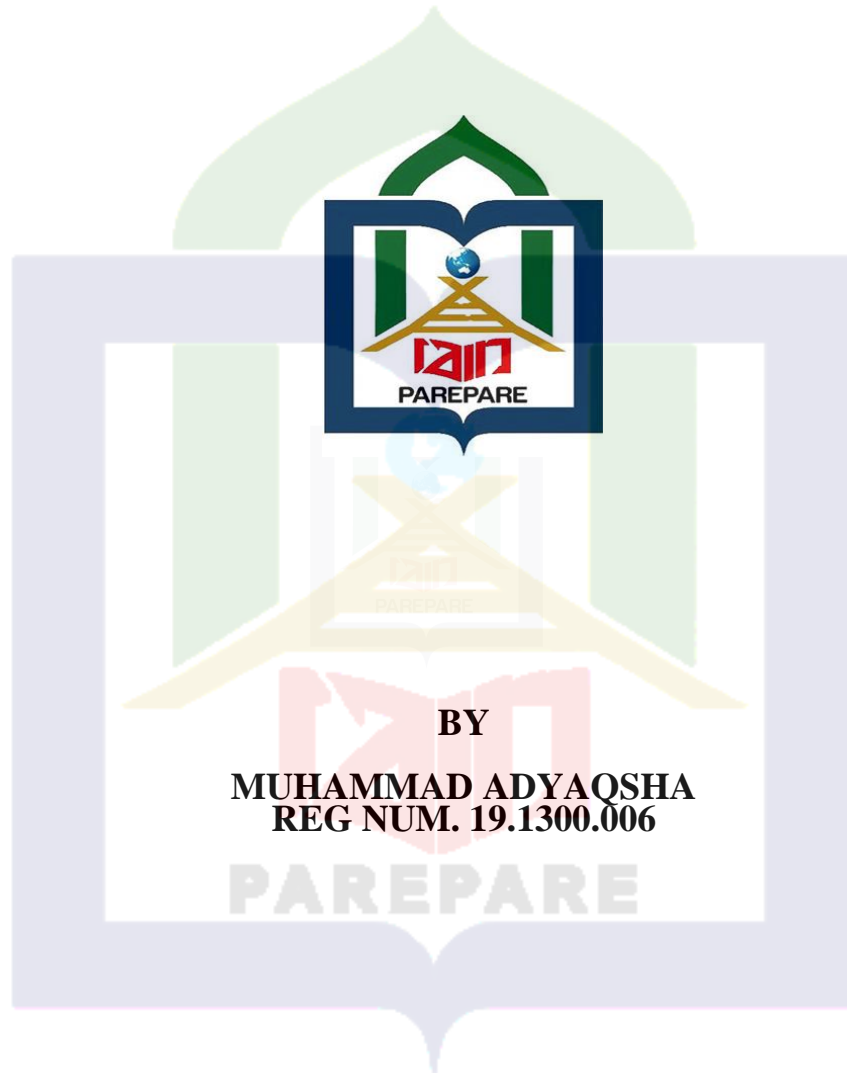


**A THESIS**

**IMPROVING STUDENTS' WRITING ABILITY USING  
WRITESTYLER APPLICATION AT  
SMPN 31 MAKASSAR**



**BY**

**MUHAMMAD ADYAQSHA  
REG NUM. 19.1300.006**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE  
PAREPARE**

**2024**

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WRITESTYLER APPLICATION AT  
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**Reg. Num. 19.1300.006**

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic  
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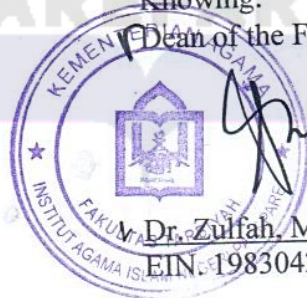
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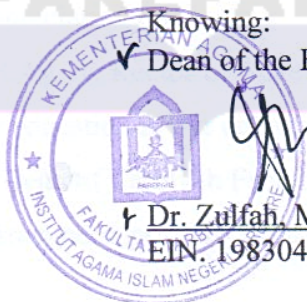
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وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

In the name of Allah swt, who has bestowed His mercy and grace on the writer to complete this research. Greetings apart from the lord of Muslims, especially the Prophet Muhammad saw who has freed us from destruction.

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

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## ABSTRACT

MUHAMMAD ADYAQSHA. *Improving Students' Writing ability using writestylar application at SMPN 31 Makassar.* (Supervised by Magdahalena and Munawir.)

Writing is one of important skill in English subject beside the other skills. Eventhough witing skill is important, it does not get enough attention and proper time allocation in the teaching and learning process. Based on these aspects, teachers and examiners can provide targeted feedback to improve student's writing skills. Researcher conducted research at SMPN 31 Makassar in order to develop student's interest and writing skills through web-based learning media, namely Writestylar. There is still a lot of room for improving the writing skills of students at SMPN 31 Makassar, especially in class IX.C, Writerstylar also offers learning videos and games.

This research used a pre-experimental design, this research is Quantitative Methods used Purposive sampling technique for sample. This research uses pre-test, treatment, and post-test as steps to obtain research results. This research has an assessment rubric taken from the media website "ThroughCo" with a classification of student scores, specifically Excellent, Good, Fair, Poor, and Very poor. The sample choosen class IX SMPN 31 Makassar had a large number of students in class IX, so we only used one class, namely IX.C with 20 total numbers of students at SMPN 31 Makassar. The sample consist of 14 female and 6 male students.

The results of this research explain that the Writestylar is able to improve the writing ability of students in the SMPN 31 Makassar, as evidenced by the mean student pre-test score of 57,1 and the post-test mean score of 75,5. Based on these results, there is a difference or increase between the average pre-test and post-test scores. This is clearly shows that after using the writestylar application, students are able to write well, and students' writing story narrative is quite good.

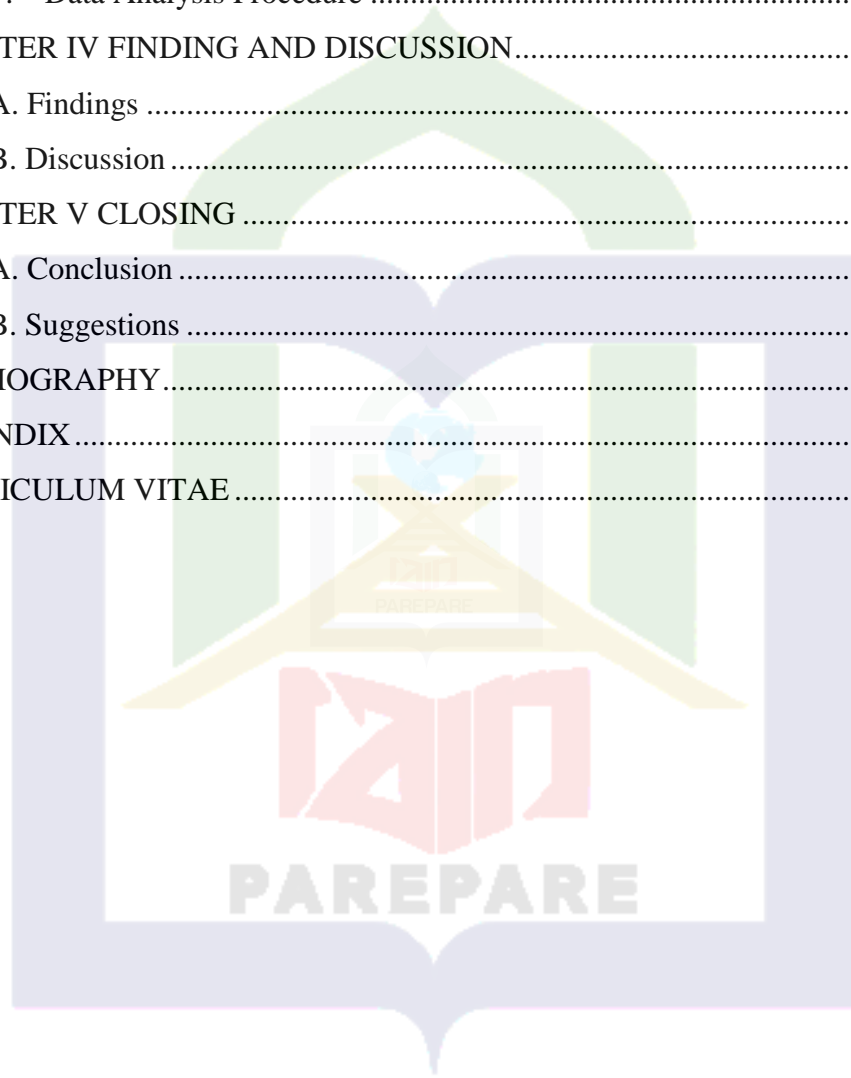
**Keywords:** Writestylar Application, Writing Ability



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## CHAPTER I INTRODUCTION

### A. Background

To improve proficiency in English, of course there are a number of things that must be considered to master the language, to master this foreign language there are four skills that must be considered, In KTSP 2006 every child should be trained to be able to write. Correct writing marked with writing that is easy to read the letters, in accordance with the spelling that has been perfected, used for written communication tools for humans. For that become the main goal to be achieved in language learning. Learning writing starts from the skill of holding stationery, moving hands and fingers by using stationery.<sup>1</sup>

Writing is one of important skill in English subject beside the other skills. Eventhough witing skill is important, it does not get enough attention and proper time allocation in the teaching and learning process. According curriculum KTSP 2006 (Kurikulum Tingkat Satuan Pendidikan) as cited in. The students have to have knowledge about the elements of writing in order to deliver a good writing. Furthermore, it is stated that writing is one of the most challenging skills for students as cited in state that the students are expected to be able to write and understand the meaning of functional text and short essay such as narrative,

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<sup>1</sup> Elvira Agustia Suardi, "Meningkatkan Kemampuan Menulis Bentuk Huruf (a, o, g, p, b, d) Melalui Media Angka 8 Tidur Pada Anak Berkesulitan Belajar Di SD Negeri 15 Ulu Gadut," *Jurnal Ilmiah Pendidikan Khusus* 5, no. 2 (2016): 38–53.

descriptive and recount to be interacted in student's daily life. Thus, the teachers have to be able to guide the students to write well because it not easy for students.<sup>2</sup> Writing is an essential factor of language. Process Approach stresses writing activities which move learners from the generation of ideas and the collection of data through to the publication of a finished text. Process approach is learnercentered in which learners' needs, expectations, goals, learning styles, skills and knowledge are taken into consideration.<sup>3</sup>

In the Al-Qur'an we are also warned about writing, specifically in Surah Al-Alaq Verses 4-5

يَعْلَمُ لَمْ مَّا الْإِنْسَانَ عَلَّمَ , بِالْقَلَمِ عَلَّمَ الَّذِي

Problems naturally arise when learning English, especially when learning to write, both in terms of vocabulary, the placement of each word, and determining the structure of each story written. According to Byrne categorized three problems that make writing skills difficult to be mastered is the problem lingusitik, cognitive, and content. The first Problem it is lingual. This is related to our shrewdness in writing the structure true and therefore the sentences formed will be able to merge with each other other. The result is that the text created can be explained by the reader well. The second problem is the cognitive problems

<sup>2</sup> Sintawati Yulianti, Siska Nuraeni, and Aseptiana Parmawati, "Improving Students' Writing Skill Using Brainswriting Strategy," *PROJECT (Professional Journal of English Education)* 2, no. 5 (2019): 714, <https://doi.org/10.22460/project.v2i5.p714-721>.

<sup>3</sup> V Chandra et al., "Developing Students' Writing Skills in English-A Process Approach," *Issue 6* (2018), <http://www.jrspelt.com>.



associated with mastery we are on the forms of language, structure, grammar that are useful for communication effective in writing.<sup>4</sup>

Learning to write is a series of activities that students do to teach their ability to write. Writing ability is cultivated based on experience (experience). The experience of listening, speaking and reading can be visualized in written form. There is not much writing activity among those of us who love it. In a survey of Indonesian language teachers conducted by the researchers, they generally found that the least preferred aspect of teaching by language students and teachers was writing and composition.

In learning English, of course, we will also get about what factors influence students in improving their writing skills, According to Leaner there are several factors that affect the ability of children to write: (1) motor, (2) behavioral, (3) perceptual, (4) memory, (5) ability carrying out capital croos, (6) use of the dominant hand, and (7) ability Instructions. Children whose motor development is immature or impaired, will have difficulty in writing; the writing is unclear, intermittent or not follow the line.

Children who are hyperactive or whose attention is easily distracted can causing his work to be hampered, including writing work. Learning difficulties writing is often also called dysgraphia. Severe difficulty learning to write is also called agrafia. Dysgraphia refers to the inability to remember how to make letters

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<sup>4</sup> Fikri Asih Wigati, "Kesulitan Pada Aspek-Aspek Writing Mahasiswa Dengan English Proficiency Levels Yang Berbeda," *Jurnal Ilmiah Solusi* 1, no. 3 (2014): 46–61.

or mathematical symbols. Dysgraphia is often associated with difficulty learning to read or dyslexia (dyslexia) because the two types of difficulties are actually interrelated.

Lots of children who are not able to write, this is due to factors including physical ability of children who are unable to write is the occurrence of stiffness in his hand. In addition, due to the physical weakness of the child, and the ability of the child's brain weak to understand a form including to know the various forms letters.<sup>5</sup>

This research took place at a junior high school in Makassar, namely SMPN 31 Makassar. The researcher chose this school because the quality of writing at that school was still very poor, especially in how to create interesting stories, and determining each structure in each story. made and of course paying attention to what processes must be carried out in writing.

One of the factors that influences the effectiveness of learning to write is how educators promote engaging learning for students. This includes offering new educational strategies and new innovations such as learning how to use applications beyond their own new learning capabilities, students can engage in learning effectively and efficiently.

