IMPROVING STUDENTS' WRITING THROUGH BOARD MAGAZINE AT ELEVENTH YEAR OF SMA NEGERI 2 BAEBUNTA

Submitted to the English Study program of Tarbiyah Department of Stages College for Islamic Studies of Palopo in Partcial Fullfilment of requirement for the Degree of Sarjana Pendidikan (S.Pd)

By,

MALIKHATUL MUNAWARAH
NIM. 06.19.3.0017

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTEMENT THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO 2010

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Consultants:

1. Dra. Jumharia Djamereng, M.. Hum

2. Masruddin, SS., M. Hum

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTEMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2010

CONSULTANT APPROVAL

Thesis Entitled   : The Effectiveness of Silent Reading in Improving Reading
                        Comprehension Skill at the Eleventh Year Students of MA Al-
                        Jihad Buangin Kec. Sabbang

Written By   : Name   : ANDI MARWIAH

                   Reg. No.   : 06.19.3.0004

                   Department : English (S1)

Has been corrected and approved to be examined

Palopo,   Desember 2010

Consultant I   consultant II

Wisran, S.S., M.Pd   Amalia Yahya, S.E., M.Hum

NOTA DINAS PEMBIMBING

Palopo,   Desember 2010

Perihal   : Skripsi

Lampiran   :

Kepada

Yth. Bapak Ketua Jurusan Tarbiyah STAIN Palopo

Di,-

Tempat

Assalamu'alaikum Wr.Wb.

Sesudah melakukan bimbingan terhadap skripsi mahasiswa tersebut dibawah ini:

Nama   : Andi Marwiah

Nim   : 06.19.3.0004

Jurusan   : Tarbiyah

Judul Skripsi: The Effectiveness of Silent Reading in Improving Reading Comprehension Skill at the Eleventh Year Students of MA Al-Jihad Buangin Kec. Sabbang.

Menyatakan bahwa Skripsi tersebut sudah layak untuk diujikan.

Demikian untuk proses selanjutnya

Wassalalmu alaikum Wr. Wb.

Pembimbing

Wisran, S.S., M.Pd

PENGESAHAN SKRIPSI

Skripsi yang berjudul "The Effort in Improving Motivation and Writing Ability of Students Through Wall Magazine at Eleventh Year of SMA Negeri 2 Baebunta", yang ditulis oleh Malikhatul Munawarah, Nomor Induk Mahasiswa (NIM) 06 19 3 0017, mahasiswa Program Studi Bahasa Inggris Jurusan Tarbiyah STAIN Palopo, yang dimunaqasyahkan pada hari Senin, tanggal 15 November 2010 M. telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan Islam (S. Pd. I).

Tim Penguji

1. ………………..   Ketua Sidang   (………………………...)

2. ……………......   Penguji   (………………………...)

3. ……………….   Penguji   (………………………...)

4. Dra. Jumharia, M. Hum   Pembimbing I   (………………………...)

5. Masruddin, SS., M. Hum   Pembimbing II   (………………………...)

Mengetahui

Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo   Ketua Jurusan Tarbiyah

Prof. Dr. H. Nihaya M. Hum.   **Drs. Hasri, MA**
NIP 19511231 198003 1 017   NIP 19521231 198003 1 036

THESIS APPROVAL

This thesis entitle *"Improving Students' Writing Through Board Magazine at Eleventh Year of SMA Negeri 2 Baebunta"*, which is written by **Malikhatul Munawarh**. Reg. Num. **06.19.3.0017**. English study program of Tarbiyah Department State College for Islamic Studies Palopo, and has been examined and defended in MUNAQASYAH session which is carried out on Sunday, **December 19th 2010 (Muharram 13th H)**, it is authorized and acceptable as partial fulfillment of requirement for S. Pd. Degree in English language teahing.

Palopo, <u>19 Desember 2010 M</u>
13 Muharram 1432 H

COMMITTEE OF EXAMANATION

1. Prof. Dr. H. Nihaya M, M. Hum.   Chairman   (………........……….)

2. Sukirman, S.S., M. Pd.   Secretary   (………........……….)

3. Amaliah Yahya, S.E., M. Hum.   Examiner I   (………........……….)

4. Wisran, S.S., M. Pd.   Examiner II   (………........……….)

5. Dra. Jumharia Djamereng, M. Hum.   Consultant I   (………........……….)

6. Masruddin, S.S., M. Hum.   Consultant II   (………........……….)

Approved By,

The Head of STAIN Palopo	The Head of Tarbiyah Department
Prof. Dr. H. Nihaya M, M. Hum. **NIP 19521231 198003 1 017**	**Drs. Hasri, M. A.** **NIP 19521231 198003 1 036**

PRONOUNCEMENT
(PERNYATAAN)

Saya yang bertanda tangan dibawah ini:

|	
Nama	: Malikhatul Munawarah
NIM	: 06.19.3.0017
Program Study	: Tadris Bahasa Inggris
Jurusan	: Tarbiyah

Menyatakan dengan sebenarnya bahwa:

1. Skripsi ini benar-benar merupakan hasil karya saya sendiri, bukan plaginasi atau duplikasi dari tulisan/karya orang lain yang saya akui sebagai hasil tulisan atau pikiran saya sendiri.
2. Seluruh bagian dari skripsi ini adalah karya saya sendiri, selain kutipan yang ditunjukkan sumbernya. Segala kekeliruan yang ada di dalamnya adalah tanggung jawab saya. Demikian pernyataan ini dibuat sebagaiman mestinya, bilamana dikemudian hari ternyata pernyataan saya tidak benar, maka saya bersedia menerima sanksi atas perbuatan saya tersebut.

Palopo, 5 December 2010

Yang membuat pernyataan

Malikhatul Munawarah

NIM. 06.19.3.0017

ACKNOWLEDGEMENT
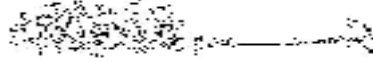
First of all, let's thanks of god the almighty who has been giving us some merchies and blessing until we could complied this thesis.

My shalawat and salam be with our prophet Muhammad Saw., who has guided us from the darkness to the lightness in this world as well as in the next world.

The writer does realize that we couldn't be in this thesis without helping from the others, that's why the writer would like to express her deepest thanks to:

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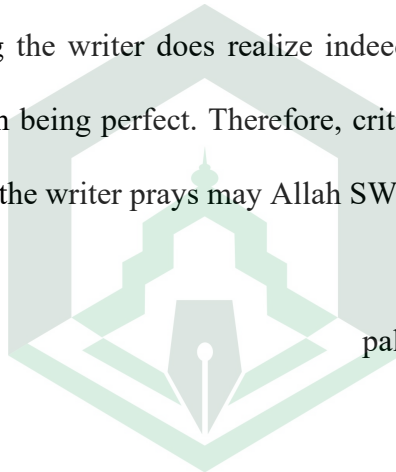
11. Especially Husnul Maab, who has given motivation and spiritual during the writer finishes this thesis.

