of the headmaster of my school. That is one of the reason many people at school dislike him.

But overall, he has a bad attitude. But however, he is kind to me because one day, at the first day of the school, I was helping him repairing his motorcycle even we did not know each other.

Description { His physical appearance is not bad. Let say, he is a handsome teenager who can easily get girlfriend. He has a tall and athletic body. He has a pointed nose, white skin, bright eyes, and straight hair.

He always wear cool sweater despite of the uniform. At a glance, he seems like a Korean movie star. Unfortunately, and most people think of that, he is so stupid and seems like does not have a brain.

He also has a lot of money and also the most powerful person in school due to the power of his father. Because of that he is so arrogant and frequently disturbs other people in school. He never gets punishment even he does a lot of bad things in school.

That is why people hate him most.

## Appendix 3. Pre-Test and Post-Test

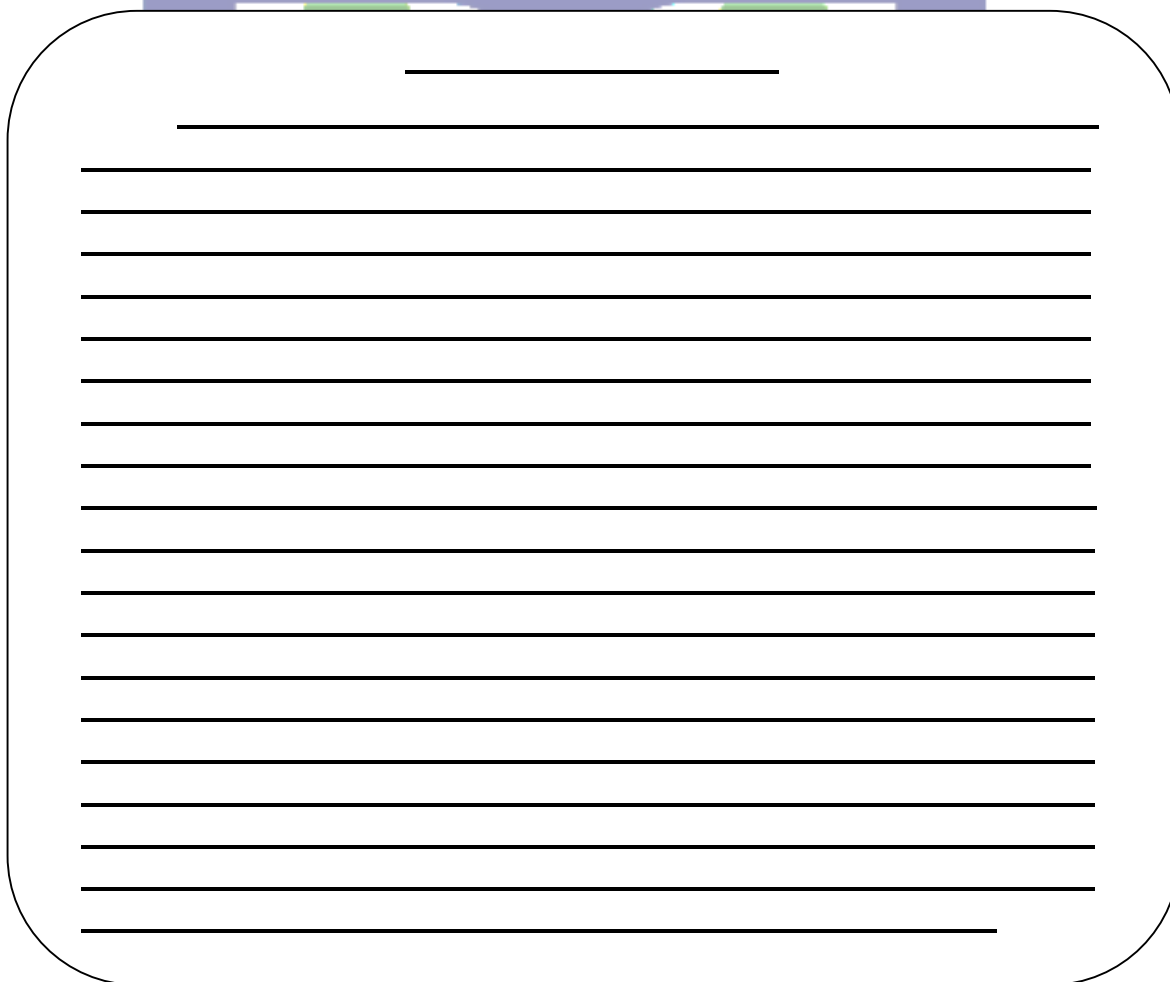
**PRE-TEST**

NAME :

CLASS :

**INSTRUCTION**

- Prepare your paper and your pen.
- Choose one of the topic below:
  - Describe your father
  - Describe your mother
- Describe the topic you have chosen with using your own word and write on your paper.