Applications or web that can be used to support the improvement of students' writing learning, one of which is Writestyler, Writestyler is a web that

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<sup>5</sup> Suardi, "Meningkatkan Kemampuan Menulis Bentuk Huruf (a, o, g, p, b, d) Melalui Media Angka 8 Tidur Pada Anak Berkesulitan Belajar Di SD Negeri 15 Ulu Gadut."

contains videos, games, and examples of several English story texts. Writestyler is an educational and interactive writing resource made for teachers and students. In Writestyler app we can log in as teacher or student, of course both login methods have difference if we log in as teacher and when log in as Student. This application is aimed at students and teachers to facilitate the teaching and learning process at school.

Writestyler also offers learning videos and games. In Writestyler's learning games and videos feature, there are many types of texts such as reporting, explanatory, narrative, persuasive, procedural and narrative texts that can be learned through videos and games. so we can learn. may be more interested in learning and videos are also provided on how to use these features of writestyler.

Writestyler users learn how to create and share great writing, from applying grammatical features and the use of text structures to learn the writing process. We use beautifully animated instructional videos, guided writing planners for a range of genres, and engaging games to help students (and their teachers) master the art of writing. Learn, create and play with Writestyler, it's writing made fun.<sup>6</sup>

## **B. Research Question**

Based on the background above, the research formulates research question as a follows:

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<sup>6</sup> Writestyler, "WriteStyler," n.d., <https://www.writestyler.com/about-us>.

1. How is the writing ability of the students' at SMPN 31 Makassar ?
2. Can writestyler applicaton improve writing ability of students' at SMPN 31 Makassar ?

### **C. The Objective of the Research**

Based on the background above, the research formulates research question as a follows:

1. To find out writing ability of the students' at SMP Negeri 31 Makassar.
2. To find out the effectiveness of writestyler to improve students' writing skills at SMP Negeri 31 Makassar.

### **D. Significance of the Research**

The significances of this research are expected to be useful contributions to:

1. Teacher

This research is expected to obtain information about the mistake of writing. So, the basic information can be a reference for teachers to overcome the mistake of writing experienced by students. Knowing the mistake of writing also make the teacher more aware when teaching English especially in writing skills.

2. Students

The results of this study make students knowing know the mistakes in the placement of the correct vocabulary in writing English texts, and how

to make stories in good and structured English to produce an interesting story to read.

### 3. Further Researcher

For further researchers, the results of this study can be used as basic information or reference material to facilitate their research.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Some Previous Findings

Previous research findings consist of previous research related to use of web application in EFL. Those research are:

Muhamad Sofian Hadi, Lidiyatul Izzah, Qondila paulia, 2021, This study aims to investigate the effectiveness of using Canva application media to enhance students' writing skills. This research was conducted in July - August at Mts Al-Islamiyah, Ciledug. Researchers used a quantitative method which is pre-experimental research design by applying pre-test and post-test. Writing tests were employed in collecting students' achievement as instruments of this study. Researchers used one class in class IX-1 MTs Al-Islamiyah Ciledug as research samples. Determining samples of this study used the random sampling technique. To analyze the research data, researcher applied t-test. Based on the research analysis, the mean score of students' writing test on the post-test was 70.83, and the pre-test was 64.73. The results also showed that the T-cal value (9,585) was higher than the Ttable (2.021), at the 5% significance level. If the result t-test was higher than t-table. It indicated that the alternative hypothesis ( $H_a$ ) was accepted, and ( $H_0$ ) was rejected. Based on the results of the t-test calculation, this current study can be concluded that the Canva Application is an effective media to facilitate students to improve their writing

performance. For further studies, English teachers can imitate the basic theory of this study as consideration to teach writing skills.<sup>7</sup>

Sri Lestari, 2017, Using padlet application has function to encourage students to share and collaborate in writing and speaking. This study is aimed to know: teaching learning process in writing by using padlet application for Primary Education Department's students, there is improvement of students writing English skill by using that application. Subject of this research was third semester students of Primary Education Department. This is Classroom Action. In collecting the data used some techniques: observed, interviewed, compiled the data in each cycle, and writing test. The data were analyzed by quantitative and qualitative. Result of this research were: those application can be implemented as online writing practices every time that made students ability improve, the situation of wall in padlet can stimulate students to explore idea because they could upload video, recording, or picture suitable with topic that can support their writing. Students improvement in writing can be seen from posttest score in every cycles. Based on the results above, it can be concluded that implementing padlet application can improve students Non English Department' writing skill.<sup>8</sup>

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<sup>7</sup> Muhamad Sofian Hadi, Lidiyatul Izzah, and Qondila Paulia, "Teaching Writing Through Canva Application To Enhance Students' Writing Performance," *JOLLT Journal of Languages and Language Teaching* 9, no. 2 (2021): 228, <http://ojs.ikipmataram.ac.id/index.php/jollt/index>.

<sup>8</sup> Sri Lestari, "Impelementing Padlet Application To Improve Writing Ability in English Writing Skill for Non English Department Students," *LET: Linguistics, Literature and English Teaching Journal* 7, no. 1 (2017): 1, <https://doi.org/10.18592/let.v7i1.1509>.



Tamer Mohammad Al-Jarrah, Noraien Mansor, Rania Hassan Talafhah, Jarrah Mohammad Al-Jarrah, 2018, Writing performance competence is not a process in which teachers transmit knowledge to students, but one in which students construct their writing performance competence on their own initiative. This article proposes a novel approach to the investigation of student writing ability. It applies theories of Cognitivism, Constructivism, metacognition, and self-regulated learning to understand how beginning writers develop the ability to participate in the communicative practices of academic written communication and develop rhetorical consciousness. This paper advocates both teaching with metacognition and teaching for metacognition. To teach with metacognition, an EFL writing instructor should reflect upon his or her own teaching, and possess both metacognitive strategic knowledge and executive management strategies. When instructors teach for metacognition, students can learn about what the strategies are, how to use the strategies, when and why to apply the strategies, and as a result, learn to regulate their cognitive and constructivism activities.<sup>9</sup>

This research is certainly very different from previous studies. The difference in application and location is a differentiator in this research, because this application can be said to be very new using a web based application, namely Writestylar and this research also took place at a junior high school in Makassar.

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<sup>9</sup> Tamer Mohammad Al-Jarrah et al., “The Application of Metacognition, Cognitivism, and Constructivism in Teaching Writing Skills,” *European Journal of Foreign Language Teaching* 3, no. 4 (2019): 199–213, <https://doi.org/10.5281/zenodo.2531617>.

## **Some Pertinent Ideas:**

### **B. Writing Ability**

#### **1. Writing**

Writing is the process of using alphabet letter symbols, punctuation, spaces, and so on. communicate ideas and concepts in a way that is easy to understand. Writing is an activity that involves creating a record or information on a medium using a script. Writing is usually done on paper-like media using tools such as pens or pencils and writing now can also be done by typing using typewriters, laptops and technological tools that can support us to create a story or essay.

Writing is the skill used mostly to assess the students' performances in virtually all phases of educational levels: Primary, secondary and tertiary levels as well as entrance examinations, application letters, and research thesis and for the varieties of purposes.

Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. Strong writing skills may enhance students' chances for success. Writing is an essential factor of language. Good writing skills are needed for all the students in order to accomplish their educational and employable requirements. Process Approach stresses writing activities which move learners from the generation of ideas and the collection of data through to the publication of a finished text. Process approach is learnercentered in

which learners' needs, expectations, goals, learning styles, skills and knowledge are taken into consideration.<sup>10</sup>

Here are the words of experts regarding writing :

In the opinion of Saleh Abbas, writing skills are the ability to express ideas, opinions, and feelings to others through written language. The accuracy of the expression of ideas must be supported by the accuracy of the language used, vocabulary and grammatical and the use of spelling.<sup>11</sup>

According to Ahmad Rofi'uddin and Darmiyati Zuhdi, writing skill is a skill of pouring thoughts, ideas, opinions about something, responses to a statement of desire, or expression of feelings by using written discussion.<sup>12</sup>

## **2. Types Of Writing**

Of course, in writing we can also determine what genres or themes can be used in writing or making a story or essay. The following are the types of writing that you need to know :

### **1. Expository Writing**

Expository writing focuses on providing facts and research on a particular topic. This style of writing examines ideas in detail and develops them further with factual

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<sup>10</sup> Chandra et al., "Developing Students' Writing Skills in English-A Process Approach."

<sup>11</sup> Saleh Abbas, "Pembelajaran Bahasa Indonesia Yang Efektif Disekolah Dasar," 2006, 125.

<sup>12</sup> Nurkholidah Rambe, riris and Gemala Widiyarti, "Bahasa Dan Sastra Indonesia Di Kelas Tinggi," *Narratives of Therapists' Lives*, 2018, 138–39.

statements. When writing a descriptive essay, don't try to prove a point, persuade, or evoke emotion. Your goal is to describe things in an objective and balanced way.

The purpose of expository text, as the name suggests, is to expose information to the reader. There are seven text structures (organizational patterns) commonly identified with expository writing, including definition, description, process (e.g., sequence), classification, comparison, analysis (e.g., cause and effect), and persuasion.<sup>13</sup>

## 2. Narrative Writing

In narrative writing, you tell a 100% true story, mostly true but embellished for the reader's enjoyment or for fiction. Stories are all around you and give you plenty of opportunities to express your imagination. Narrative writing is a style that allows a writer to tell a story. They can be real events told chronologically or imaginary events told chronologically created by the author. Narrative writing can capture the reader's attention and help them visualize real-life experiences from words. Herman stated that narrative text is introduced to amuse or entertain the readers with actual or imaginary experience in different ways.<sup>14</sup>

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<sup>13</sup> Hilary Wilder and Geraldine Mongillo, "Improving Expository Writing Skills of Preservice Teachers in an Online Environment," *Contemporary Issues in Technology and Teacher Education* 7, no. 1 (2007): 476–89.

<sup>14</sup> Basariya Pasaribu, Herman Herman, and David Togi Hutahaean, "Students' Difficulties in Translating Narrative Text From English Into Indonesia At Grade Viii of Smp Negeri 9 Pematangsiantar," *ACITYA Journal of Teaching & Education* 2, no. 1 (2020): 12–18, <https://doi.org/10.30650/ajte.v2i1.1311>.

### Generic Structure of Narrative Text :

1. Orientation
2. Complication
3. Resolution
4. Re-Orientation

### 3. Persuasive Writing

Persuasive writing is a skill that helps to convince the reader and accept the ideas presented in the article. In addition, this ability will lead the reader to act on what is conveyed. This ability is used in copywriting, blog content, editorials, political writing and other writing media.

Examples of persuasive writing include:

1. Advertisements and marketing campaigns
2. Cover letters
3. Letters of recommendation
4. Business proposals
5. Persuasive essays
6. Persuasive social media posts
7. Persuasive journalism<sup>15</sup>

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<sup>15</sup> Rachael Campbell, "13 Types Of Writing Every Writer Should Master," 2023, <https://becomeawritertoday.com/types-of-writing/>.

#### 4. Descriptive Writing

Descriptive writing is a literary technique in which the writer paints a picture with his words using details of the picture. This process provides the reader with descriptions of people, places, objects, and events with important details.

Sumarsih & Sanjaya define descriptive writing as “a paragraph that describes a particular person, place or event in great detail. Basically, descriptive writing vividly portrays a thing (living and non-living) in such a way so that the reader can visualize it and or go through to the author’s experience (s) or imagination (s). Therefore, in composing descriptive writing, an author should have wide vocabulary.”<sup>16</sup>

According to Tompkins (1994, p. 112), writer uses specific technique in descriptive writing to create vivid, multisensory word picture.

1. Adding specific information
  - a. Identify specific activities and behaviours
  - b. Name the characters
  - c. Identify the setting
  - d. List attributes

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<sup>16</sup> Siti Aisah Ginting, “Lexical Complexity on Descriptive Writing of Indonesian Male and Female EFL Learners,” *International Journal of English Linguistics* 8, no. 3 (2018): 297, <https://doi.org/10.5539/ijel.v8n3p297>.

## 2. Creating sensory images

Writers incorporate the senses into their writing to create stronger images and make their word more vivid.

## 3. Making comparisons

One of the most powerful techniques that writers use to describe something is to compare it to something else.

## 1. Writing dialogue

Another way writers show, not tell, is by adding dialogue to their writing instead of summarizing what the characters talked about.

For more details, here are the differences between the four main types of writing

1. Persuasive: For this writing style, the writer is trying to convince the reader of the validity of a certain position or argument. Persuasive writing includes the writers' opinions, and provides justifications and evidence to support their claims.

Examples: Letters of recommendation; cover letters; Op-Eds and Editorial newspaper articles; argumentative essays for academic papers

2. Narrative: Often seen in longer writing samples, the purpose of this writing style is to share information in the context of a story. Narratives should include characters, conflicts, and settings.



Examples: Short stories; novels; poetry; historical accounts

3. Expository: This type of writing is used to explain a concept and share information to a broader audience. Expository writing provides evidence, statistics, or results and focuses on the facts of a certain topic. This type is not meant to express opinions.

Examples: How-to articles; textbooks; news stories (not editorials or Op-Eds); business, technical, or scientific writing

4. Descriptive: This type of writing is used to depict imagery to create a clear picture in the mind of the reader. This method helps the readers become more connected to the writing by appealing to their senses. Descriptive writing employs literary techniques such as similes, metaphors, allegory, etc to engage the audience.

Examples: Poetry; fictional novels or plays; memoirs or first-hand accounts of events.

### 3. Types of Text

#### 1. Recount Text

Recount is a text that retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. It is similar to narrative text that also retells an event or an action happened in the past time. Yet, the difference is that narrative text retells about a story that happened in

the past and has not been proved while recount text retells about that has been proved.

According to Sugeng and Zaimah, the characteristics of recount text are listed below:

1. Recount has a social function of retelling events for informing or entertaining.

2. It is organized chronologically and is built of three elements.

a. Orientation: tells who were involved in the story, when, where, and why the story happened.

b. Events: tells what happened in chronological order.

c. Re-orientation: concludes the experience.