12. All the Eleventh year students of SMAN 2 Baebunta, who worked the English writing essay test.

13. All the teachers in Pon-pes Baburrahmah Lara 1 and Al- Falah Bone-bone, who have given teaching the writer.

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As human being the writer does realize indeed that what she present in the thesis is still so far from being perfect. Therefore, critism and suggestion will surely be appreciated. Finally, the writer prays may Allah SWT., blessis them all. Amin.

palopo, 04 December 2010

The writer,

LIST OF TABLE

ABSRTACT

Malikhatul Munawarah 2010, Improving students' writing through board magazine at eleventh year of SMA Negeri 2 Baebunta. Thesis of English of Tarbiyah Department STAIN Palopo. Consultants (1) Dra. Jumharia Djamereng, M. Hum., (2) Masruddin, SS., M. Hum.

Key word: Board magazine and writing skill.

This thesis studies about Improving students' writing through board Magazing at eleventh year of SMA Negeri 2 Baebunta in 2010/2011 academic year. The problem statements is to what the extend board magazine improve the student's writing? The population of the research is the eleventh year of SMA Negeri 2 Baebunta consist of 35 students from one class and the writer use purposive sampling. The writer applied an experimental two groups was treated namely independent variable and dependent variable. Independent variable is board magazine and dependent variable is students' writing.

The instrument used in this research was questionnare. The technique of the data analysis used was score formula in order to know how improve students' writing through board magazine at eleventh year of SMA Negeri 2 Baebunta. The result of the data analysis is accepted because t_{test} is bigger than t_{table}. Where df 35 and standard significant 5% = 2.04 and 1% = 2.75 (2.04<24.30>2.75).
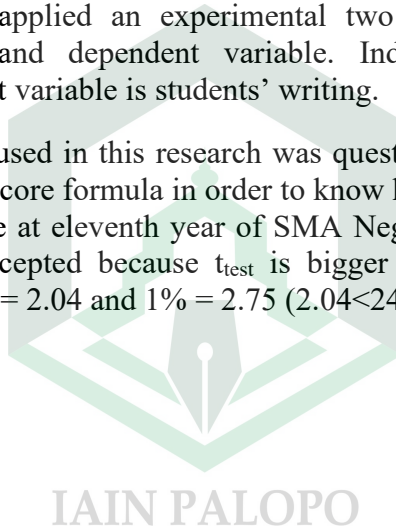
CHAPTER I
INTRODUCTION

A. Background

A language is a system of signs (icons and symbols) for encoding and decoding information. Since language and languages became an object of study by the ancient grammarians, the term has had many and different definitions. The English word derives from Latin *lingua*, "language, tongue," with a reconstructed Proto-Indo-European root of "tongue," a metaphor based on the use of the physical organ in speech. The ability to use speech originated in remote prehistoric times, as did the language families in use at the beginning of writing. The processes by which they were acquired were for the most part unconscious.[1]

Language is a tool for communication with the other people or interaction, such as, a tool for extend information, ideas, opinion, concept , and feeling make oral or writing. without language, the human being can not express their ideas , there are four skills in learning language, they are writing , listening, reading and speaking skills. Those component can not be separated because they support and relate each other. In real life communication there is of course fracuency alternation between receptive and productive activity. For instance, a businessman read a letter he has received, jots down notes about it, makes a phone call check an important point, and

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[1] Wikipedia, (http://en.wikipedia.org/wiki/Language)(wikipedia's sister project,2009)

finally draft his replay in writing or dictates it on to a tape, listening, speaking, reading and writing . all contribute and together in his activity.

Writing is very important to learn because we can absorb our ideas and process get some information through writing. However, we have known well that the writing skill is very complex. It is difficult to master it because it needs not only gramatical and rhetorical divices but also at the conceptual and judgment elements. Besides, there are at least two factors may effect the difficulty in writing namely the lack of knowledge in expressin ideas in writing form and the lack of ability in writing a good text.

The history of writing follows the art of expressing language by letters or other marks. In the history of how systems of representation of language through graphic means have evolved in different human civilizations, more complete writing systems were preceded by proto-writing, systems of ideographic and/or early mnemonic symbol. True writing, or phonetic writing, records were developed independently in four different civilizations in the world.[2]

In process study English we must attention when giving experience students' writing use board magazine. Board magazine is a periodical run on a notice board especially in an educational institute where the students and other members of the institution can post their articles, poems, short story, announcements, drawings and other such compositions to share with each other.

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[2] Wikipedia, (http://en.wikipedia.org/wiki/History_of_writing).

The writer belief, one of the most interesting way to writing is through board magazine, because it is more lively, interested and enjoy.

Based on the background, writer interested to conduct the title "Improving students' writing through board magazine at eleventh year of SMA Negeri 2 Baebunta".

B. Problem Statement of the Research

Based on the background then the writer boatr formulate problem statement such as:

" To what the extend wall magazine improve the student's writing?".

C. Objective of the Research

The main objective of the research is to find out whether board magazine can improve students' writing skill at the eleventh year of SMAN 2 Baebunta.

D. Significant of the Research

In this case the researcher will expect that the result of this research will improve the writing skill and solves the problem faced by the eleventh year students

of SMAN 2 Baebunta. This research also will expect to be useful contribution for the teacher who wants to apply board magazine in teaching writing in the classroom.

E. Scope of the Research

The scopes of this research absolutely focus in improving students' writing through board magazine. But, the writer focus on academic writing. For example: the students make sentences about announcement, short story act.

F. Definition of term

Based on the title "Improving students' writing through board magazine at eleventh year of SMAN 2 Baebunta.

1. Improving (improve) is achieve or produce something better than.[3] From the effort which doing by human only have one purpose are to improving their potential, and show their human identity as creature for produce something better than.

2. Writing skill is the activity mark letters or numbers on a surface, with a pen or pencil.[4]

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[3] Oxford Learners' Pocket Dictionary, *op, cit.,* p. 216.

[4] *Ibid.,* p. 502.

3. Board magazine is a medium within the educational institutions for the students to express their creativity.[5] Board magazine is one of media for getting some information practically and also to increase their writing skill.