A large rounded rectangular box with a black border, containing 20 horizontal lines for writing. The lines are evenly spaced and extend across the width of the box. The box is intended for the student to write their response to the pre-test question.

C=18    L=12  
O=11    m=3  
v=13

(57)

### TEST

NAME : Nurka Fitri Ramadhani

CLASS : XI IIS I

### INSTRUCTION

- Prepare your paper and your pen.
- Choose one of the topic below:
  - Describe your father
  - Describe your mother
- Describe the topic you have chosen with using your own word and write on your paper.

#### My mother

My mother name is Harianti. My beautiful mother name is anti. she is beautiful, she was born on 02 Februari 1986, she have skin white, fat, & My mother ~~have~~ memiliki hoby singing. she always mengajarkanku singing. she always bekerja keras for merafkahi myfamily. she is very beautiful, baik hati, fat, always angry, & My mother like is game onet. Setiap hari she menyiaptan sarapan pagi before go to school.



**PRE-TEST**

NAME : Nurlia Fitri Ramadhani

CLASS : XI IIS 1

**INSTRUCTION**

- Prepare your paper and your pen.
- Choose one of the topic below:
  - Describe your father
  - Describe your mother
- Describe the topic you have chosen with using your own word and write on your paper.

**My Mother**

My mother name is Harianti. My beautiful mother name is anti. She is beautiful, she was born on 02 februari 1986, she have skin white, fat. My mother memiliki hobi singing. She always mengajarkanku singing. She always bekerja keras for menafkahi my family. She is very beautiful, baik hati, fat, always angry. My mother like is game onet. Setiap hari she meyiapkan sarapan pagi before go to school.



$$\begin{array}{l} C = 25 \\ O = 16 \\ V = 17 \end{array} \quad \begin{array}{l} C = 19 \\ M = 4 \end{array}$$

TEST

NAME : ZULFIKAR  
CLASS : XI SOCIAL One

INSTRUCTION

- Prepare your paper and your pen.
- Choose one of the topic below:
  - Describe your father
  - Describe your mother
- Describe the topic you have chosen with using your own word and write on your paper.

My Mother is Strong

My Mother Name is Zulfiar I am from Bulo I was born in Malaysia, 10 Sept 2001, I am have ~~two~~ one sister, sister My Name is Rasmi she is beautiful girl, I am Very - very love my mother. My mother is Name Rosmiah This is very Beautiful, she is have Hair long and have face white I am Very - very love is my Mother.

Everyday she mother is mangapa she very Intelegent. My mother I body small. she is very loved by me. My mother is Very GOOD - I am very loved by my mother and mother I life is Hones, Intelegent, and very Kind.

Everyday she mother always breakfast, cooking in the kitchen and my mother like is Red and Pink. she Human a very beautiful and very kind by me. and film favorite mother is "Cinta suci". she is very - very liked ~~the~~ is film.

**PRE-TEST**

NAME : Zulfikar

CLASS : XI IIS 1

**INSTRUCTION**

- Prepare your paper and your pen.
- Choose one of the topic below:
  - Describe your father
  - Describe your mother
- Describe the topic you have chosen with using your own word and write on your paper.

**My Mother is strong**

My name is zulfikar. I am from Bulu. I was born in malaysia, 10 sept 2001. I am have one sister, sister my name is Rasmi. She is beautiul girl. I am very-very love my mother. My mother is name Rasmiati. She is very beautiful. She is have hair long and have face white. I am very-very love is my mother.

Everyday, she mother is menyapu. She very intelegent. My mother I body small. She is very loved by me. My mother is very good. I am very loved by me. My mother is very good. I am very loved by mother and mother i like is hones, intelegentt, and very kind.