3. Language features of recount.

a. The use of nouns and pronouns.

b. The use of action verbs.

c. The use of past tense.

d. The use of time conjunction.

e. The use of adverbs and adverbs of phrases.

f. Use adjectives.<sup>17</sup>

## 2. Procedure Text

Procedure text is a text that tells how to make something or do something. In procedure text learning there are several criteria that must be mastered such as generic structure, social function and lexicogrammatical. It means that in this text procedure students' are expected to be able to determine generic structure, social function and lexicogrammatical.<sup>18</sup> Procedure text also has a generic structure, The generic structure of a procedural text consists of aim/goal, ingredients/materials, and steps/methods.

Social function is one of the important things in a text. In writing procedure text, social function is related to the aim or main topic of the text. According to Djuharie, "Social function deal with description that gives instruction about steps how to do something". It means that social function is related to the aim of the text that is to describe how something is done, used, or make to the listener or reader. Shirin says, "Social function is to describe how something is accomplished through a sequence of action or steps". According to Ruswinarsih, "The social Function is to tell of how to do and to make something in a chronological order". From the previous theories

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<sup>17</sup> Vita Ningrum and Ferry Rita, "Improving Writing Skill in Writing Recount Text Through Diary Writing," *Journal of English Language Teaching Society (ELTS)* 1, no. 1 (2013): 1–13.

<sup>18</sup> Nuri Yanni Harahap, "The Effect Of Picture Sequence Strategy On Students' Writing Procedure Text Ability (A Study at the Eleventh Grade Students of MAN Sipagimbar)," *Jurnal Liner (Language Intelligence and Educational Research)* 1, no. 2 (2018): 126–45, <https://journal.spada.ipts.ac.id/index.php/LINER/article/view/377>.

explanation, the writer concludes that social function in procedure text is to give and demand information by describing the sequences or action from a process.<sup>19</sup>

### 3. Report Text

Report text, as we all know, is one of the genres of text studied by high school students throughout Indonesia. Students will acquire the following benefits from studying the report text: they develop or enrich their imagination about the particular subject described, they learn to be a reporter continuing with the writing process, and they learn to create the report text in an organized and correct manner. Students also learn how to write report texts and how to visualize or illustrate.<sup>20</sup>

Generic structure of recount text are orientation (background information about who, where, when), series of events is tell what happened with chronological order and re-orientation about summary/conclusion of the story that happened.

### 4. Process of Writing

Writing is one of the activities of conveying the message of the writer to the reader. Therefore, to convey the message implied in a text, or a story, the writer must of course pay attention to the writing process. Writing is a developmental and flexible process. Using a prescribed process for acts of writing during instruction does not take into account individual differences of writers and generates writing instruction

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<sup>19</sup> Harahap.

<sup>20</sup> Ari Prasetyaningrum et al., "EFL Students' Ability and Barriers in Report Text," *English Language in Focus (ELIF)* 4, no. 2 (2022): 149–62.

that is narrow, rigid, and inflexible. Preservice teachers receive limited training with theory and pedagogy for writing, which potentially leads to poor pedagogical practices with writing instruction among practicing teachers.

Here are the procedures to follow if you want to create good and accurate writing:

1. Prewriting
2. Research ( If Needed)
3. Drafting

Drafting is an important part of the writing process. Drafting allows you to put your ideas on paper so you can rethink and rewrite them. By doing this you will be able to ask yourself whether the ideas you are presenting seem logical, whether your argument is clear, and where additional information and evidence is required. Drafting is critical in terms of thinking the topic through; in fact there are all sorts of questions you can ask yourself once you have written an initial draft.

4. Revising

Revising is the first stage carried out to improve our story, Once you have written the first draft you have a document that you can give to others to read. Their feedback can then be incorporated in to subsequent drafts. At this stage it is

helpful to have another person's perspective on your writing. You can ask them to read, ask questions, and comment on what is good and what might be changed or made clearer. Once you have their feedback you can make further revisions. It is common to write multiple drafts at this stage of the writing process to improve the structure of the document, and refine the ideas and argument to make them more convincing.

For example, the main objectives of the revision relate to, Write the big picture, Do the claims you write have enough evidence?, Does the writing achieve its intended purpose, Does the writing flow reasonably, pay attention to the order of paragraphs, Write transitions from the main idea one main idea to the next, No important information is missed. Information that does not need to be added can be omitted or ignored.

## 5. Editing

Edits are made once the review is complete. Editing focuses on sentence structure. It's about explaining how you write to convey information or whatever you want to convey. Many writers edit each draft, especially if they plan to give the text to reviewers for feedback. That is useful, but don't waste time checking for mistakes in grammar, punctuation, spelling and sentence structure, especially early in the writing process, if it is likely more substantial changes will be made to the document. When you are happy with the content then think seriously about editing, the final stage in the writing process. Our subsequent workshop on

editing and proofreading will provide you with techniques to effectively edit your work.<sup>21</sup>

### **5. The Use of Web-Based Application in teaching English**

Using technology as a support for a learning process is certainly very effective because it has various features that help students be more effective in carrying out learning activities at school, at home, or anywhere, through a variety of communicative and interactive activities, effective use of technology can help foreign language learners strengthen their linguistic skills and learning attitude, as well as build their self-instruction strategies and self-confidence<sup>22</sup>. Nowadays, we rarely find writers who write using pencils or books. Of course, with the development of existing technology, writers are greatly helped by the media or applications that can support us to write faster and more precisely, one of them is a web-based application.

Web applications are applications created in a markup language that require a web server and a browser and can be accessed through a web browser when connected to the Internet or an intranet. Applications are more widely used because they are simpler and can be deployed for a variety of needs.<sup>23</sup>

Here are the types of web-based applications :

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<sup>21</sup> Michael Azariadis, "Drafting Techniques," no. February (2018).

<sup>22</sup> Lida Solano et al., "Exploring the Use of Educational Technology in Efl Teaching: A Case Study of Primary Education in the South Region of Ecuador," *Teaching English with Technology* 17, no. 2 (2017): 77–86.

<sup>23</sup> Muhammad Robith Adani, "Aplikasi Berbasis Web: Pengertian, Jenis, Contoh, & Manfaat," Sekawan Media, 2018, <https://www.sekawanmedia.co.id/blog/aplikasi-berbasis-web/>.

1. Web Social Media
2. Web Based Information System
3. Web buying and selling and business
4. Web Search
5. Web Information and news
6. Web Application Server
7. Web Browser Application

Of course, using this web-based application has advantages and also has disadvantages. Here are the advantages and uses of web-based applications :

Advantages:

1. It can be accessed through various devices such as mobile, desktop, and tablet devices.
2. It does not require large specifications to run a website.
3. Does not require a license related to the use of the website.
4. It can be run on various operating systems (OS) such as Windows, Linux, Mac, etc.
5. Can be displayed and viewed anytime and anywhere, as long as it is connected to a stable internet network.



Disadvantages:

- 1.Requires a good and stable internet network so that the website used can be connected and displayed properly.
- 2.Requires a good network security system, from the server side, browser, and client. Because the website is very vulnerable to be included various viruses, trash, malware that comes from the internet. And even more dangerous is a site can be hacked by hackers if there is no good system security.<sup>24</sup>

There are several examples of web-based applications to help us in learning English, one of which is writing tyler a web-based application that works on one of the English learning skills, namely writing.

## **6. Writestylar**

There are several examples of web-based applications to help us in learning English, one of which is writing tyler a web-based application that works on one. Writestylar is an educational and interactive writing resource made for teachers and students. Writestylar users learn how to create and share great writing, from applying grammatical features and the use of text structures to learn the writing process. We use beautifully animated instructional videos, guided writing planners for a range of genres, and engaging games to help students (and their teachers) master the art of writing. Learn, create and play with Writestylar,

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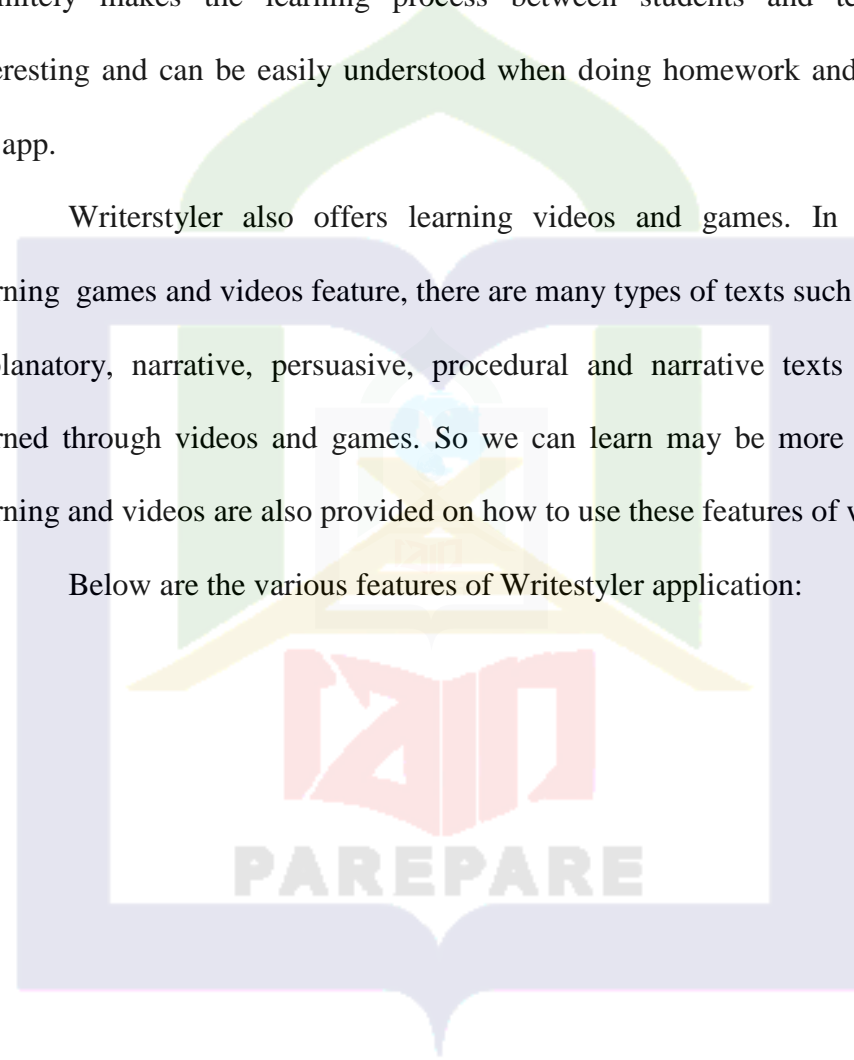
<sup>24</sup> Adani.

it's writing made fun.<sup>25</sup>

To login, we can log in as teacher and also log in as student, so this web application can be used by both teacher and student. Having a feature like this definitely makes the learning process between students and teachers very interesting and can be easily understood when doing homework and working on the app.

Writerstyler also offers learning videos and games. In Writerstyler's learning games and videos feature, there are many types of texts such as reporting, explanatory, narrative, persuasive, procedural and narrative texts that can be learned through videos and games. So we can learn may be more interested in learning and videos are also provided on how to use these features of writerstyler.

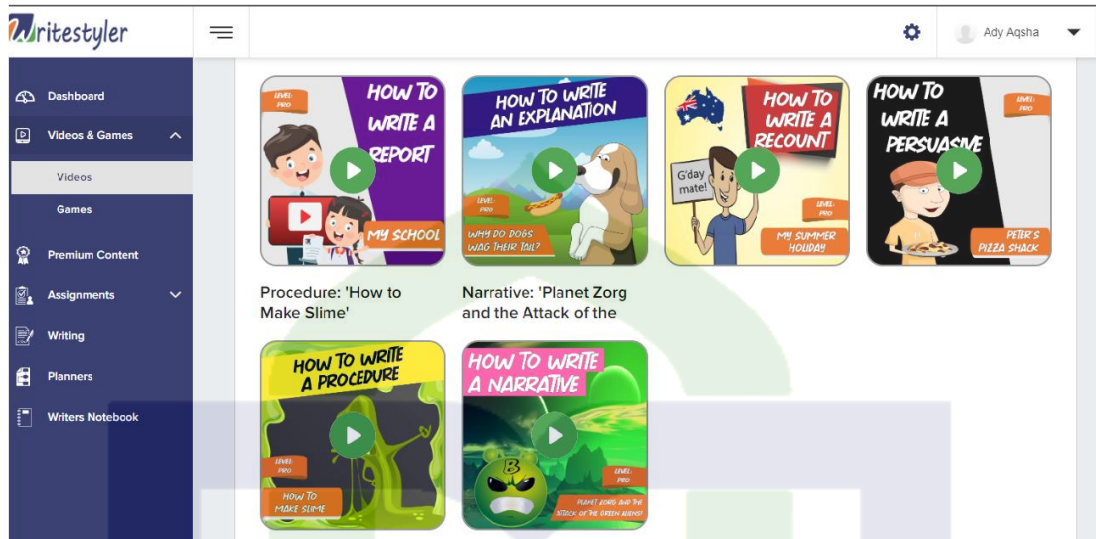
Below are the various features of Writerstyler application:



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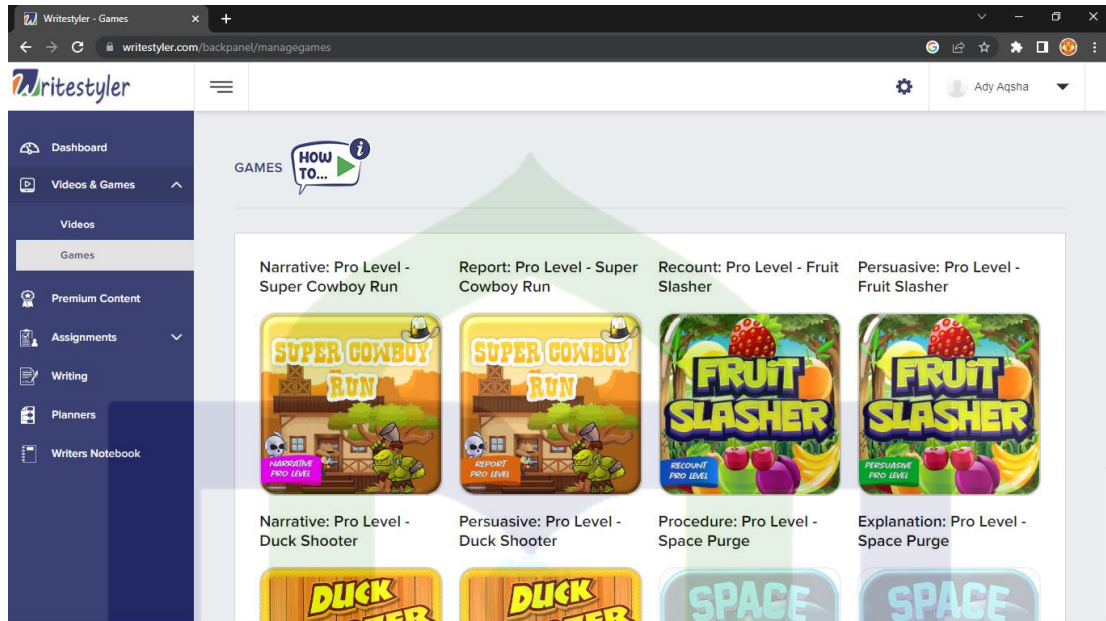
<sup>25</sup> Writerstyler, "About Us."