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[5] http://en.wikipedia.org/wiki/Wall_magazine

CHAPTER II
REVIEW OF RELATED LITERATURE

A. *Previous Related Research Findings*

Many researchers have conducted their research about involving students in teaching language skill. They are cited bellow:

1. The writer, Muhammad Akbar had conducted researcher about the effectiveness of pair interview in teaching writing skill at the eleventh year students of SMAN 2 Palopo. Based on the result the writer found that was significant score of students before and after joining treatment with pair interview. It means that through pair interview can improve student's English skill at SMAN 2 Palopo.[1]

2. Muhammad Iksan, in his Thesis which is written under the title "Error Analysis on students' Essay Writing at the Seventh Semester of English Study Program Tarbiyah Departement STAIN Palopo", the researcher conclude that some factors that affect the students in writing essay are: (a) Vocabulary mastery, (b) Lack of idea, (c) the interference of the mother tongue, (d) Lack of understanding about English rules (grammar).[2]

3. Risqa, in her thesis which is written under te title "The effectiveness of using english song in improving the students' ability in writing an essay the second year

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[1] Muhammad Akbar, *The Effectiveness of Pair Interview in Teaching Writing Skill at the Eleventh Year Students of SMAN 2 Palopo*, (STAIN Palopo, 2007), p. 70.

[2] Muhammad Iksan, *Error Analysis on Students' Essay Writing at the Seventh Semester of English Study Program Tarbiyah Departement STAIN Palopo*, (STAIN Palopo, 2009), p. 59.

students of SMAN 1 Bua Ponrang Kab. Luwu", the researcher conclude that seeing the fact that the students had low ability in writing essay through listening to the songs, as shown in chapter IV, the researcher takes some conclusions, as follows: (a) Using English songs in teaching writing an essay, (b) Using English songs for their essay did not work as well as possible even their grade increase, (c) Applied English songs as a guide for writing an essay, (d) They have low vocabulary mastery, (e) they were lack in grammatical mastery.[3]

B. The Concept of Writing

1. Definition of writing

Writing is widely used within foreign language courses as a convenient means for engaging with aspect of language other than the writing itself. For example: learners note down new vocabulary; copy out grammar rules; write out answer to reading or listening comprehension questions; do written test. In these examples, writing is simply used either as a means of getting the students to attend to and practice a particular language point, or-event more frequently-as a convenient

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[3] Risqa, *The effectiveness of using english song in improving the students' ability in writing an essay the second year students of SMAN 1 Bua Ponrang Kab. Luwu,* (UIN Makassar, 2008), p. 34

method of testing it: providing information as to how well something has been learned in a form which the teacher can then check at his or her leisure.[4]

Regardless of the language, writing has many rules including grammar, spelling, and punctuation. People use many tools to assist in their writing such as dictionaries and thesaurus.

Writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system). It is distinguished from illustration, such as cave drawing and painting, and non-symbolic preservation of language via non-textual media, such as magnetic tape audio.

Writing is an extension of human language across time and space. Writing most likely began as a consequence of political expansion in ancient cultures, which needed reliable means for transmitting information, maintaining financial accounts, keeping historical records, and similar activities. Around the 4th millennium BC, the complexity of trade and administration outgrew the power of memory, and writing became a more dependable method of recording and presenting transactions in a permanent form. In both Mesoamerica and Ancient Egypt writing may have evolved through calendrics and a political necessity for recording historical and environmental events.[5]

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[4] Penny Ur, *a course in language teaching,* (practice and theory), (cambridge University press:1996), p. 162.

[5] Crhistian, (http://en.wikipedia.org/wiki/writing.2010)

The writing skill is complex and sometimes difficulty to teach, requiring mastery not only of grammatical and rhetorical device but also of conceptual and judgmental elements. The following analysis attempts to group the many and varied skills necessary for writing good prose into five general components or main areas:

a. Language use the ability to write correct and appropriate sentences;

b. Mechanical skills: the ability to use correctly those conventions peculiar to the written language – e.g. punctuation, spelling;

c. Treatment of content: the ability develop thoughts, excluding all irrelevant information

d. Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively;

e. Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.[6]

As pointed out at the beginning of the previous chapter, the teaching of writing as an integrated process will, like the teaching of the reading, normally is differed until rather advanced courses in English as a second language. During the early stages of learning, written exercises will generally be used simply to reinforce the learning of specific grammatical points or lexical items; only later will writing be treated as an end in itself-as a complex skill involving the simultaneous practice of a

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[6] J.B. Heaton, *Writing English Language Test*. (Longman inc: New York, 1988), p. 135.

number of very different abilities, some of which are never fully achieved by many students, even in their native language.

Although the writing process has been analyzed in many different ways; most teachers would probably agree in recognizing at least the following five general components:

1. Content: the substance of the writing; the ideas express

2. Form: the organization of the content

3. Grammar: the employment of grammatical forms and syntactic patterns

4. Style: the choice of structures and lexical items to give a particular tone or flavor to the writing

5. Mechanics: the use of the graphic conventions of the language

From the above we see that the writing process, as commonly conceived is a highly sophisticated skill combining a number or divers elements, only some of which are strictly linguistic.[7]

2. Basic principles in Academic Writing

a. Content

Content refers to the topic and its explanation or elaboration, discussion, evaluation, and conclusion. In fact, it is the core or the body of a piece of writing. Therefore, it is significant that it should be clear, specific, and relevant.

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[7] Drs. Kasim Ntou, M.Pd, *Language testing*, (Gorontalo: PT. Widya Aksara Gorontalo, 2006), p. 114

- Clear

The writer must have a clear concept of what to convey to the reader. The reader expects a clear picture of what the writer intends to tell them. Clarity is one of the requirements of academic writing. As a result, ambiguities and misinterpretations should be avoided.

- Specific

Furthermore, the content should be specific enough for the topic to be focused. In this way, overgeneralization can be avoided. If a piece of writing is too general, it becomes vague. As a consequence, the reader cannot really grasp the meaning or message that writer means to convey. The following example states specifically what will be the focus of the discussion..

- Relevant

A piece of writing, moreover, should be relevant to the topic. Relevant ideas can guarantee that there will be no confusion in understanding the message; therefore, the readers can feel more confident that they will understand what they read.

b. Register

Register refers to the style of language and choice of vocabulary used in a particular piece of writing; this could be formal or informal. Academic writing differs from non academic writing in term of being formal, to the point, and concise.

- Formal

Formality refers to a particular style of writing in which nonstandard, colloquial, or slangy language should be avoided. Therefore, the language should be free from critical errors, simplistic sentences structure, and casual expressions, including too many idioms or phrasal verbs and contracted forms. In other words, academic writing pays more attention to choice of vocabulary, sentences structure, and style. When you read the following sentences, notice its use of specific vocabulary and the use of a conjunction to avoid simplistic sentences construction.

- To the point

Different from storytelling, academic writing should be direct, in the sense that the writer states directly what he or she wants to tell the readers without wandering here and there. In this way, it can be easily understood. Moreover, it saves time and energy. The following statement explicitly gives the purpose of the article.