Everyday, she mother always breakfast. Cooking in he kitchen and my mother like is red and pink. She human a very beautiful and very kind by me. And film favourite mother is "cinta suci". She is very-very liked is film

C = 14      L = 10  
O = 10      m = 2  
V = 9

### TEST

NAME : Mujahida

CLASS : XI IIS I

### INSTRUCTION

- Prepare your paper and your pen.
- Choose one of the topic below:
  - Describe your father
  - Describe your mother
- Describe the topic you have chosen with using your own word and write on your paper.

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#### Describe you mother

My name is mother sumarni you can call my mother is arni. My mother is girl and small because she is funny. I am very -very happy have mother because mother is Paradise.

**PRE-TEST**

NAME : Mujahida

CLASS : XI IIS 1

**INSTRUCTION**

- Prepare your paper and your pen.
- Choose one of the topic below:
  - Describe your father
  - Describe your mother
- Describe the topic you have chosen with using your own word and write on your paper.

**Describe Your Mother**

My name is mother Sumarni. You can call my mother is arni. My mother is girl and small because she is funny. I'm very-veryy happy have mother because mother is paradise.

**POST-TEST**

NAME :

CLASS :

**INSTRUCTION**

- Prepare your paper and your pen.
- Choose one of the topic below:
  - Describe your brother/Cousin
  - Describe your sister/Cousin
- Describe the topic you have chosen with using your own word and write on your paper.



$$\begin{array}{ll} C = 23 & L = 16 \\ O = 17 & M = 4 \\ U = 18 \end{array}$$

TEST

NAME : Nurlia Fitri

CLASS : XI IPS 1

INSTRUCTION

- Prepare your paper and your pen.
- Choose one of the topic below:
  - Describe your brother/Cousin
  - Describe your sister/Cousin
- Describe the topic you have chosen with using your own word and write on your paper.

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sister Aulia

I have sister her name is Aulia. She is beautiful, thin, Tall, curly, painted, and smart. She is born on Nunukan, 01 January 2010. She live my sister is Lt. solo. She is very annoying because I always fight. She is the second son in my family. She is very boring I always boring with sister because she cruel. She is son diligent, Funny, nice, and polite. My mother very like is my sister, I am jealous. Most people think of that she is so stupid and seems like does not have a brain. because because because she is easily lied.

**POST-TEST**

NAME : Nurlia Fitri

CLASS : XI IIS 1

**INSTRUCTION**

- Prepare your paper and your pen.
- Choose one of the topic below:
  - Describe your brother/Cousin
  - Describe your sister/Cousin
- Describe the topic you have chosen with using your own word and write on your paper.

**Sister Aulia**

I have sister name is Aulia. She is beautiful, thin, tall, curly, pointed, and slantit. She is born on Nunukan, 01 januari 2010. She live my sister is Lt. Salo. She is very annoying because i always fight. She is the second son in my family. I always boring with sister because she cruel. She is son diligent, funny, nice, and polite. My mother very like is my sister. I am jealous. Most people people think of that. She is so stupid and seems like does not have a brain because she is easily lied.



C = 27 L = 19  
O = 18 M = 4  
V = 19

### TEST

NAME : ZULFIKAR  
CLASS : XI SOCIAL 1

### INSTRUCTION

- Prepare your paper and your pen.
- Choose one of the topic below:
  - Describe your brother/Cousin
  - Describe your sister/Cousin
- Describe the topic you have chosen with using your own word and write on your paper.

#### "My Loved sister 'Rasmi'"

I have a sister named "Rasmi". she is University of "UMPAR (Pare-pare)". That is one of the reason many people at University likes. and Birthday 23 August 1997

But overall, she is a bad attitude. But however, she is kind of me.

My sister is a short, body plump, white skin, face round, and have hair curly. My sister is kind of me. Usually sister am furious by me. I am always love a sister. and sister me Beautiful.

she is sister Very- Very Lazy, she is sister like is sleep in the home. sister me like is movie Korea. My sister and me Very-very loved of My mother and my father.

My sister me Very loved and I very happy a have sister. she is beautiful, kind by me, have and smart.

My sister loved, I am Very- Very  
Loved - - -





**POST-TEST**

NAME : Zulfikar

CLASS : XI IIS 1

**INSTRUCTION**

- Prepare your paper and your pen.
- Choose one of the topic below:
  - Describe your brother/Cousin
  - Describe your sister/Cousin
- Describe the topic you have chosen with using your own word and write on your paper.