## 1. Videos



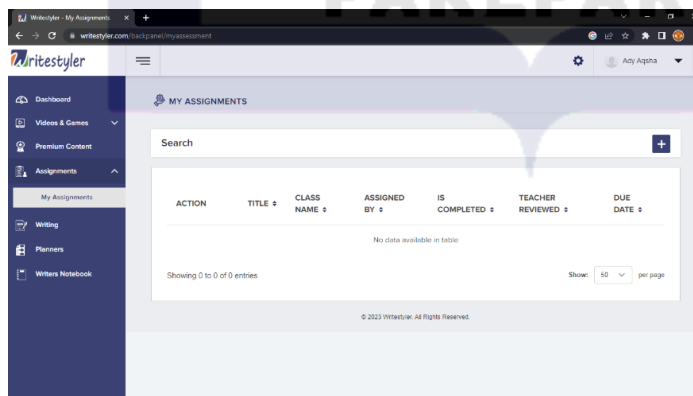
In this writestylar we can see or watch learning videos which are very effective and can really support increasing students' interest and ability in writing, because the videos have explanations and unique images that can make students focus on the learning video.

## 2. Games



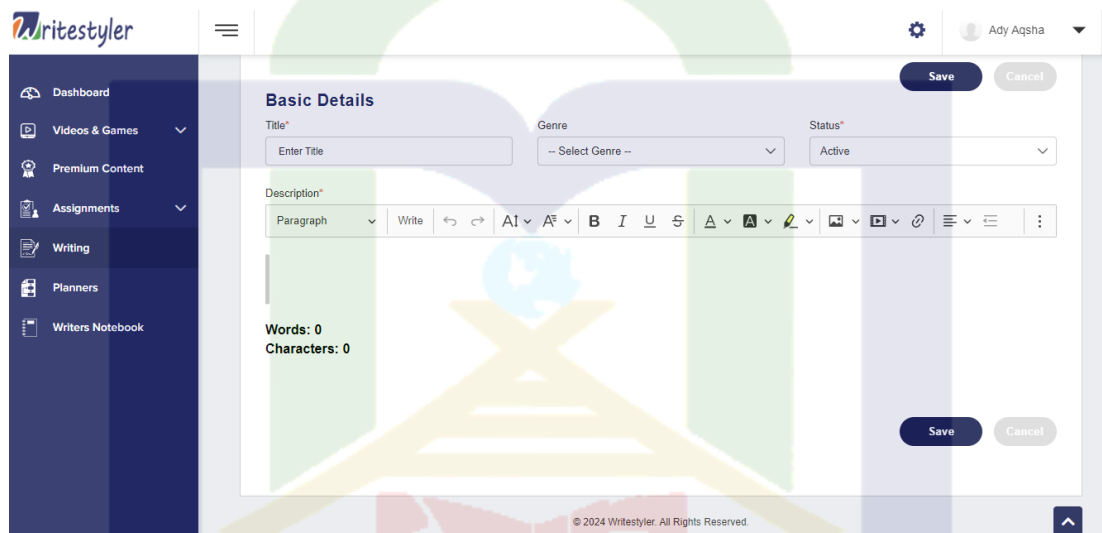
Writestylar also features games that can have a significant impact on students' learning outcomes and interest in writing. These games have different levels and, of course, are full of questions about the narrative text and other things.

## 3. Assignment



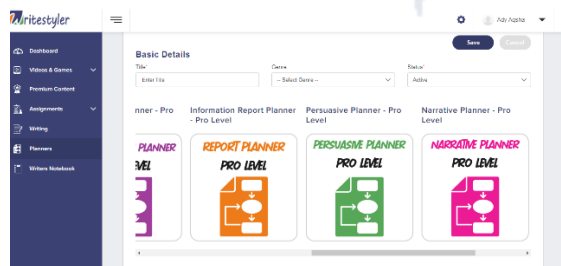
As the researcher stated previously, here we can log in as a teacher and also as a student. The next feature is where students can collect assignments that have been given by the teacher and teachers can also view student assignments by collecting them in the assignment feature.

#### 4. Writing



The next feature is writing, to write stories or tasks that can be done directly in Writestylar efficiently and can be directly saved in Writestylar.

#### 5. Planners



The next feature in Writestylar is the planners feature, where we can start writing stories with plans or guides that are provided directly if we choose this planners feature. Here students can find out the generic structure of each text.

**Writestylar**

Paragraph Write Undo Redo AI A B I U S A A P L M T P

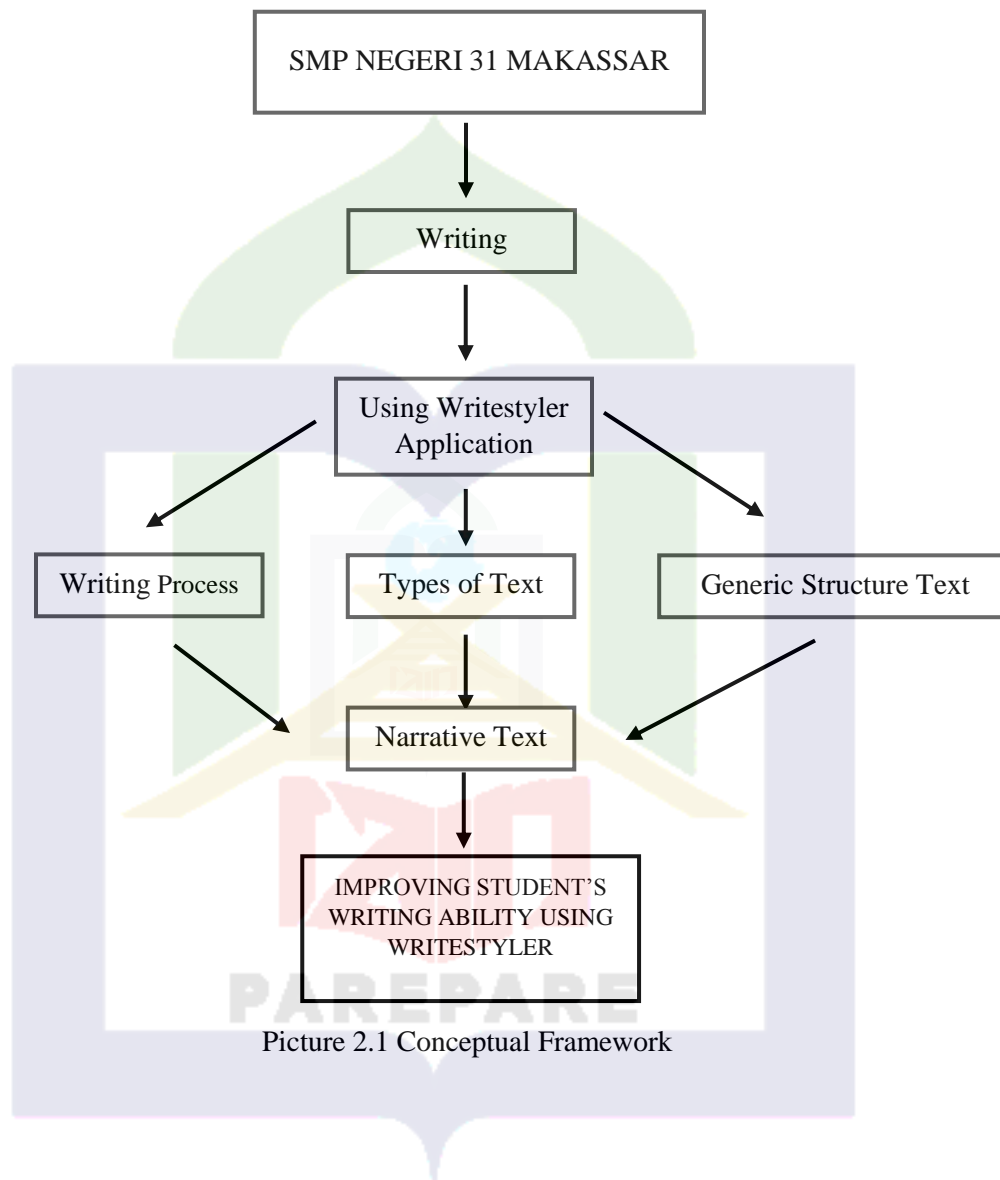
**Narrative Planner (Pro Level)**  
How to Write a Narrative: [click here](#)

My Narrative Title: \_\_\_\_\_

Written by: \_\_\_\_\_ Class: \_\_\_\_\_ Teacher: \_\_\_\_\_

The Orientation: Establishes things like who is in your Narrative and when and where your Narrative is set

### C. Conceptual Framework



Picture 2.1 Conceptual Framework

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research was used quantitative method. Quantitative methods involve the processes of collecting, analyzing, interpreting, and writing the results of a study. Specific methods exist in both survey and experimental research that relate to identifying a sample and population, specifying the type of design, collecting and analyzing data, presenting the results, making an interpretation, and writing the research in a manner consistent with a survey or experimental study. Experimental research is research that aims to describe the effect of a treatment or treatment as an independent variable on the results of treatment as a dependent variable. Therefore, the subjects (groups that are subjected to and or not subjected to the experiment) must be made homogeneous, so that it can be ascertained that whatever happens after the subject or group that is given the experimental treatment is the result of the experimental treatment given.<sup>26</sup> in this research using pre experimental one group pretest – posttest design, Designs consisting of a one group or one class are tested pre and post test. The trial design pre and post test the group trial was performed on a group without a control or comparison group.

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<sup>26</sup> 87-102. Effendi, M. S. (2013). Desain eksperimental dalam penelitian pendidikan. *Jurnal Perspektif Pendidikan*, 6(1), “Desain Eksperimental Dalam Penelitian Pendidikan,” *Jurnal Perspektif Pendidikan*, 2013, <https://ojs.stkipgri-lubuklinggau.ac.id/index.php/JPP/article/view/363>.



Table 3.1 Design One Group Pre-Test Post Test

GROUP	PRE-TEST	TREATMENT	POST-TEST
Experiment	O <sub>1</sub>	X	O <sub>2</sub>

## B. Location and Time of Research

This research was conducted in SMP Negeri 31 Makassar by focusing on students in grades IX at SMP Negeri 31 Makassar. The determination of the place above is because the writer wants to make a new innovation in learning English, especially writing and can be well received at SMP Negeri 31 Makassar, so that with this innovation the writer can complete this research effectively and efficiently.

Research on “Improving Writing Ability Using Writestyler on Student SMP Negeri 31 MAKASSAR” was conducted approximately a month (adjusted to the needs of the researcher).

## C. The Population and Sample of The Research

### 1. The Population of the research

The word population means the number of inhabitants. A population is the entire object of study and can take the form of humans, animals, plants, air, symptoms, events, attitudes, etc. Another definition of the word population is used to refer to a family or group of objects that are studied. Population is a generalized domain consisting of: Objects/subjects of particular size and characteristics that researchers investigate and draw conclusions from.

From the various definitions above, we can conclude that the population is not only human, but also other natural objects. The population includes not only the objects or sets present in the inspected object, but also all properties or properties possessed by this object or these objects.

The population of this study is all IX grade students of SMP Negeri 31 Makassar with the following number of students:

Table 3.2 Population Data of Class IX SMP Negeri 31 Makassar

<b>Population Data of Class IX SMPN 31 Makassar</b>		
<b>No</b>	<b>Class</b>	<b>Amount</b>
1.	IX.A	33
2.	IX.B	27
3.	IX.C	25
4.	IX.D	32
5.	IX.E	28
6.	IX.F	25
7.	IX.G	28
<b>Total</b>		198

## 2. The Sample of the Research

The method of sampling in this research was Purposive sampling technique, The researcher chose class IX as the sample for the research because class IX.C students were still lacking in learning English, and there was a lack of interest in English among class IX.C students at SMPN 31

Makassar. Only one class of students because in these schools, audiovisual learning media is still very rarely used to educate or improve students' study skills, especially learning to write English. Class IX SMPN 31 Makassar had a large number of students in class IX, so we only used one class, namely IX.C 20 students. The sampling technique in this study is a Purposive sampling technique. Purposive sampling is a sampling technique when not all members are used as samples. Simple sampling technique is done if the number of population is relatively high, that is more than 20 people.

Based on the description above, the researcher only took a small population to be used as a sample because the total population was more than 20 people. So, not all members of the population in class IX SMPN 31 Makassar were used as samples because there were so many students, namely 20 students.

#### **D. Treatment**

The instruments used in the study is pre-test and post test The followings are the description of the instruments.