- Concise

Being concise means being brief or short. Brevity is important in academic writing; long winded explanations become unclear, and the readers can lose their interest and concentration. Although it is brief, it does not mean that it is inadequate. A clear explanation is necessary, and including a good example is also recommended as an illustration of the point being made.

c. Offences

A piece of academic writing should be free from offences, especially plagiarism and sensitive issue. Plagiarism can be in the form of direct quotations, paraphrases, and specific ideas. On the other hand, sensitive issue is concerned with race, religion, and different social groups.

- Plagiarism

Plagiarism is generally known as "academic theft", which means taking other people's ideas without acknowledging their contribution. In other words, the writer does not mention the source from which he or she has taken the ideas, opinions, or specific words. Plagiarism can be in the form of direct quotation, paraphrases, or ideas which are not considered general knowledge.

- Sensitive issue

There are certain issues which should be avoided in academic writing because they are personal, very sensitive, and controversial. These issues include different races, religions, and social groups.[8]

3. Characteristic of good writing

a. Good writing is easy to follow because it follows a plan. In the case of an essay, this means that it sticks to one dominant idea which is supported or developed by enough facts and details.

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[8] George E. Wishon & Julia M. Burks, *Let's Write English,* p.128.

b. Good writing present that are fresh and original, not hand me-down, tires ideas borrowed for someone else. As a result, it sounds like its author rather than sounding generic.

c. Good writing use language that is right for the job-formal when required and informal when appropriate. The writer uses word that is precise and vivid and extract, avoiding worn out expression and clichés.

d. Good writing is free of serious mistakes in grammar, spelling, and punctuation because those errors get in the way of the writers ideas and distract the reader.[9]

4. The component of writing

The major writing systems – methods of inscription – broadly fall into four categories: logographic, syllabic, alphabetic, and feature. Another category, ideographic (symbols for ideas), has never been developed sufficiently to represent language. A sixth category, pictographic, is insufficient to represent language on its own, but often forms the core of logographs.

a. Logographers

A logogram is a written character which represents a word or morpheme. The vast number of logograms needed to write a language, and the many years required to learn them, are the major disadvantage of the logographic systems over alphabetic systems. However, the efficiency of reading logographic writing once it is learned is a major advantage. No writing system is wholly logographic: all have

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[9] Risqa, *Improving of Using Songs the Students' Ability in Writing an Essay*, (A. Thesis UIN Alaudin Makassar,2008), p.6.

phonetic components as well as logograms ("logo syllabic" components in the case of Chinese characters, cuneiform, and Mayan, where a glyph may stand for a morpheme, a syllable, or both; "logo consonantal" in the case of hieroglyphs), and many have an ideographic component (Chinese "radicals", hieroglyphic "determiners"). For example, in Mayan, the glyph for "fin", pronounced "ka'", was also used to represent the syllable "ka" whenever the pronunciation of a logogram needed to be indicated, or when there was no logogram. In Chinese, about 90% of characters are compounds of a semantic (meaning) element called a *radical* with an existing character to indicate the pronunciation, called a *phonetic*. However, such phonetic elements complement the logographic elements, rather than vice versa.

The main logographic system in use today is Chinese characters, used with some modification for various languages of China, Japanese, and, to a lesser extent, Korean in South Korea. Another is the classical Yi script.

b. *Alphabets*

An alphabet is a small set of symbols, each of which roughly represents or historically represented a phoneme of the language. In a perfectly phonological alphabet, the phonemes and letters would correspond perfectly in two directions: a writer could predict the spelling of a word given its pronunciation, and a speaker could predict the pronunciation of a word given its spelling.

As languages often evolve independently of their writing systems, and writing systems have been borrowed for languages they were not designed for, the

degree to which letters of an alphabet correspond to phonemes of a language varies greatly from one language to another and even within a single language.

c. Letter

In most of the alphabets of the Mid-East, only consonants are indicated, or vowels may be indicated with optional diacritics. This property originated since the Egyptian times in the hieroglyphs. Such systems are called letter, derived from the Arabic word for "alphabet".[10]

According to See ann raimes, techniques in teaching writing (in this series) for discussion of types of writing and their application.[11]
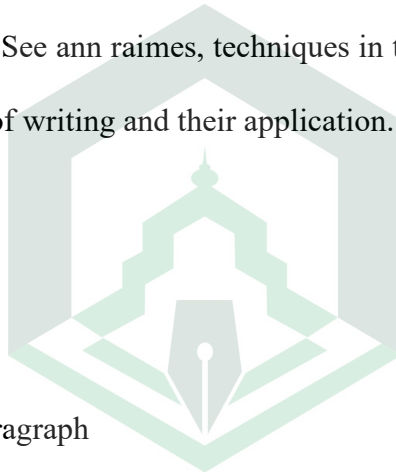
C. *Paragraph*

1. Definition of paragraph

A paragraph is a group of related sentences which develops one main idea or one main topic. A good paragraph has five basic elements: a topic, a topic sentence, supporting sentences, unity and coherence, A topic is what the paragraph is about or what the paragraph discusses. This topic is usually expressed in a topic sentence.

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[10] http://en.wikipedia.org/wiki/writing

[11] Harold S. Madson, *Techniques in Testing (Teaching Techniques in English as a Second Language)*, (Oxford is a trs Demark of Oxford University Press: 1983), p. 101.

Thus, a topic sentence announces what you are going to write. A good topic sentence has a focused controlling idea which limits or controls and announces the aspect of the topic you are going to write, Supporting sentences develop what you state about your topic in the controlling idea. A focused controlling idea in the topic sentence helps you produce supporting sentences which are relevant with the controlling idea.

Supporting sentences that are all relevant with the controlling idea in the topic sentence produce a unified paragraph. A unified paragraph discusses only one main idea stated in the topic sentence, or more specifically in the controlling idea. Besides being unified, a good paragraph should also be coherent. A paragraph is coherent if the movement from one sentence to the next is logical and smooth. The following paragraph checklist help you check your paragraph to see if your paragraph is already good.[12]

A paragraph is a collection of related sentences dealing with a single topic. Learning to write good paragraphs will help you as a writer stay on track during your drafting and revision stages. Good paragraphing also greatly assists your readers in following a piece of writing. You can have fantastic ideas, but if those ideas aren't

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[12] http://massofa.wordpress.com/2008/01/16/the-paragraph/

presented in an organized fashion, you will lose your readers (and fail to achieve your goals in writing).[13]

According to Gorys Keraf, paragraph is not a conventional division of a chapter which consists of sentences, but it has a deeper meaning than a sentences unit only. Paragraph is a unit of mine which higher or larger than sentences. It is a group of related sentences in a combination to establish an idea.[14]

Bairly Bram states that paragraph is a group of sentences which contain relevant information about one main or central idea.[15]

2. Kinds of paragraph

Barly Bram states that bassically, Paragraph consists of three parts, namely: 1. Introduction, 2. Body, 3. Conclusion. In a good paragraph there should be a topic sentences, followed by a number of supporting sentences, and a concluding sentences. Each type of sentence plays an important and different role.[16]

According to gorys keraf, the paragraph can be distinguished into three kinds based on the characteristic and the objective of it. They are, introduction paragraph, connecting paragraph, and clossing paragraph.