**My loved sister "Rasmi"**

I have a sister named "Rasmi". She is University of UMPAR (Parepare). That is one of the reason many people of university likes, and birthday 23 august 1997.

But overall, she is a bad attitude. But however, she is kind of me.

My sister is a short, body plump, white skin, face round, and have hair curly. My sister is kind of me, usually sister am farious by me. I am always love a sister and sister me beautiful.

She is sister very-very lazy, she is sister like is sleep in the home. Sister me like is moie korea. My sister and me very-very loved of my mother and my father.

My sister me very loved and i very happy a have sister. She is very beautiful, kind by me and smart.

My sister loved i am very-very loved....

$$C = 19$$

$$O = 10$$

$$V = 15$$

$$C = 11$$

$$m = 3$$

### TEST

NAME : Muhammad

CLASS : XI US 2

### INSTRUCTION

- Prepare your paper and your pen.
- Choose one of the topic below:
  - Describe your brother/Cousin
  - Describe your sister/Cousin
- Describe the topic you have chosen-with-using your own word and write on your paper.

50

Identification.

Description.

My brother (Muwardi Rahman).

I have a brother named "wawan". He is in school of SMK 5 Sidrap. That is one of the reason many people at school dislike him.

But overall, he has a bad attitude. But however, he is kind to me because ~~my~~ she him nice, friendly for me.

My brother is tall, pointed, body charming, white skin, a smart, and annoying.

He always wear cool sweater black despite of the uniform. My brother likes kangfu. He is so stupid, funny and seems like does not have a brain.

He also a lot of money and also the most powerful person in school due to the power of his father. He never gets punishment even he does a lot of bad thing in school.

**POST-TEST**

NAME : Mujahida

CLASS : XI IIS 1

**INSTRUCTION**

- Prepare your paper and your pen.
- Choose one of the topic below:
  - Describe your brother/Cousin
  - Describe your sister/Cousin
- Describe the topic you have chosen with using your own word and write on your paper.

**My Brother (Mawardi Rahman)**

I have a brother named “wawan”. She him school of SMK 3 Sidrap. That is one of the reason many people at school dislike him.

But overall, he has a bad attitude. But however, he is kind to me because everyday, she him nice, friendly for me.

My brother is tall, pointed, body charming, white skin, slantit, and annoying.

He always wear cool sweater black despite of the uniform. My brother likes kungfu. He is so stupid, funny, and seems like does not have a brain.

He also a lot of money and also the most powerful person in school due to the power of this faher. He never get punishment even he does a lot of bad thing in school.