##### **1. Pre - Test**

Pre-test is a test administered to measure a student's initial ability before engaging in a learning activity. The purpose of this pre-test is to check the student's initial proficiency using the materials provided. in this pre-test,

students was create a short story in accordance with the theme of learning in Class IX in accordance with the applicable curriculum at SMPN 31 makassar and also adapted to the menu in writestyler including report text, explanation, recount,persuasive,procedure, narrative text. and that was be considered in this research is the structure of the text, procces of writing and errors in the placement of sentences or vocabulary.

## 2. Treatment

The learning objective of narrative texts in grade 9 is to compare the social functions, text structures, and linguistic elements of some narrative texts with oral and written information by giving and asking short and simple fable sentences depending on the context of use. Grasp the contextual meaning in terms of social functions, text structures, and linguistic elements of very brief and simple spoken and written narrative texts related to fables.

The researcher chose narrative texts because students can easily use their imagination to create stories and develop ideas.Narrative texts are stories created from our own imagination and contain social messages that can be educational for students and others too.

The researcher conducted lessons by opening the Writestyler application and giving the students an explanation of the Writestyler application and explained some of the features of the Writestyler application.

The researcher showed the students video learning by selecting natural narrative videos that explained what a narrative text is, what language elements it has, and what the general structure of a narrative text is. The researcher also provided the students with games through the features provided in the Writestyler application, provided them with a planner in the Writestyler feature, and created assignments through Writestyler.

The researchers conducted the treatment over four sessions. In the first meeting, the researchers explained what writing was, the different types of writing and the writing process, introduced what narrative writing was, introduced themselves, and collected the students' pre-test results.

During the second meeting, the researcher instructed the students by showing them the Writestyler application and the Writestyler learning video, and gave them an overview of what Writestyler is and its uses, focusing on narrative texts.

In the third meeting, the researcher coached the students on storytelling with Writestyler using instructional videos and examples of

Writestyler features. In addition, the researcher also provided the students with a game to play.

In the fourth meeting, the researcher explained again what narrative is and gave the students a post-test assignment to find out if Writestyler can improve the quality of SMPN 31 Makassar students' writing.

### 3. Post-Test

Post-tests are the opposite of pre-tests and are assessment activities conducted by the teacher at the end of each presentation of the material. The purpose is to determine the student's knowledge of the material being taught.

#### **E. Instrument The Research**

The type of instrument used in this research is a test. The test contains students' writing abilities. Assess using a writing rubric, focus in the assessment of making a text based on the text structure. The test consists of a pre-test and a post-test. A pre-test is given before using the Writestyler Application to obtain data on students' initial knowledge, while the post-test is given after using Writestyler Application.

#### **F. Data Analysis Procedure**

The data Collected throught the text that had been analyzed by using quantitative analysis employed statically calculation spss 23 computer calculation to test the hypothesis. The steps are as follows:

Table 3.3 Student Assessment Rubric<sup>27</sup>

Criteria	4	3	2	1
	Advanced	Proficient	Basic	Not There Yet
Main Idea & Focus	Skillfully combines story elements around main idea  Focus on topic is profoundly clear	Combines story elements around main idea  Focus on topic is clear	Story elements do not reveal a main idea  Focus on topic is somewhat clear	There is no clear main idea  Focus on topic is not clear
Plot & Narrative Devices	Characters, plot, and setting are developed strongly  Sensory details and narratives are skillfully evident	Characters, plot, and setting are developed  Sensory details and narratives are evident	Characters, plot, and setting are minimally developed  Attempts to use narratives and sensory details	Lacks development on characters, plot, and setting  Fails to use sensory details and narratives
Organization	Strong and engaging description  Sequencing of details are effective and logical	Engaging description  Adequate sequencing of details	Description needs some work  Sequencing is limited	Description and sequencing needs major revision
Mechanics	There are no typos, the choice of type and size of letters is appropriate, the margins are very precise.	There are several typos, determining the type, size of the letters, the margins are just right.	Inconsistent type, font size and margins.	lots of typos, determine type, font size and margins at will.
Sentence Fluency	Sentence structure enhances meaning	Purposeful use of sentence structure	Sentence structure is limited	No sense of sentence structure

<sup>27</sup> Janelle Cox, "Writing Rubrics," ThoughtCo., 2023, <https://www.thoughtco.com/writing-rubric-2081370>.

Conventions	A strong sense of writing conventions is apparent	Standard writing conventions is apparent	Grade level appropriate conventions	Limited use of appropriate conventions
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Both Pre test Post test are classified based on the following classification on table.

Table 3.4 : Classifying students scores

NO	Classification	Scores
1	Excellent	80 - 100
2	Good	66 - 79
3	Fair	56 - 65
4	Poor	40 - 55
5	Very Poor	39

Based on suharsimi arikunto's statement that the students' who get 80-100 scores, they will be in very good position the student who get 66-79 scores, they will be in good position, the students who get 56-65 scores, they will be in fair position, while the students who get 40-55 scores, they will be in poor position and the student will be in very poor position if they got 39 scores. The total score is 100 that have been gotten from total score of content is 30 total scores, the organization is 20 total scores, the vocabulary is 20 total scores, the language use is 25 total scores and the mechanics is 5 total scores of writing of pretest and post test.

1. Calculating the rate percentage of the students score to know their interested learning writing through thematic progression by using the following formula:



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

Where : P : Percentage

F : Frequency

N : Total Number of Sample.

2. Finding the group average score, the following formula is used:

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

M = Mean of score

$\sum$  = Accumulating score

N = Number of respondents

3. To calculate standard deviation by using the following formula :

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

Where :

SD : Standard Deviation

$\sum X$  : The sum of the all score

N : Total number of sample

$(\sum x)^2$  : The sum square of the sum of score

4. Finding out the difference of the mean score between pretest and posttest by calculate the t-test value using the following formula :

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

Where :

t : Test of significance

D : The total score differences

$\Sigma D$  : The sum of the total score difference

$\Sigma D^2$  : The square of the sum score of difference

N : The total member of students<sup>28</sup>

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<sup>28</sup> L.R.Gay, *Educational Research Copetincies for Analysis and Applications*, 2012.

## CHAPTER IV

### FINDING AND DISCUSSION

The chapter presents the findings and discussion. These findings relate to the use of Web based Application name is Writestyler to improve students' writing ability. The discussion reveals the arguments for the research findings.

#### A. Findings

##### **1. The Writing ability of grade IX.C students at SMP 31 Makassar before using the Writestyler application.**

The assessment of students' Writing ability is based on the students' ability to work on the pretest and posttest question that have been given. Assessment of students' writing abilities is based on students' abilities in working on the pretest and posttest questions that have been given. Before giving treatment to the students, the researcher first gave a test to the students to find out the extent of the students' abilities in writing a story text, especially narrative stories. Of course, when narrating, you should pay attention to existing common structures and features of the language, such as the use of simple past tenses, adverbs of time, and the use of adjectives and noun phrases.

In writing a narrative story, the researcher groups several points that students receive after writing a narrative story. Please be careful about the content, The content should be clear: the topic is clear, the story and originality is supported by

evidence and facts, it is complete, detailed, complete, and includes values and considerations. The second is to be an organization within an organization, to be able to provide new insights. Patterns such as introduction, body, conclusion, and ideas should be limited to paragraphs. The third thing to look out for is the use of words, and the last one is mechanics such as no misspellings, clean and legible handwriting, no typos, and font selection, The font size is good and the margins are very accurate.

After conducting a pre-test with the students, the researcher concluded that the writing skills of SMPN 31 Makassar students still needed improvement. The researcher found several mistakes made by the students when creating narrative texts, including the general structure of the text, as well as their inability to understand what the general structure of the text meant, students also continued to make mistakes about linguistic features or lack thereof in narrative texts.

Problems with neatness while writing the story, such as the margins are messy or there are too many errors in writing every word in English, which makes the reader feel bored while reading the written story.

This assessment can be seen in the results of the pretest that students have taken.

(Table 4.1 Students' Pre-Test Score)

NO	Classification	Score	Frequency	Percentage (%)
1	Excellent	80-100	-	-
2	Good	66-79	2	10%
3	Fair	56-65	9	45%
4	Poor	40-55	9	45%
5	Very Poor	≤39	-	-
<b>Total</b>			<b>20</b>	<b>100%</b>

(Datasorce: Percentage of students' score pre-Test)

Table 4.1 Show the frequency and percentage of students' pre-test of 20 students'. As explained, the highest of students classification in students pre-test was in poor and fair classifications with 45% or as many 9 students in Poor and fair. That is 90% of the data found on the pre-test shows that half of the students have not been able to write the narrative text, it is also evident in the table above that none of the student are in the excellent classification.

## **2. Improvement of students' writing ability after using Writestyler application**

After treatment using the instrument given by researcher to students, there is a significant improvement in students' writing skills, especially in writing narratives. Students are able to understand the general structure of narrative texts and understand the future language used in creating narrative stories.

Using Writestylar to improve students' writing skills is very effective because its features are very useful and do not cause boredom for students or teachers, as evidenced by the clear improvement in students' writing skills at SMPN 31 Makassar. Researcher provide treatment by balancing learning and providing games that integrate existing learning into the game.

By utilizing the features in Writestylar, the researcher achieved an increase in students' writing skills. The following are the test results that the researcher gave to students after carrying out treatment using Writestylar:

NO	Classification	Score	Frequency	Percentage (%)
1	Excellent	80-100	4	20%
2	Good	66-79	16	80%
3	Fair	56-65	-	-
4	Poor	40-55	-	-
5	Very Poor	$\leq 39$	-	-
<b>Total</b>			<b>20</b>	<b>100%</b>

Table 4.2 shows the frequency and percentage of students' post-test of 20 students'. As explained, the highest of students classification in students post-test was a Good classification with 80% or as many 16 students.

Based on the results of the student score percentage table, in the pre-test table, it is known that 9 student (45%) poor classification, 9 students (45%) Fair

classification, 2 students (10%) are in Good classification. In the post -test table, it is known that there is 16 student (80%) in a Good classification, and 4 Students' (20%) in a Excellent Classification.

This is clearly shows that after using the writestyler application, students are able to write well, and students' writing story narrative is quite good. This is based on the occurrence of a shift in levels, where previously all students were in the classifications of fair, poor and good, moving to good and excellent classifications.

The following are the results of improvements in using the Writestyler application for students at SMPN 31 Makassar, the pre-test and post-test given were the same but the results obtained were different.

<b>Test</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
Pre-Test	57,1	57,5	54
Post-Test	75	75	70

Based on the Table above, the mean of the total pre-test score was 57,1, the median was 57,5, and the mode was 54. While the mean of the post-test score was 75, the median was 75, and the mode was 70. The results above indicate that, an increase in post-test result indicates that there is large range of values in than the pre-test value.

<b>Indicator</b>	<b>Pre-Test</b>	<b>Post-Test</b>	<b>Improving (%)</b>
Mean Score	57,1	75	41,2%

Based on the table above it can be seen that mean value of the pre-test is 60,9 and the post-test is 86. The increase in pre-test and post-test was 41,2%, this result is an oncrease in the percentage of students' reading ability in the psot-test after the treatment.

Based on these results, it was concluded that the use of the Writestyler Application was able to provide a greater improvement in writing ability.

### 3.. Hypothesis Testing

To determine the significance level before and after testing researcers used at test analysis with significance level (p) of 0.05 with degrees of freedom (df)=N-1. Where N=Number of subject (20 students). To find out a degree of freedom (df) the reseatcher used the following formula:

$$df=N-1$$

$$df = 20-1$$

$$df = 19$$

Variable	T-Test	T-Table Value
Pre-test – Post-test	9.087	2.093

For significance level of 5 % (p=0.05) and df=19. The t-table value is 2.093 and the t-test value is 9.087. it can be seen that the t-test value is greater than t table value (9.087>2.093). this shows that there is a big difference in the result of the pre-test and post-test between students. Therefore, the null



hypothesis (Ho) is rejected and alternative hypothesis (H<sub>1</sub>) is accepted, thus, it can be concluded that the use of the writestyler application can improve writing skills

## **B. Discussion**

This section discusses the findings or results of data collection that describe students' writing ability using writestyler application. Writing ability is the skills to understand what is write in story fable narrative text. Narrative writing is the ability to say what's in your head and make it as interesting as possible in a story. The ability to compose stories helps readers understand what the story creator conveys in the text and layout of the story book so that it is not boring and contains moral values and moral messages in the story.

Researcher use web-based applications to improve students' writing skills. Web-based is software that can be used using the internet network and can be accessed anywhere, anytime. Researcher use this web-based application because it can more quickly support improving students' writing skills. Web-based learning (e-Learning) is defined as the application of web technology in the world of learning for an educational process. The use of the internet as a learning medium conditions students to learn independently.<sup>29</sup>

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<sup>29</sup> Yanti Fauziah, "Metode Pembelajaran Berbasis Web (E-Learning) Dalam Proses Belajar Mengajar Secara Virtual," *Jurnal Terapung: Ilmu - Ilmu Sosial* 2, no. 2 (2020): 35–44, <https://doi.org/10.31602/jt.v2i2.3975>.