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[13] http://owl.english.purdue.edu/owl/resource/606/01/

[14] Gorys Keraf, *Komposisi,* (Ed. IX, Flores, NTT: Nusa Indah, 1993), p. 62.

[15] Barly Bram, *Write Well Improving Writing Skills*, (Ed. VIII, Yogyakarta: Kanusius, 1995), p. 13.

[16] *Ibid*.

a. Introduction paragraph

This paragraph is aimed to introduce the composition. This paragraph should be interesting and can guide the readers into the main of the composition.

b. Connecting paragraph

The connecting paragraph is whole of the paragraph which exist between the introduction and the clossing paragraph. These paragraph contain the main topic of the composition which writer wants to write. That's why this paragraph should be well structured and arranged logically.

c. Closing paragraph

The clossing paragraph is a paragraph which aimed to end the composition or the part of the composition. The conclusion of the discussed idea in connecting paragraph is contained here.[17]
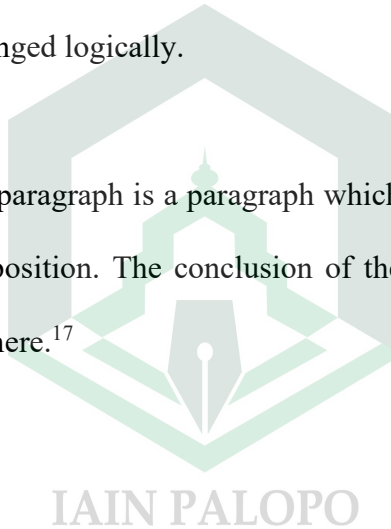
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3. *The use of Tenses*

In writing we need grammar or tenses to make a good sentence, there is 16 tenses in English language such as: Simple present tense, simple past tense, present continuous tense, present perfect tense, present perfect continuous tense, simple future tense, past continuous tense, past perfect tense, future continuous tense, future perfect tense, past perfect continuous tense, future perfect continuous tense, future

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[17] Gorys Keraf, *op.cit*, p. 63

past tense, future past continuous tense, future past perfect tense, future past perfect continuous tense.

From some tenses above, researcher only use 4 tenses for learning such as: simple present tense, simple past tense, simple future tense, and present continuous tense.

1. Simple present tense

We use the simple present tense to talk about things in general. We are not thinking only about now. We use it to say that something happens all the time or repeatedly, or that something is true in general.[18]

The form of simple present tense:

Positive

Subject + Verb 1 +s/es

e.g.   My father *goes* to work every day.

We *study* English twice a week.

Negative

Subject + Do/does not + Verb 1

e.g.   mary *doesn't like* to study English.

I *don't understand* everything he says.

Interrogative

Do/does + Subject + Verb 1

e.g.   *Do* you enjoy your English lesson?   - Yes, I do

- No, I don't

---

[18] Raymond Murphy, *English Grammar in Use (A Reference and practice book for intermediate students),* (Scotland: Cambridge university press, 1994), p. 4

Does your father smoke a lot?   - Yes, he does

                                          - No, he doesn't

2. Simple past tense

We use the simple past tense to talk about things in the past.[19]

The form of simple past tense:

Positive

Subject + Verb 2

e.g.   My uncle *went* to Bogor yesterday.

Last month my father *left for* Singapore.

Negative

Subject + did not + Verb 1

e.g.   John *did not* go to school yesterday, because he *was* sick.

I *didn't* see him at the meeting last night.

Interrogative

Did + Subject + Verb 1

e.g.   *Did* he call you last night?   - Yes. He did.

                                                - No, he didn't.

Did you enjoy the party last night?   - Yes, I did.

                                                - No, I didn't.

3. Simple future tense

We use the simple past tense to talk about things in the future.[20]

The form of simple future tense:

Subject + shall/will + verb 1

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[19] M.J. Lado, *Mastering English Grammar and Idioms*, (Jakarta: CV. Titik Terang, 1986), p. 1.

[20] *Ibid*, p. 14.

Positive

e.g.   I *shall/ will* go to Bandung tomorrow.

They *will* move to England next month.

Negative

> Subject + shall/will + not + verb 1

e.g.   the plane *will not* arrive at 3 o'clock.

We *shall* not tell John about it.

Interrogative

> Shall/will + subject + verb 1

e.g.   *will* they spend two months in Bali?   - Yes, they will

- No, they won't

Will you stay here until tomorrow?   - Yes, I will

- No, I won't

4. Present continuous tense

We use the present continuous tense when we talk about things happening in period around now (for example, today / this week / this evening, etc):

e.g.   your are working hard today.

Is susan working this week?   - Yes, she is

- No, she's on holiday

We use the present continuous tense when we talk about changes happening around now:

e.g.   the population of the world *is rising* very fast.

Is your English getting better?[21]

E. The Concept of Board Magazine

1. Definition of board magazine

Board Magazine is a periodical run on a notice board especially in an educational institute where the students and other members of the institution can post their articles, poems, drawings and other such compositions to share with each other.[22]

Board magazine is one type of mass communication media to write the most simple. Called the board magazine because the basic principle is the dominant magazine in it, while the presentation is usually show on the wall or the like.

The principle is reflected through the presentation of the magazine, both real writing, drawing, or a combination of both. With the basic principle of the column, numerous works, including paintings, vinyet, crossword puzzles, cartoons, comics, and the like arranged in a variable. All materials are prepared in harmony so that the overall appearance board magazine looks interesting.

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[21] Raymond Murphy*, English Grammar in Use (A Reference and Practice Book for Intermediate Students),* (Scotland: Cambridge University Press, 1994), p. 2

[22] http://en.wikipedia.org/wiki/Wall_magazine, 2009.

Material physical shape mading rule, plywood, paperboard or other materials with different sizes. The relatively large size is 120 cm x 240 cm, which is significantly less again brought to the situations and conditions.[23]

2. Benefit of board magazine

a. For communication

Board magazine is the cheapest means of communication to create communications within a particular area. Board magazine mounted in the lobby, the pages people's offices, churches, mosques, schools, or a particular show faculty to the installation in a way that makes the communication can be intertwined with practice. He said the most practical, given the volume of material and writing can be organised elastic, adapted to the topics real and objective. When the village faced racing village, board magazine in the village offices and centres will talk about topics, competitions RW village. Similarly, when Christmas arrives, all activities related to the Church will be explained more.
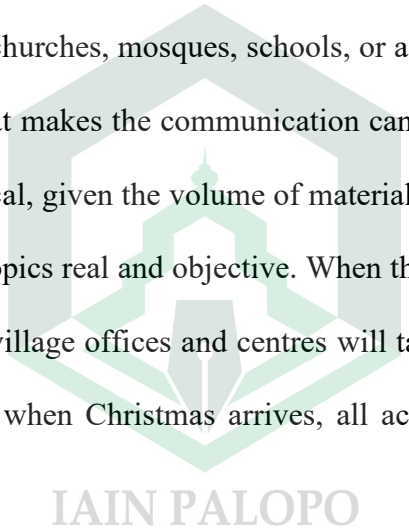
With board magazine these, various information can be delivered easily to the entire region in accordance with the planned scope. By reading board magazine, many previously unknown things eventually become treasury of knowledge, both practical and necessary reflection.