## Appendix 4. T-Table

DISTRIBUSI NILAI  $t_{\text{tabel}}$ 

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$
1	3.078	6.314	12.71	31.82	63.66
2	1.886	2.920	4.303	6.965	9.925
3	1.638	2.353	3.182	4.541	5.841
4	1.533	2.132	2.776	3.747	4.604
5	1.476	2.015	2.571	3.365	4.032
6	1.440	1.943	2.447	3.143	3.707
7	1.415	1.895	2.365	2.998	3.499
8	1.397	1.860	2.306	2.896	3.355
9	1.383	1.833	2.262	2.821	3.250
10	1.372	1.812	2.228	2.764	3.169
11	1.363	1.796	2.201	2.718	3.106
12	1.356	1.782	2.179	2.681	3.055
13	1.350	1.771	2.160	2.650	3.012
14	1.345	1.761	2.145	2.624	2.977
15	1.341	1.753	2.131	2.602	2.947
16	1.337	1.746	2.120	2.583	2.921
17	1.333	1.740	2.110	2.567	2.898
18	1.330	1.734	2.101	2.552	2.878
19	1.328	1.729	2.093	2.539	2.861
20	1.325	1.725	2.086	2.528	2.845
21	1.323	1.721	2.080	2.518	2.831
22	1.321	1.717	2.074	2.508	2.819
23	1.319	1.714	2.069	2.500	2.807
24	1.318	1.711	2.064	2.492	2.797
25	1.316	1.708	2.060	2.485	2.787
26	1.315	1.706	2.056	2.479	2.779
27	1.314	1.703	2.052	2.473	2.771
28	1.313	1.701	2.048	2.467	2.763
29	1.311	1.699	2.045	2.462	2.756
30	1.310	1.697	2.042	2.457	2.750
31	1.309	1.696	2.040	2.453	2.744
32	1.309	1.694	2.037	2.449	2.738
33	1.308	1.692	2.035	2.445	2.733
34	1.307	1.691	2.032	2.441	2.728
35	1.306	1.690	2.030	2.438	2.724
36	1.306	1.688	2.028	2.434	2.719
37	1.305	1.687	2.026	2.431	2.715
38	1.304	1.686	2.024	2.429	2.712
39	1.304	1.685	2.023	2.426	2.708
40	1.303	1.684	2.021	2.423	2.704
41	1.303	1.683	2.020	2.421	2.701
42	1.302	1.682	2.018	2.418	2.698
43	1.302	1.681	2.017	2.416	2.695
44	1.301	1.680	2.015	2.414	2.692
45	1.301	1.679	2.014	2.412	2.690
61	1.296	1.671	2.000	2.390	2.659
62	1.296	1.671	1.999	2.389	2.659
63	1.296	1.670	1.999	2.389	2.658
64	1.296	1.670	1.999	2.388	2.657
65	1.296	1.670	1.998	2.388	2.657
66	1.295	1.670	1.998	2.387	2.656
67	1.295	1.670	1.998	2.387	2.655
68	1.295	1.670	1.997	2.386	2.655
69	1.295	1.669	1.997	2.386	2.654
70	1.295	1.669	1.997	2.385	2.653
71	1.295	1.669	1.996	2.385	2.653
72	1.295	1.669	1.996	2.384	2.652
73	1.295	1.669	1.996	2.384	2.651
74	1.295	1.668	1.995	2.383	2.651
75	1.295	1.668	1.995	2.383	2.650
76	1.294	1.668	1.995	2.382	2.649
77	1.294	1.668	1.994	2.382	2.649
78	1.294	1.668	1.994	2.381	2.648
79	1.294	1.668	1.994	2.381	2.647
80	1.294	1.667	1.993	2.380	2.647
81	1.294	1.667	1.993	2.380	2.646
82	1.294	1.667	1.993	2.379	2.645
83	1.294	1.667	1.992	2.379	2.645
84	1.294	1.667	1.992	2.378	2.644
85	1.294	1.666	1.992	2.378	2.643
86	1.293	1.666	1.991	2.377	2.643
87	1.293	1.666	1.991	2.377	2.642
88	1.293	1.666	1.991	2.376	2.641
89	1.293	1.666	1.990	2.376	2.641
90	1.293	1.666	1.990	2.375	2.640
91	1.293	1.665	1.990	2.374	2.639
92	1.293	1.665	1.989	2.374	2.639
93	1.293	1.665	1.989	2.373	2.638
94	1.293	1.665	1.989	2.373	2.637
95	1.293	1.665	1.988	2.372	2.637
96	1.292	1.664	1.988	2.372	2.636
97	1.292	1.664	1.988	2.371	2.635
98	1.292	1.664	1.987	2.371	2.635
99	1.292	1.664	1.987	2.370	2.634
100	1.292	1.664	1.987	2.370	2.633
101	1.292	1.663	1.986	2.369	2.633
102	1.292	1.663	1.986	2.369	2.632
103	1.292	1.663	1.986	2.368	2.631
104	1.292	1.663	1.985	2.368	2.631
105	1.292	1.663	1.985	2.367	2.630



## Appendix 5. Picture

### Discussion



### Learning Process



## Read and Reflect



## Give an Explanation



## Students of MA YMPI RAPPANG



Appendix 6. Research Permit



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PAREPARE**  
Jalan Amal Bakti No.8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404  
Po Box 909 Parepare 91100 website : www.iainpare.ac.id, email : mail@iainpare.ac.id

Nomor : B. 2609/In.39/PP.00.9/10/2018  
Lampiran : -  
Hal : Izin Rekomendasi Penelitian

Kepada Yth.  
Kepala Cabang Dinas Pendidikan Wilayah VIII Provinsi Sulawesi Selatan  
di  
Tempat

*Assalamu Alaikum Wr. Wb.*

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri (IAIN) Parepare :

Nama : ARDIANSYAH  
Tempat/Tgl. Lahir : RAPPANG, 29 SEPTEMBER 1996  
NIM : 14.1300.151  
Jurusan/ Prodi : Tarbiyah dan Adab/ Pendidikan Bahasa Inggris  
Alamat : JL. ANDI NONI, KEL. RAPPANG, KEC.  
PANCA RIJANG, \* KAB. SIDENRENG  
RAPPANG

Bermaksud akan mengadakan penelitian di wilayah KAB. SIDENRENG RAPPANG dalam rangka penyusunan skripsi yang berjudul :

***"THE USE OF WRITING IN THE HERE AND NOW STRATEGY TO IMPROVE THE STUDENTS' WRITING ABILITY AT THE SECOND YEAR STUDENTS OF MA YMPI RAPPANG"***

Pelaksanaan penelitian ini direncanakan pada bulan Oktober sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih.