Using web-based as a learning medium to improve students' English language skills is of course not just because web-based can be easy to use, but web-based is more widely used as a learning medium because it has more advantages, including being able to be accessed easily, web-based is used as the right learning media because it can be accessed easily and can be accessed anywhere and using anything that supports an internet network from computers, laptops, notebooks, or mobile phones, using web-based students also have more time to study or has flexible study time, web-based also has a lot of learning that can be taken from writing, reading, speaking, listening, and also other English lessons or any learning that students want to know.<sup>30</sup>

There are many ways to improve the quality of students' writing. One of them is the use of web-based learning media or applications that can help them perform writing or typing activities. In order to improve students' writing skills, students use web-based applications. This is a very effective medium to improve students' writing skills, as evidenced by previous research findings that used web-based applications as a medium to support students' learning. This is evidenced by some research findings on web-based applications, such as:

Referring to previous research on research conducted by Mahdum with the title “The Effectiveness of Web-Based Instruction on Writing Skill of English Department Students of FKIP Riau University, Indonesia”. The Results of this

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<sup>30</sup> “Empat Kelebihan Dan Kekurangan Dalam Menerapkan E-Learning,” Wantiknas, 2020, <http://www.wantiknas.go.id/id/berita/empat-kelebihan-dan-kekurangan-dalam-menerapkan-e-learning>.

research have proven the effectiveness of using Web Quest as one of the applications of web-based instruction through the use of computers and internet in the activities of teaching and learning of writing. Results of this study proves that web-based instruction in teaching writing is important because it can help students in understanding the concept of what is being learned better teaching and learning activity by using Web Quest can be conducted to English Department students of FKIP Riau University. Most of the students already have a laptop, although not all of them are familiar in using it efficiently. The use of computer sin teaching and learning activities of writing in English Department students of FKIP Riau Universityis still not widely used. This may be due to lack of available learning materials that can be used by the teachers. However, the use of computers in teaching writing should be continued because it is able to give a positive effect on the ability of students.<sup>31</sup>

In research conducted by Muhamad Sofian Hadi, Lidiyatul Izzah, & Qondila Paulia This study aims to investigate the effectiveness of using Canva application media to enhance students' writing skills. This research was conducted in July-August at Mts Al-Islamiyah, Ciledug. Researchers used a quantitative method which is pre-experimental research design by applying pre-test and post-test. Writing tests were employed in collecting students' achievement as instruments of this study.

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<sup>31</sup> . Mahdum, "The Effectiveness of Web-Based Instruction on Writing Skill of English Department Students of FKIP Riau University, Indonesia," *International Journal of Multimedia and Ubiquitous Engineering* 12, no. 4 (2017): 195–202, <https://doi.org/10.14257/ijmue.2017.12.4.16>.

Researchers used one class in class IX-1 MTs Al-Islamiyah Ciledug as research samples. Determining samples of this study used the random sampling technique. To analyze the research data, researcher applied t-test. Based on the research analysis, the mean score of students' writing test on the post-test was 70.83, and the pre-test was 64.73. The results also showed that the T-cal value (9,585) was higher than the Ttable (2.021), at the 5% significance level. If the result t-test was higher than t-table. It indicated that the alternative hypothesis ( $H_a$ ) was accepted, and ( $H_0$ ) was rejected. Based on the results of the t-test calculation, this current study can be concluded that the Canva Application is an effective media to facilitate students to improve their writing performance. For further studies, English teachers can imitate the basic theory of this study as consideration to teach writing skills.<sup>32</sup>

In research conducted by Sri Lestari with the research title namely "Impelementing Padlet Application To Improve Writing Ability in English Writing Skill for Non English Department Students" Using padlet application has function to encourage students to share and coloborate in writing and speaking. This study is aimed to know: teaching learning process in writing by using padlet application for Primary Education Department's students, there is improvement of students writing English skill by using that application. Subject of this research was third semester students of Primary Education Department. This is Classroom Action. In collecting the data used some techniques: observed, interviewed, compiled the data in each

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<sup>32</sup> Hadi, Izzah, and Paulia, "Teaching Writing Through Canva Application To Enhance Students' Writing Performance."

cycle, and writing test. The data were analyzed by quantitative and qualitative. Result of this research were: those application can be implemented as online writing practices every time that made students ability improve, the situation of wall in padlet can stimulate students to explore idea because they could upload video, recording, or picture suitable with topic that can support their writing. Students improvement in writing can be seen from postest score in every cycles. Based on the results above, it can be concluded that implementing padlet application can improve students Non English Department' writing skill.<sup>33</sup>

In this Research, researcher used Writestyler to improve students' writing skills, Writestyler is a new and very effective web application to use to improve the quality of students' writing.<sup>34</sup> To improve the quality of students' writing, researcher use the Writestyler application. Writestyler itself is an application on the web to help teachers and students create interesting stories according to the text structure of each story. The use of the Writestyler application at SMP Negeri 31 Makassar was effective, after researcher provided treatment using the application.

The researcher chose Writestyler not only because it is a new application but also because Writestyler's features help students improve their writing skills quickly. Writestyler's features include educational videos. Learning through videos makes it easier for teachers to convey the subject and for students to understand the

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<sup>33</sup> Lestari, "Impelementing Padlet Application To Improve Writing Ability in English Writing Skill for Non English Department Students."

<sup>34</sup> Writestyler, "About Us."

background of the topic through games. One of the most important benefits of games in English learning is that they increase students' motivation and participation. Games can present learning materials in an interesting and interactive way, encouraging students to continue learning and improve their English skills. Some examples of English narrative texts. Writestylar is an educational and interactive writing resource for teachers and students.

Based on the results of the treatments given by the researcher, it was found that there was an increase in students' Writing ability. At the beginning of the pre-test, some students scored with a very poor classification. Thus, there are several reasons for the increase, explained in the following paragraphs.

First, The researcher pre-tested the SMPN 31 Makassar students by giving them the task of creating a narrative text with a fable theme. The researcher chose the fable theme to make it easy for students to understand and to easily invent stories.

Second, even after conducting the pre-test, the results of the students' assignments were still not good. In this study, the researcher classified student evaluations into five categories. namely, excellent with a score of 100–80, good with a score of 79–66, fair with a score of 65–56, and poor with a score of 55–40, and the researcher found that the SMP Negeri 31 Makassar students' skill scores, along with the results of course, were on average in the mediocre and poor category. SMPN 31 Makassar students still lack writing skills. Researcher carry out assessments using rubrics that are appropriate for assessments for narrative texts. Rubrics provide

benefits for educators in evaluating all learning domains and prevent educators from giving biased assessments to students.<sup>35</sup>

Third, the next day, researcher treated SMP 31 Makassar students. The researcher treated the students in three interviews. At the first meeting, the researcher introduced her Writestyler application to the students and explained what they could do with it and how teachers could use it. This is a Writestyler application.

Fourth, on the second day of treatment, the researcher explained about narrative text using the Writestyler application by playing the learning video in the application. Not only narrative, but the researcher also discussed a little about several other types of writing, such as reports, explanations, and recount texts, with the students. Explain what is meant by narrative story text, examples of narrative stories, various types of narrative texts, characteristics of narrative texts, the linguistic characteristics of narrative texts, and the generic structures of narratives. Narrative texts aim to entertain and arouse readers' interest. Narrative text presents a story or event that causes a problem. These problems can cause conflict, and at the end of the story, there is a resolution and a sad or happy ending.

Fifth, on the third day of the meeting for writing treatment, the researcher held a more in-depth discussion about writing ability and provided students with games available in the Writestyler application. Researcher provide games to students so they

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<sup>35</sup> Suwarno Suwarno and Candra Aeni, "Pentingnya Rubrik Penilaian Dalam Pengukuran Kejujuran Peserta Didik," *Edukasi: Jurnal Pendidikan* 19, no. 1 (2021): 161, <https://doi.org/10.31571/edukasi.v19i1.2364>.

don't get bored when receiving their lessons. The games contained in the Writestyler application are interspersed with learning according to the chosen writing lesson.

Sixth, after carrying out treatment using the Writestyler application, the researcher then gave a post-test to students with the same theme as the previous pre-test. Students write narrative stories with a fable theme by paying attention to the generic structure of the narrative text and paying attention to things that should be considered when writing stories, especially narrative story texts, such as the main idea, focus, plot, narrative devices, organization, mechanics, sentence fluency, and conventions.<sup>36</sup>

Finally, the results of the post-test of students at SMPN 31 Makassar increased from before. In this post-test, the average results of students at SMPN 31 Makassar were in the good category, and some students were at the excellent level. There are differences in students' scores after doing the pre-test, treatment, and post test. The Writestyler application is a new application to support student learning effectiveness and can increase students' interest in writing due to its various features, such as learning videos, games, and a feature for creating stories equipped with instructions on each desired theme.

The difference between this study and previous studies that used web-based techniques as a research tool is the different application used. In previous studies, applications such as Canva, Padlet, etc. were used. In this study, the researcher used the application Writestyler. The researcher chose the Writestyler application because

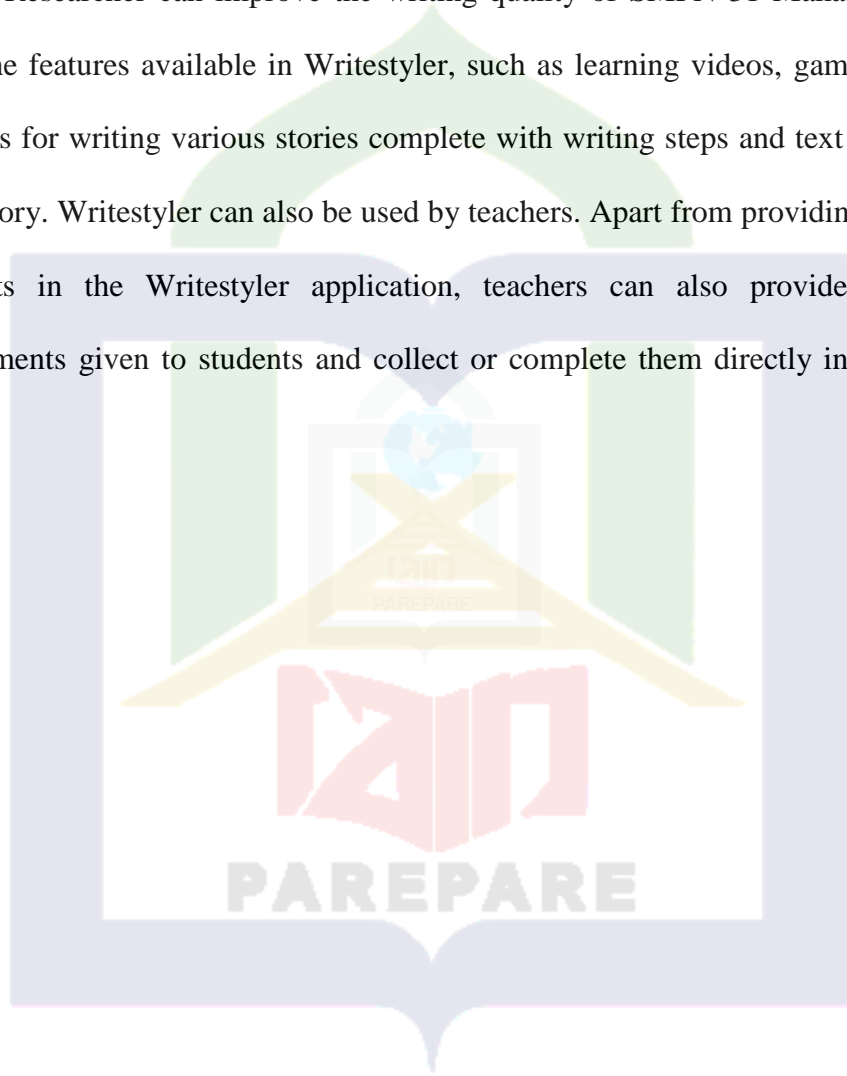
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<sup>36</sup> Cox, "Writing Rubrics."



Writestyler is a newly introduced web-based application. It is still very rare for people to use this Writestyler application as a research tool, or even that no one has used this Writestyler application.

Researcher can improve the writing quality of SMPN 31 Makassar students with the features available in Writestyler, such as learning videos, games, and even features for writing various stories complete with writing steps and text structure for each story. Writestyler can also be used by teachers. Apart from providing learning to students in the Writestyler application, teachers can also provide and check assignments given to students and collect or complete them directly in Writestyler.



## CHAPTER V

### CLOSING

This chapter presents the conclusion of the research, and suggestion for the lecturer, the students, and for the further researcher.

#### A. Conclusion

Based on Pre-test after conducting a pre-test with the students, the researcher concluded that the writing skills of SMPN 31 Makassar students still needed improvement. The researcher found several mistakes made by the students when creating narrative texts, including the general structure of the text, as well as their inability to understand what the general structure of the text meant, students also continued to make mistakes about linguistic features or lack thereof in narrative texts. Problems with neatness while writing the story, such as the margins are messy or there are too many errors in writing every word in English, which makes the reader feel bored while reading the written story.

Based on Post-Test after treatment using the instrument given by researcher to students, there is a significant improvement in students' writing skills, especially in writing narratives. Students are able to understand the general structure of narrative texts and understand the future language used in creating narrative stories. Using Writestylar to improve students' writing skills is very effective because its features are very useful and do not cause boredom for students or teachers, as evidenced by

the clear improvement in students' writing skills at SMPN 31 Makassar. Researcher provide treatment by balancing learning and providing games that integrate existing learning into the game.

Based on the findings and discussion of the previous chapter, the researcher concludes that : Writestylar Application was able to improve students' Writing Ability in the SMPN 31 Makassar, the results showed that the mean pre-test score of students was 57,1% and the mean post-test score was 75,5%. Based on these results, there is a difference or increase between the mean pre-test and post-test scores.

## **B. Suggestions**

### 1. For Teacher

Because the results of the research that has been done are positive, the researcher suggest Writestylar for students to improve their writing ability.

### 2. For Students

Students can use this research to increase their knowledge and curiosity about something so that they are motivated to continue learning.

### 3. For Further Research

Researcher hope that this research can help further researcher in doing further research other skills such as writing.