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[23] Admin, *Pengertian dan Manfaat Majalah dinding*, (Yogyakarta, P.T: Adicita Karya Nusa. 1999), p. 1

b. Containers Creativity

In general the activities of youth is never without creativity, such as sports, though art, games of skill, and do not miss all the activities of written expression. Through this paper will be distributed two kinds of mutually beneficial. From the author, board magazine is a place to pour out the various ideas. Various ideas, creativity, and even fantasies that accompany the development of media distribution and soul must be poured. So fit when used as container board magazine outpouring of creativity supported by young people because it is easily implemented with little cost.

As a young man who is sensitive to their environment, taking into account the fact that in this life is always the question arises, then board magazine will be the impetus for the birth of writing in order to release or spill all sorts of ideas and thoughts.

c. Inculcate reading habit

The world will become widespread as we like to read. For that, read hobby should be planted. In this case board magazine has a big share. Board magazine can occur at any time without ambushed by a number of difficulties. Board magazine can be issued by anyone in a relatively free depending on the interest of the reader.

If readers want, board magazine can be displayed every day by writing material that is really a suitable environment. If the interest in reading and writing public attention mediocre, board magazine be replaced every month or every week.

d.   Charger time

Many young people are not able to fill leisure time well. Excess energy discharged in vain. Is talking on the edge of the drinking, smoking street, forming a "gang", ect. All that actually can be deferred by reading of board magazine, then active in writing. If the excess energy wasting that is used to record the part board magazine, it would be more useful for the development and growth of his soul. In addition, of course, also benefits the other side.

e. Train the intelligence of thinking

Reading board magazine will stimulate to seek other reading through the "bait" presented at board magazine. Very likely-dish servings board magazine not full to meet the tastes of readers. This will make board magazine act as a stimulus for readers to find other reading material more complete.

Habit of reading will enrich the reader in various fields. More and more reading, knowledge of others will grow. Will indirectly encourage greater intelligence. Thus, it is clear that board magazine be "original terminal" that could bridge the birth of knowledge, agility of thought, and intelligence establishment.

f. For experience for writing

Based on experience, many writers who use the media as a vehicle board magazine practice. Ranging from fun to write things that are simple, it is impossible

for a person to become more open-minded to further develop pleasure in the field of authorship in a more professional.[24]

3. Strenght of board magazine

a. Relatively easy to manufacture. A large mading published periodically, you will not find one that will meet the board magazine football stadium. Most, board magazine size about 1.5 mx 1m. Relatively small size would facilitate board magazine itself.

b. Minimum cost. board magazine should not be printed. Printing costs rather high right now. Furthermore, the cost of printing has never been a tendency to fall. Look at the price of the magazine Elfata. When first published, 8 years ago, a magazine worth 2000 Rupiahs.

c. Board magazine just a sheet of plywood every publication. Other materials such as paper, asturo paper, ink, watercolor, poster paints, pencils, still relatively cheap in comparison to the costs of print magazine.

d. Working as a team member is easy. Because of the relatively small board magazine media, automatic quota each rubric too little. This means that each rubric the author did not bother to really think about what will fill the rubric that it is responsible. I myself observed the usual article appeared in mading is an article that light-light and short. Imagine, reading articles that make a frown, eyes spicy because lowercase letters.

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[24] Nursito, *Membina Majalah Dinding*, (Adicita Karyanusa, 1999), p.8.

4. Deficiency of board magazine

a. Places of expression is limited. Unlike the media point of view about her little board magazine above, could be partially flooded board magazine crew have an idea, passion overflowed, solid writing, and must be disappointed with limited quota rubric. Thus, a good article should be truncated. I used to experience this.

b. Not a real performance press. Limited entry quotas, media on narrow, not print, of course, taste is not working 100%, making the magazine feel.

c. Interesting stories make board magazine still less exciting with a story make a real magazine. While working in the school magazine, not a board magazine, I never came home on a night to successfully interviewed foreign Islamic sororities. It has also been working nights in the graphic design studio with no money paid, but paid science magazine design & layout. Fun, often get good food for free if interviewing famous people.

d. Not diffused. board magazine clearly not deployed. Because of this single case, clay board magazine must stand cannot relax, especially if taken home. If the recovered new release, see them bejubelan again! Well, plus or minus board magazine. Realizing that, of course, you'll be thinking about how continue your way: do more than simply board magazine. [25]

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[25] Martha FM Tasikmalaya, *More han Mading. Why Not?,* (Tasikmalaya, 2009), p. 1.