17 Oktober 2018

A.n Rector,  
Plt. Wakil Rector Bidang Akademik dan  
Pengembangan Lembaga (APL)







PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
CABANG DINAS PENDIDIKAN WILAYAH VIII  
BARRU, PAREPARE, SIDRAP

Jalan Jenderal Sudirman No. 123 Parepare, Kode Pos 91125  
Telp. 081342561901/08114111132 email: cabdiswil8@gmail.com

**REKOMENDASI**

Nomor : 867 /466-CD.WIL.VIII/DISDIK

Tentang

*"The use of writing in the here and now strategy to improve the students writhing ability at the scond year students of MA YMPI RAPPANG"*

Yang bertanda tangan dibawah ini, Kepala Cabang Dinas Pendidikan Wilayah VIII (Barru, Parepare, Sidrap), menerangkan bahwa :

- Nama : ARDIANSYAH
- Lembaga/Perguruan Tinggi : S1/ Institut Agama Islam Negeri Parepare
- Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris

Pada dasarnya kami menyetujui untuk melaksanakan penelitian pada MA YMPI Rappang, mulai Tanggal 22 Oktober s.d 22 November 2018 dengan mendahului laporan ke sekolah dan hasil (penelitian setelah selesai dilaporkan ke Cabang Dinas Pendidikan Wilayah VIII).

Demikian rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Parepare, 17 September 2018

An. Kepala Cabang Dinas Pendidikan Wilayah VIII  
Kasubag Tata Usaha



**MUHAMMAD AKIL,SH.,MM**

Pangkat : Pembina

NIP : 19610304 199112 1 001





## YAYASAN MADRASAH PENDIDIKAN ISLAM

MADRASAH ALIYAH YMPI RAPPANG

Jalan Angkatan 66 No.24 Rappang, Telp.0421-95021

### SURAT KETERANGAN PENELITIAN

Nomor:087 /A.6/MAS-YMPI/11/2018

Yang bertanda tangan di bawah ini, Kepala Madrasah Aliyah YMPI Rappang menerangkan bahwa:

Nama : ARDIANSYAH  
NIM : 14.1300.151  
Jurusan/Fakultas : Tarbiyah dan Adab/Pendidikan Bahasa Inggris  
Pekerjaan : Mahasiswa iain Parepare

Benar telah selesai melakukan Penelitian pada MA YMPI Rappang 22 Oktober s.d. 22 November 2018 dengan judul:

***“The use of “ Writing in the Here and Now Strategy to Improve the Students Writing Ability at the Second Year Students of MA YMPI Rappang”***

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.



Rappang, 22 November 2018

Kepala Madrasah

**M. Kasmirah, S.Ag**

NIP. 197306172003122001

## CURRICULUM VITAE



**Ardiansyah**, was born on 29<sup>th</sup> September 1996 in Rappang, Sidenreng Rappang Regency, and South Sulawesi. He lives in Andi Noni Street, Rappang. He is the fourth child in his family. His father's name is Alm. Abd. Hamid and His mother's name is Alm. Darmawati. He also have two brothers and one sister.

He started his elementary school at SD 6 Baranti in 2002. But, in 2006, he moved from SD 6 Baranti to SD 6 Rappang. He finished his elementary school in 2008. In the same year, he continued his study to junior high school of SMP N 1 Panca Rijang and finished in 2011. In the same year, he continued his study to senior high school of MA YMPI Rappang and finished in 2014. He decided to continue his study in S1 English Program of Tarbiyah and Adab Department at State Islamic Institute (IAIN) Parepare in 2014. He was active in the organization namely Mahasiswa Islam Sidenreng Rappang Indonesia (MASSIDDI) Kota Parepare in 2014-2016.