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**Students' Pre-test Result**

<b>NO</b>	<b>Students Name</b>	<b>Pre-Test</b>	<b>Classification</b>
1.	MTL	54	Poor
2.	MZ	50	Poor
3.	NF	62	Fair
4.	AM	62	Fair
5.	TAM	58	Fair
6.	RR	57	Fair
7.	AS	50	Poor
8.	AAR	58	Fair
9.	SH	54	Poor
10.	SA	60	Fair
11.	RAI	41	Poor
12.	NS	62	Fair
13.	NI	62	Fair
14.	CAD	54	Poor
15.	AR	70	Good
16.	NM	50	Poor
17.	AY	54	Poor
18.	F	72	Good
19.	AZ	58	Fair
20.	EA	54	Poor
<b>TOTAL</b>		1142	



**Students' Post-test Result**

<b>NO</b>	<b>Students Name</b>	<b>Post-Test</b>	<b>Classification</b>
1.	MTL	70	Good
2.	MZ	70	Good
3.	NF	75	Good
4.	AM	75	Good
5.	TAM	70	Good
6.	RR	79	Good
7.	AS	83	Excellent
8.	AAR	83	Excellent
9.	SH	75	Good
10.	SA	75	Good
11.	RAI	70	Good
12.	NS	70	Good
13.	NI	75	Good
14.	CAD	75	Good
15.	AR	87	Excellent
16.	NM	70	Good
17.	AY	70	Good
18.	F	80	Excellent
19.	AZ	70	Good
20.	EA	79	Good
<b>TOTAL</b>		1501	





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI PAREPARE  
 FAKULTAS TARBIYAH**

Jl. Amal Bakti No. 8 Soreang 91113 Telp.(0421)21307

**RESEARCH INSTRUMENT VALIDATION  
 THESIS WRITING**

NAME OF STUDENT : MUHAMMAD ADYAQSHA  
 STUDENT REG. NUMBER : 19.1300.006  
 FACULTY : TARBIYAH  
 STUDY PROGRAM : ENGLISH EDUCATION  
 TITLE OF THE THESIS : IMPROVING STUDENTS' WRITING ABILITY  
 USING WRITESTYLER APPLICATION AT SMPN  
 31 MAKASSAR

- 1. Create a narrative text story with a Fable or Fairy Tale theme by giving a moral message to the story and determining the generic structure used in the narrative text**

Generic Structure	Text
Orientation	
Complication	

Resolution	
Re-Orientation	

Parepare, 10<sup>th</sup> November 2023

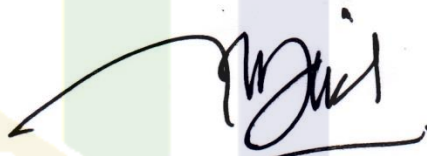
Approved By

Consultant,-

Co-Consultant,-



Dr. Magdahalena, M.Hum.  
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PAREPARE



Noble hearted butterfly

It is told that on a sunny day there was an ant walking in the park. He is very happy because he could walk around looking at a very beautiful park. An ant walks around the park while greeting animals in the park.

He saw a cocoon hanging from a branch. An ant mocked an ugly and incapable form of cocoon. "Hi, how come your cocoon is bed. You can only be silent and hang there. Let's take a walk see this vast park and this beauty, what is your fate if the ranging is broken?" the cocoon just fell silent.

Until one day, the ant walked in the park, because the rain of the park was filled with mud so the ants slipped and fell into the mud, the ants fell. It screamed for help as hard as possible.

"Please, help me, I want to sink please ... please ... help me !!!"

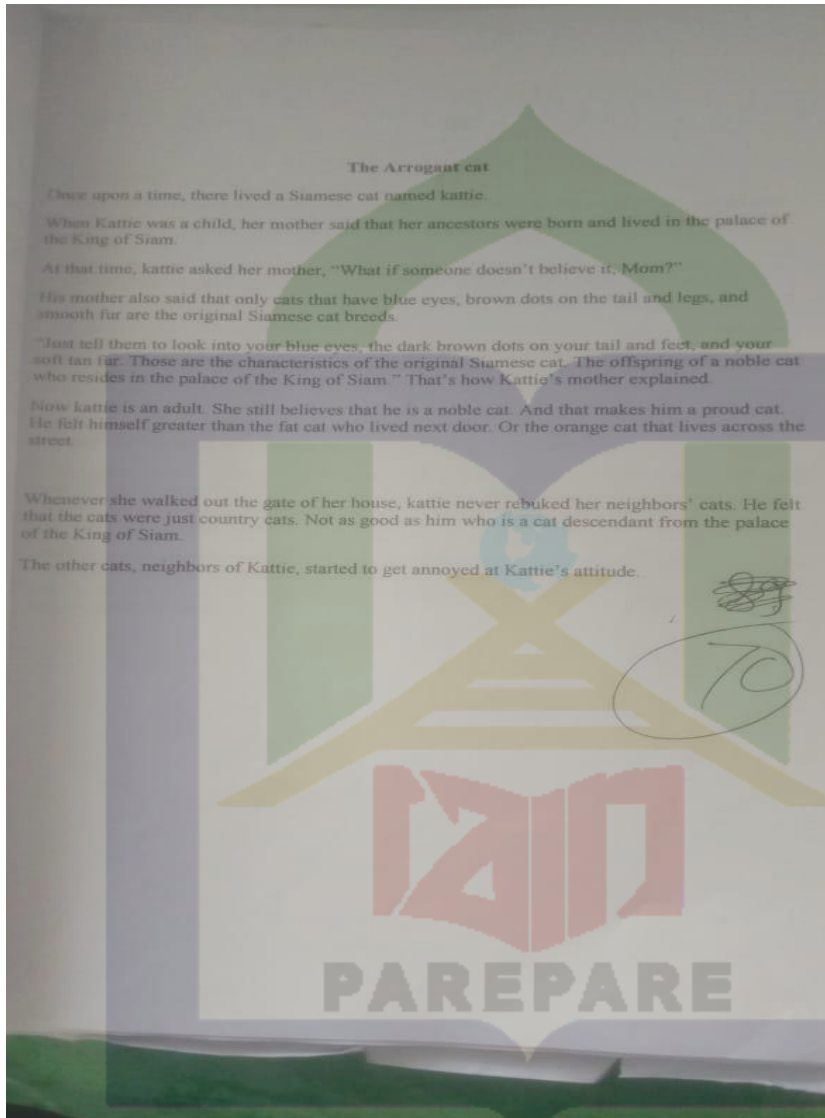
luckily at that moment a butterfly flew past then the butterfly stuck out a ranging towards the ant.

"The ants hold on to the branch tightly, then I will lift the branch." Then the ant holds the ranging tightly, with all the strength the butterfly raises the branch, then the buterfly drops it in a save place. Thank you to the buterfly I'm sorry for help his life.

"I am the cocoon you have mocked," said the butterfly. it turned out that the cocoon that had been ridicule had save him, and finally the ant promised not to insult all God's creatures in the park.

PAREPARE

## Result of Post-Test



## Instrument of the Treatment

The image displays two screenshots of the Writestylar web application interface.

The top screenshot shows the "MY ASSIGNMENTS" page. The page has a search bar and a table with the following columns: ACTION, TITLE, CLASS NAME, ASSIGNED BY, IS COMPLETED, TEACHER REVIEWED, and DUE DATE. The table is currently empty, displaying "No data available in table" and "Showing 0 to 0 of 0 entries". The user's name, "Ady Aqsha", is visible in the top right corner.

The bottom screenshot shows the "DASHBOARD" page. The dashboard features three main sections: "Getting Started", "Featured Video", and "Featured Game".

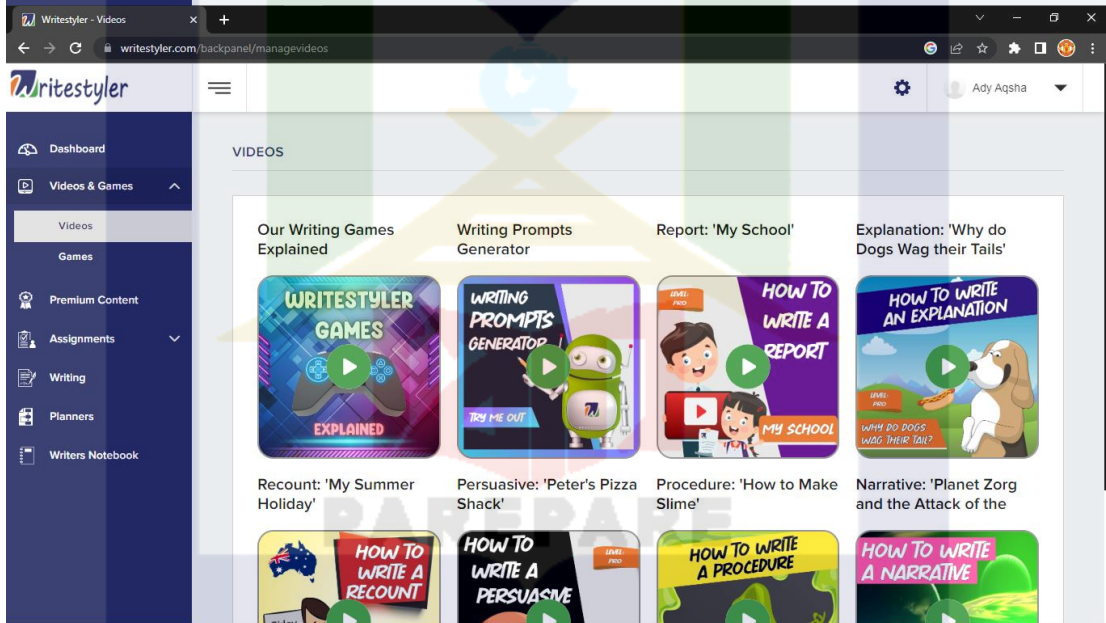
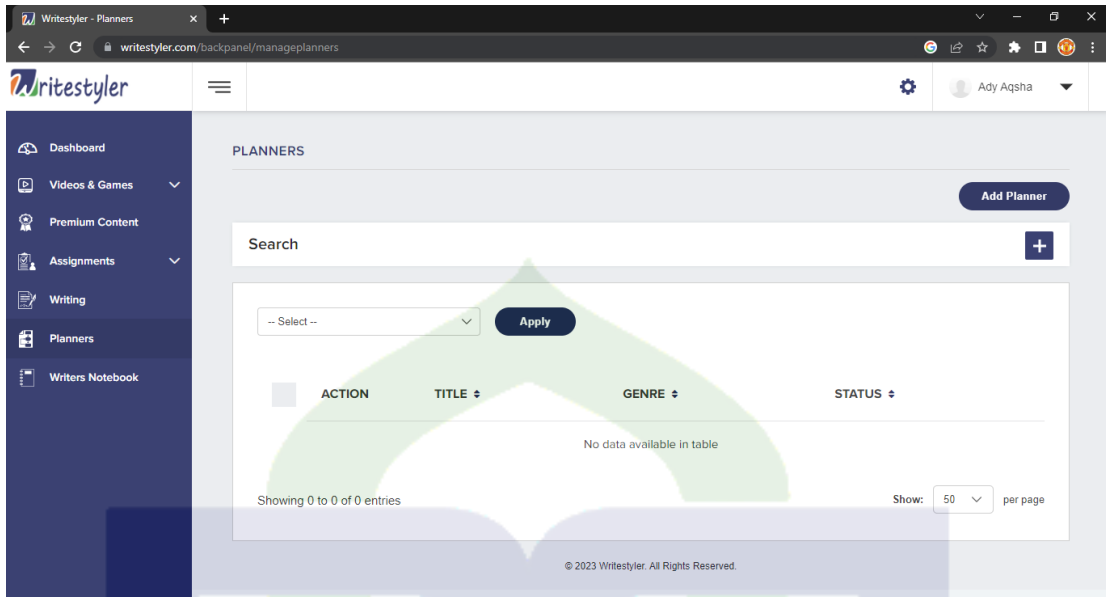
- Getting Started:** A video thumbnail titled "GETTING STARTED FOR TEACHERS & STUDENTS" featuring a teacher and a student.
- Featured Video:** A video thumbnail titled "WRITESTYLAR GAMES EXPLAINED" featuring a game controller.
- Featured Game:** A game thumbnail titled "SUPER COWBOY RUN" with a "NARRATIVE PRO LEVEL" badge, featuring a cowboy character.

The user's name, "Ady Aqsha", is also visible in the top right corner of the dashboard page.



The image displays two screenshots of the Writestylar website. The top screenshot shows a 'managegames' dashboard with a sidebar menu containing options like Dashboard, Videos & Games, Premium Content, Assignments, Writing, Planners, and Writers Notebook. The main content area lists eight games with their respective genre and level: Narrative: Pro Level - Super Cowboy Run, Report: Pro Level - Super Cowboy Run, Recount: Pro Level - Fruit Slasher, Persuasive: Pro Level - Fruit Slasher, Narrative: Pro Level - Duck Shooter, Persuasive: Pro Level - Duck Shooter, Procedure: Pro Level - Space Purge, and Explanation: Pro Level - Space Purge. Each game has a colorful thumbnail.

The bottom screenshot shows the main website landing page. It features the Writestylar logo, navigation links (Home, About Us, FAQ, Contact Us, Pricing, Free Resources, Login, Create Account), and a central section titled 'Writing made fun'. This section includes the text: 'Learn, create and play with Writestylar. The interactive writing resource that teachers and students have been waiting for. Finally... it's writing made fun.' Below this is a 'Create your FREE account' section with buttons for Login, Videos, and Games. A video player on the right shows a 'What is Writestylar' video with the text: 'WHAT IS WRITESTYLAR', 'Built by teachers ✓', 'Made for schools ✓', and 'Free... forever ✓'.