F. The Conceptual Framework

The focus in this research is to know improvement of students' writing through board magazine at eleventh year of SMAN 2 Baebunta. The conceptual framework is described below:

```
┌──────────────┐              ┌──────────────┐
│   Students   │ ───────────> │   Writing    │
└──────────────┘              └──────────────┘
                               ↙          ↘
                   ┌──────────────┐   ┌──────────────┐
                   │     Idea     │   │   Grammar    │
                   └──────────────┘   └──────────────┘
                               ↘          ↙
┌──────────────────┐      ┌──────────────────┐
│ Students' writing│ <──  │ The use of board │
│     improved     │      │     magazine     │
└──────────────────┘      └──────────────────┘
```
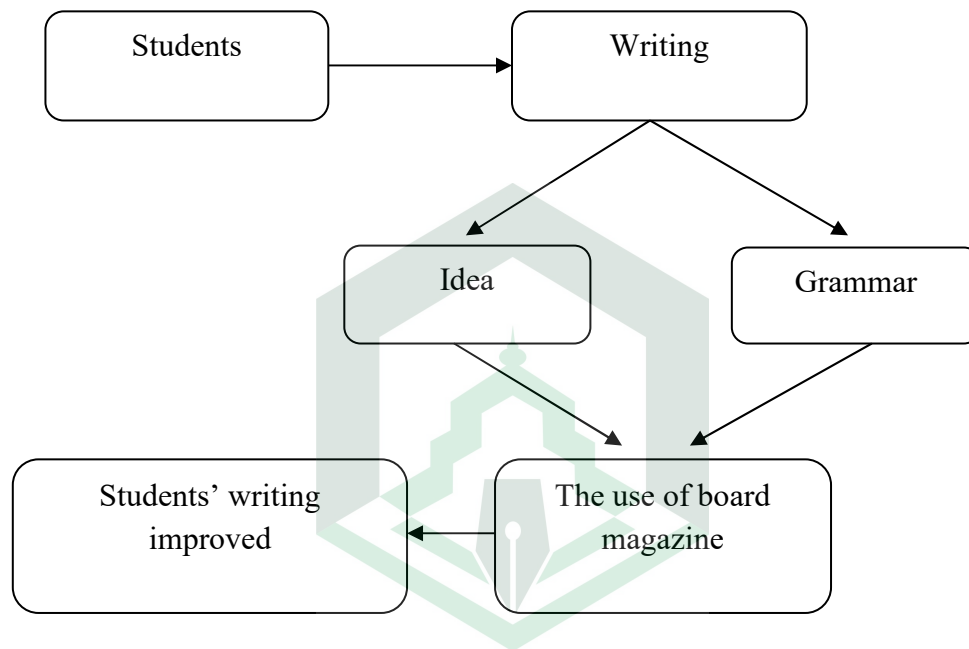
The relation of dependent variable (Students' writing) and independent variable (Board magazine) is board magazine influential to writing ability of students, in other word students' writing will improve when given stimulus like board magazine as one of learning media in improving writing ability of students. Proven to many writers who use board magazine as a vehicle practice. Rangin from fun to write things that are simple, it is impossible for a person to become more open minded to further develop pleasure in the field of authorship in a more professional.

CHAPTER III
RESEARCH METHOD

A. *Method and Design*

1. Method

In this research the writer applied an experimental research. It found out improvement of writing ability through board magazine. The research took one class of students at the eleventh year students of SMAN 2 Baebunta to writing skill trough board magazine.

2. Design

This research involved one class of students with pre-test, treatment and post-test design. The design of research can be described as follows:

$$E = T_1 \ X \ T_2$$

Notation:

E = Experiment
T_1 = Pre-test
X = Treatment
T_2 = Post-test.[1]

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[1] Suharsimi Arikunto, *Prosedur Penelitian; suatu pendekatan practice,* (Jakarta: Rineka Cipta, 2001), p. 84.

B. *Variable*

This research involved two variables, such as dependent variable and independent variable. They can be described as follows:

- Dependent variable → the effort of students' writing

- independent variable → board magazine

C. *Population and Sample*

1. Population

The population of this research was the eleventh year students of SMA Negeri 2 Baebunta. Population was all subject of the research.[2] But another definition explain that population was all object of the research such as humans, things, animals, etc. as source data which have characteristic in research.[3] Based on definition the number of Population was described below:

Table 3.1

Number of Population

No	Description	Number of Population
1.	The Students of XI.a Class	35 students
2	The Students of XI.b Class	40 students

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[2] *Ibid,* p. 108.

[3] S. Margono, *Metode Penelitian Pendidikan,* (Jakarta: PT. Rineka Cipta, 2003), p. 118

3	The Students of XI.c Class	35 students
4.	The Students of XI.d Class	35 students
	Amount	145

2. Sample

In this research, the researcher used purposive sampling technique the number of sample is 35 students, based on Suharsimi Arikunto if the sample less than 100 was better all take it. But, if the amount of sample more than 100 so, can take 10 until 15 or 20 until 25 peoples.[4]

Table 3.2

The number of Sample

No	Description	Number of population	Number of sample
1.	The Students of XI.a Class	35 students	0
2.	The Students of XI.b Class	40 students	0
3.	The Students of XI.c Class	35 students	35
4.	The Students of XI.d Class	35 students	0
		145	35

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[4] Suharsimi Arikunto, *op. cit.,* p. 109.

D. *Method in Collecting Data*

The method in collecting data, the writer used questionnaire. It is one of technique collecting data is used writer in question form given to the students to know respons of students to board magazine in improving students' writing.

F. *Instrument of the Research*

The instrument that used in this research to answer the questions of the research follows:

1. Visual media namely board magazine.

2. Test namely written. In this case students asked to write their and checked by the writer.
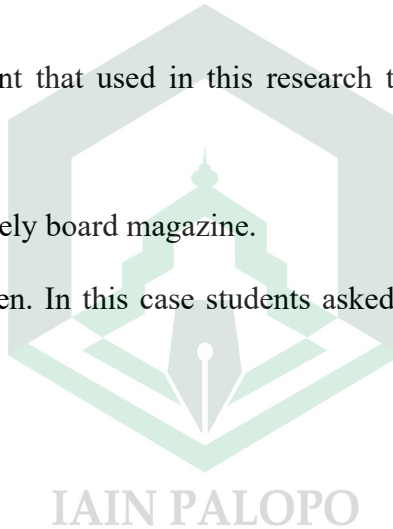
G. *Procedure of Collecting Data*

Before the writer gave pre-test and post-test to the students, the writer given questionnaire to know respons of students in writing through wall magazine.

The procedure of collecting data in this research, the researcher followed some steps below:

1. The researcher distributed pre-test to experimental class. The pre-test applied to know the prior knowledge of writing. It was taken 90 minutes to do the test.

2. The researcher was conducted treatments; it was done for ten meetings. The steps are as follows:

a. The first treatment conducted on the first meeting. The researcher explained to the students about grammar.

b. The second treatment and third treatment, the researcher explained the about simple present tense.

c. The fourth treatment and fifth treatment, the researcher taught about simple past tense.

d. The sixth treatment and seventh treatment, the researcher taught about simple future tense.

e. the eight treatment and ninth treatment, the researcher taught about present continous tense.

e. The tenth treatment, the researcher taught the function of each grammar above.

3. After giving treatment, the researcher distributed post-test to the experimental class. It took 90 minutes to do the test.
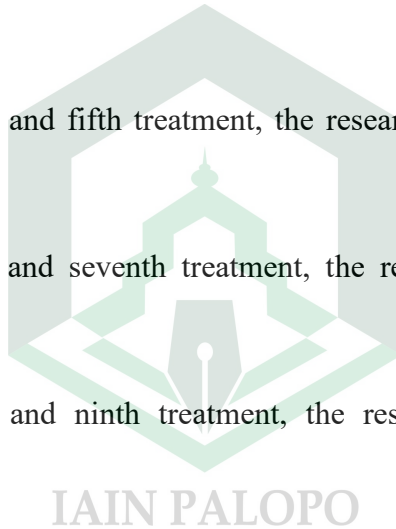
H. *Data Analysis Technique*

The data analysis technique involves some steps that are elaborated as follows:

1. Scoring the students' correct answer by using the following formula :

$$\text{Score} = \frac{\text{students correct sentences}}{\text{Total number of sentences}} \times 10$$

2. Classifying the students' score by using percentages as follows :

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

Where:

P   =   the percentage of the students achievement

F   =   the frequency of students score writing text

N   =   the number of the students

3. Calculating the mean score of the student's achievement by using this formula:

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

Where:

M   =   Mean score

$\sum$x   =   Total score

N   =   Total Number[5]

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[5] *Ibid*, p. 183.