**Distribution of T-Table**

**t Table**

cum. prob	<i>t</i> <sub>.50</sub>	<i>t</i> <sub>.75</sub>	<i>t</i> <sub>.80</sub>	<i>t</i> <sub>.85</sub>	<i>t</i> <sub>.90</sub>	<i>t</i> <sub>.95</sub>	<i>t</i> <sub>.975</sub>	<i>t</i> <sub>.99</sub>	<i>t</i> <sub>.995</sub>	<i>t</i> <sub>.999</sub>	<i>t</i> <sub>.9995</sub>
one-tail	<b>0.50</b>	<b>0.25</b>	<b>0.20</b>	<b>0.15</b>	<b>0.10</b>	<b>0.05</b>	<b>0.025</b>	<b>0.01</b>	<b>0.005</b>	<b>0.001</b>	<b>0.0005</b>
two-tails	<b>1.00</b>	<b>0.50</b>	<b>0.40</b>	<b>0.30</b>	<b>0.20</b>	<b>0.10</b>	<b>0.05</b>	<b>0.02</b>	<b>0.01</b>	<b>0.002</b>	<b>0.001</b>
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
<b>Z</b>	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	<b>Confidence Level</b>										

## The Mean, Median and Mode Score

### 1. Mean Score

a. Pre-test

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

$$x = \frac{1142}{20}$$

$$x = 57,10$$

b. Post-test

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

$$x = \frac{1501}{20}$$

$$x = 75.05$$

### 2. Median Score

a. Pre-test

$$Md = Tb \left( \frac{\frac{1}{2}n - F}{f} \right) p$$

$$Md = 57,5$$

b. Post-test

$$Md = Tb \left( \frac{\frac{1}{2}n - F}{f} \right) p$$

$$Md = 75$$

### 3. Mode Score

a. Pre-test

$$Mo = Tb \left( \frac{b_1}{b_1 + b_2} \right) p$$

$$Mo = 54$$


b. Post-test

$$M_o = Tb \left( \frac{b_1}{b_1 + b_2} \right) p$$

$$M_o = 70$$



**Documentation**

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PAREPARE**  
**FAKULTAS TARBIIYAH**

Alamat : Jl. Lasimung No. 1D, Kelurahan Ujung Inhilu Kecamatan Ujung Kota Parepare 91111  
No. Telp. 919 Parepare 3111 | website : www.iainpare.ac.id | email : iain@iainpare.ac.id

No. Surat : 0442/561.002/TAH.01/PP/01/9/11/2023  
Tgl. Surat : 27 November 2023

Sifat : Biasa  
Lampiran :  
Hal : Bermaksud akan (2) melaksanakan Penelitian

KEKOTA MAKASSAR  
Jl. Kesatria Dasa, Pemerintahan Kota dan Pelayaran Terpadu Satu Pintu  
KOTA MAKASSAR  
Wassalamu Ataikum Wr. Wb

Demikian ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare

Nama	MUHAMMAD AULIYAH
Tempat/Tgl. Lahir	PAREPARE - 24 Agustus 2001
NIM	191300006
Fakultas / Program Studi	Tarbiyah / Pendidikan Bahasa Inggris
Semester	IX (Sembilan)
Alamat	Jl. LASIMUNG NO. 1D, KEL. UJUNG INHILU KEC. UJUNG KOTA PAREPARE


Bermaksud akan mengadakan penelitian di wilayah KOTA MAKASSAR dalam rangka penyusunan skripsi yang berjudul

*IMPROVING STUDENTS' WRITING ABILITY USING WRITESTYLER APPLICATION AT SMPN 31 MAKASSAR*

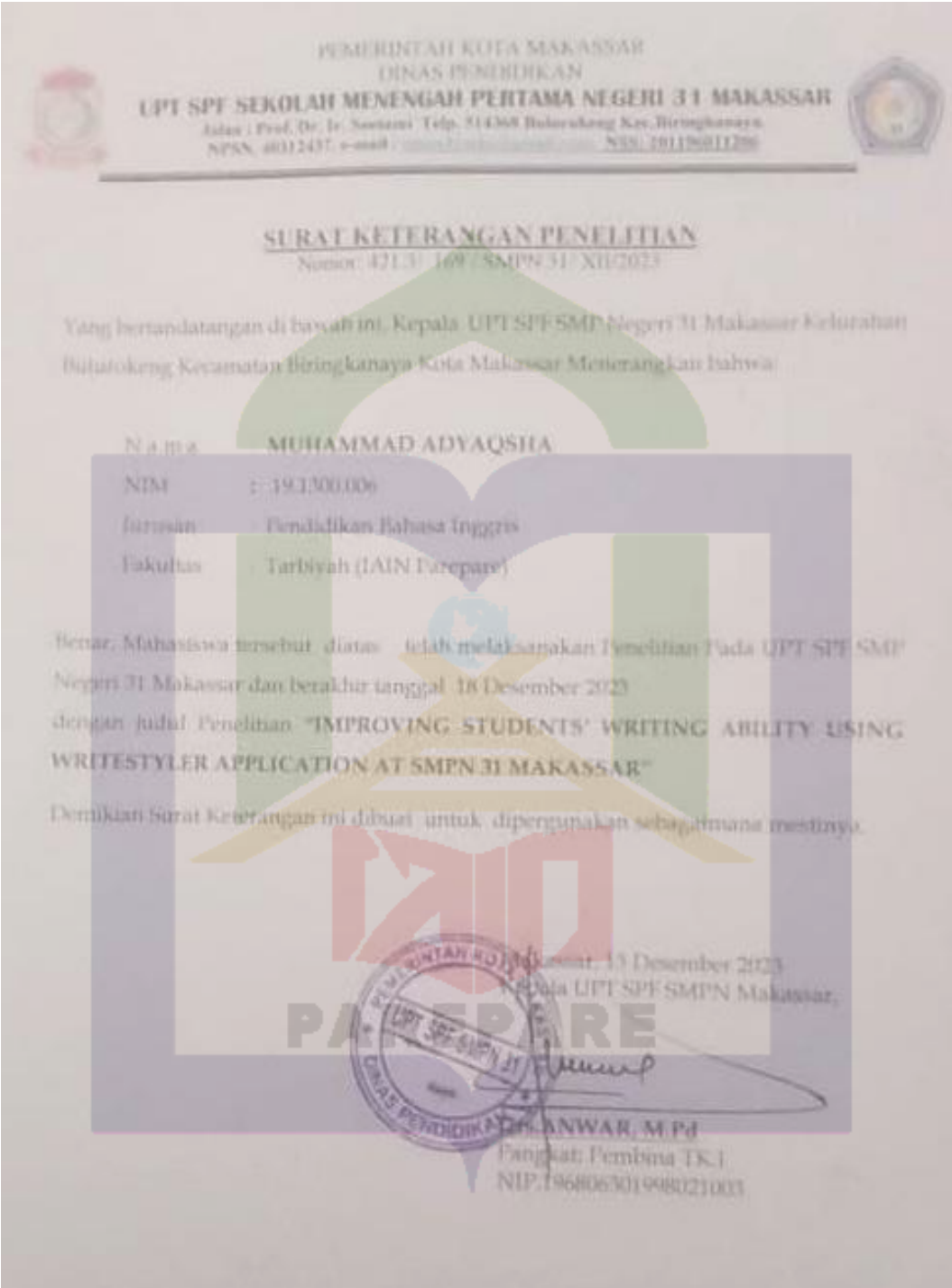
Pelaksanaan penelitian ini direncanakan pada bulan Nopember sampai selesai.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Ataikum Wr. Wb

Dekan,  
  
Dr. Zufah, S.Pd., M.Pd  
NIP 198304202008012010











**SURAT KETERANGAN PENELITIAN**  
 Nomor: 070/792/SKRP/SB/DPS/PTSP/12/2023

**DASAR:**

- a. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 1 Tahun 2018 tentang Penetapan Kewenangan Penelitian
- b. Peraturan Daerah Nomor 8 Tahun 2016 tentang Pembentukan Organisasi Perangkat Daerah
- c. Peraturan Walikota Nomor 4 Tahun 2023 tentang Penyelenggaraan Penelitian Berbasis Risiko, Perizinan Non Berusaha dan Non Perizinan
- d. Keputusan Walikota Makassar Nomor 954/503 Tahun 2022 Tentang Prorogasi Kewenangan Penelitian Berbasis Risiko, Perizinan Non Berusaha dan Non Perizinan yang Menjadi Kewenangan Pemerintah Daerah Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Makassar Tahun 2023
- e. Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Selatan nomor 070/792/SKRP/SB/DPS/PTSP/12/2023, Tanggal 29 November 2023
- f. Peraturan Teknik Badan Keahlian Bangsa dan Politik Kota Makassar nomor 94/SKRP/SB/BKBP/12/2023

**Dengan ini Menegaskan Bahwa:**

Nama	MUHAMMAD ADYANSHA
NIM / Nomor	19.1300.006 / Pendidikan Bahasa Inggris
Pekerjaan	Mahasiswa (S1)
Alamat	Jl. Amal Bakti No. 8 Sompang, Kota Parepare
Lokasi Penelitian	Talampeni
Waktu Penelitian	30 November 2023 - 30 Desember 2023
Tujuan	Skrpsi
Judul Penelitian	"IMPROVING STUDENTS' WRITING ABILITY USING WRITESTYLER APPLICATION AT SMPN 31 MAKASSAR"

Dalam melakukan kegiatan yang bersangkutan mematuhi ketentuan sebagai berikut:

- a. Surat Keterangan Penelitian ini diterbitkan untuk kepentingan penelitian yang bersangkutan selama waktu yang telah ditentukan dalam surat keterangan ini.
- b. Tidak dibenarkan melakukan penelitian yang tidak sesuai / tidak ada kaitannya dengan judul dan tujuan kegiatan penelitian.
- c. Melaporkan hasil penelitian kepada Kepala Badan Keahlian Bangsa dan Politik Kota Makassar melalui email [bidangpolitik@kabangpolitik@gmail.com](mailto:bidangpolitik@kabangpolitik@gmail.com).
- d. Surat Keterangan Penelitian ini dicabut kembali apabila pemegangnya tidak mematuhi ketentuan tersebut diatas.



**PAREPARE**

Ditandatangani di Makassar

Pada tanggal: 2023-12-07 15:58:12



Ditandatangani secara elektronik oleh  
 KEPALA DINAS PENANAHAN MODAL  
 DAN PELAYANAN TERPADU SATU PINTU  
 KOTA MAKASSAR

A. ZULKIFLY, S.STP., M.Si

Tembusan Kepada Yth:



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH

Alamat : Jl. Ainal Rasyid No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 ✉ (0421) 24404  
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-4925/In.39/FTAR.01/PP.00.9/11/2023  
Sifat : Biasa  
Lampiran : -  
Hal : Permohonan Izin Pelaksanaan Penelitian

27 November 2023

Yth. WALIKOTA MAKASSAR  
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di  
KOTA MAKASSAR

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : MUHAMMAD ADYAQSHA  
Tempat/Tgl. Lahir : PAREPARE, 24 Agustus 2001  
NIM : 19.1300.006  
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris  
Semester : IX (Sembilan)  
Alamat : JL. LASIMING NO. 10, KEL. UJUNG BULU KEC. UJUNG KOTA  
PAREPARE

Bermaksud akan mengadakan penelitian di wilayah KOTA MAKASSAR dalam rangka penyusunan skripsi yang berjudul :

*IMPROVING STUDENTS' WRITING ABILITY USING WRITESTYLER APPLICATION AT SMPN 31 MAKASSAR*

Pelaksanaan penelitian ini direncanakan pada bulan Nopember sampai selesai.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

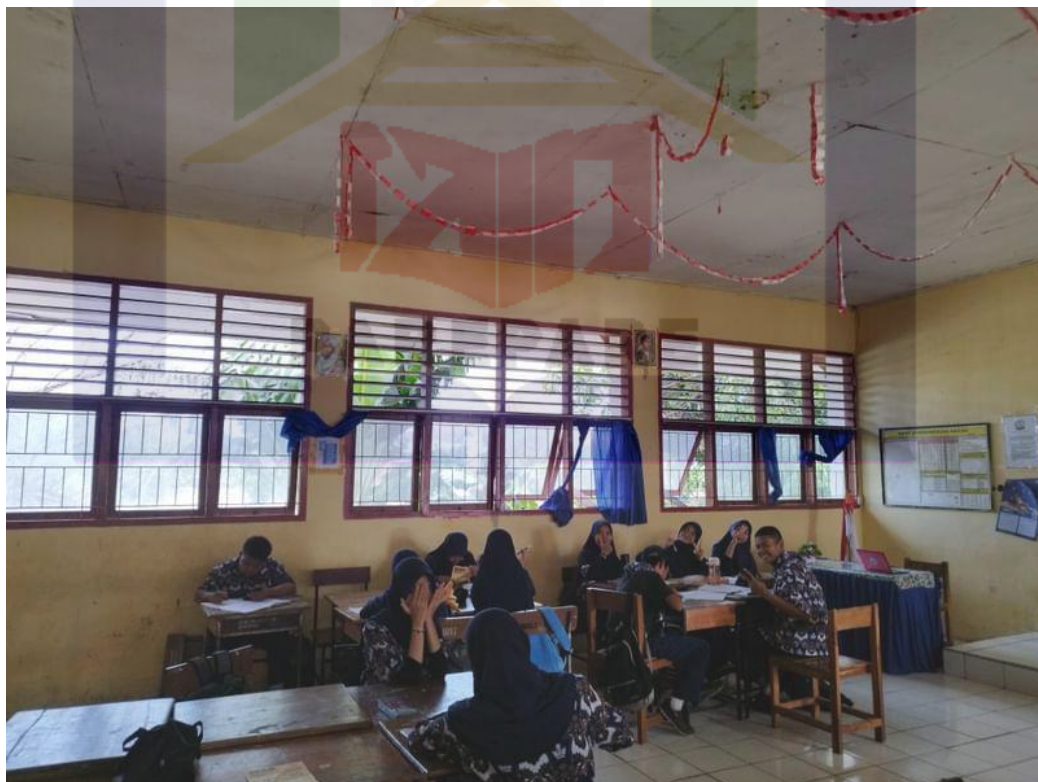
Wassalamu Alaikum Wr. Wb.

Dekan  
  
PAREPARE

Dr. Zulfah, S.Pd., M.Pd.  
NIP 198304202008012010









## CURRICULUM VITAE



The full name of the researcher is Muhammad Adyaqsha. He was born on August 24, 2001, in Parepare, West Sulawesi. He was the first of Three children, with one brothers and one sisters. He had been interested in learning English since middle school, and He decided to continue her studies by majoring in English education. The researcher graduated from SD Negeri 44 Parepare in 2013. Then, in 2016, He graduated from SMP Negeri 2 Parepare and also continued to SMK Negeri 1 Parepare, where He graduated in 2019. He lived and grew up in Parepare, West Sulawesi. Researcher have many hobbies, such as Playing Football or other sports, listening to music, and writing. In 2019, researcher continued their studies at IAIN Parepare, at the Tarbiyah Faculty, in the English Language Education Study

Program. During college, researchers gained a lot of new knowledge to improve their English skills and experience in other people's cities.