To understand the level of the students score the following classification will be used:

a. Excellent   :   9,6 –   10   is classified as excellent

b. Very good   :   8,6 –   9,5   is classified as very good

c. Good   :   7,6 –   8,5   is classified as Good

d. Fairly Good   :   6,6 –   7,5   is classified as fairly Good

e. Fairly   :   5,6 –   6,5   is classified as fairly

f. Fairly poor   :   4,6 -   5,5 is classified as fairly poor

g. Poor   :   3,6 –   4,5   is classified as poor

h. Very poor   :   0   –   3,5   is classified as very poor.[6]

4. The formula of "t" test as follows:

$$t = \frac{Md}{\sqrt{\dfrac{\sum X^2 d}{N(N-1)}}}$$
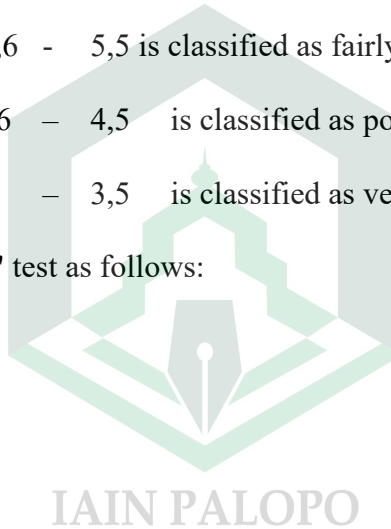
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Where: t   = test significant

Md   = mean deviation between pre-test and post-test

$\sum X^2 d$ = different deviation and mean deviation

N   = total number of ample

1   = constant number[7]

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[6] Rahmawati Upa', *The Ability of the Second Year Students' of SMK Telkom Palopo in Using Possesive Case,* (Unpublished Thesis, 2006).

5. Criteria of Hypothesis

The test of hypothesis to decide acceptable at the degree of significance five percent (5%) the hypothesis is formulated as follows:

Ha :   There is a significant positive effect from board magazine in improving writing skill.

Ho :   There is not a significant positive effect from board magazine in improving writing skill.

The degree of significance is decided at 5% and the criteria of testing null hypothesis as follows:

to ≥ tt   =   rejected null hypothesis.

to ≤ tt   =   accept null hypothesis. [8]

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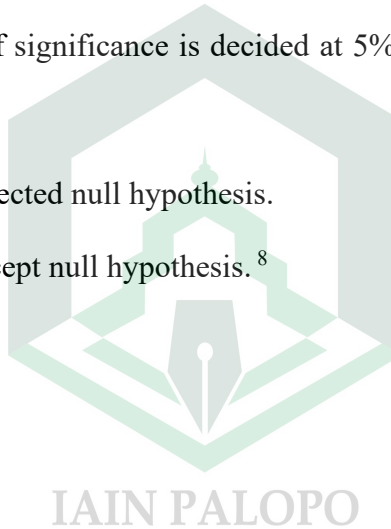
[7] Suharsimi Arikunto, *op.cit.,* P. 79.

[8] Anas Sudijono, *Pengantar Statistik Pendidikan,* (1st Print; Jakarta: PT. Raja Persada, 2000), p. 291.

CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with the findings of the research and the discussion. The findings informs about the data collected through the research and the discussion deals with the details of the interpretation of findings.

A. *Finding*

To collecting the data the researcher employed a test, which was used as a pre-test and post-test. The pre-test was applied before giving treatment whereas the post-test was administered after giving treatment. The content of them was the same as table 1. the mean score of student pre-test and post-test.

a. Test analysis

The data analysis was done through quantitative analysis. It was used scores of respondent. The scores of respondents for reading comprehension test can be explained separately as follow:

1. The students score in the Pre-test and Post-test

Table 4.1

The score of students in the Pre test (X$_1$)

Respondent	Correct answer	Score
R1	6	6
R2	4	4
R3	5	5
R4	6	6
R5	6	6
R6	5	5
R7	5	5
R8	6	6
R9	6	6
R10	5	5
R11	4	4
R12	3	3
R13	5	5
R14	5	5
R15	6	6
R16	5	5
R17	6	6
R18	6	6
R19	6	6
R20	6	6
R21	5	5
R22	6	6
R23	6	6
R24	6	6
R25	4	4
R26	5	5
R27	5	5
R28	4	4
R29	4	4
R30	5	5
R31	6	6
R32	5	5
R33	4	4
R34	4	4
R35	5	5

From the table above, we can see that also got unexpected score. The highest score is 6 and the lowest score is 3, most of the students obtain 3 there was one student and it is the lowest frequency and 14 students got score 6 and 13 students score 5 and the other students obtain score 4.

Table 4.2

The score of students in the Post test (X_2)

Respondent	Correct answer	Score
R1	7	7
R2	5	5
R3	7	7
R4	7	7
R5	7	7
R6	7	7
R7	7	7
R8	7	7
R9	7	7
R10	7	7
R11	7	7
R12	4	4
R13	8	8
R14	6	6
R15	7	7
R16	6	6
R17	7	7
R18	7	7
R19	8	8
R20	7	7
R21	6	6
R22	7	7
R23	7	7
R24	6	6
R25	7	7
R26	7	7
R27	6	6
R28	6	6

R29	5	5
R30	7	7
R31	7	7
R32	6	6
R33	6	6
R34	6	6
R35	7	7

The students have very good progress after giving treatment. It can be seen on the table above. Were the highest score is 8, the laws score is 4 and there was one student obtain it. Most of the students obtain score 6 and 7 and there were 21 students obtain score 7, 9 students obtain 6, 2 students obtain 5 and 1 student obtain 4.

2. The rate percentages of students' score

In collecting data the writer used reading test, namely pre-test was given before treatment and post-test was given after treatment. After calculating the result of test, the rate percentages of the students score is presented in the following table:

Table 4.3

The rate percentage of Pre test (X_1)

No	Score	Classification	Frequency	Percentage (%)
1.	9,6 – 10	Excellent	_	_
2	8,6 – 9,5	Very good	_	_
3	7,6 - 8,5	Good	_	_
4	6,6 – 7,5	Fairly good	_	_
5	5,6 – 6,5	Fairly	14	40
6	4,6 – 5,5	Fairly poor	13	37.14

7	3,6 – 4,5	Poor	7	20
8	0 – 35	Very poor	1	2.86
	Total		35	100

Comparing with the students achievement that has treated by using board magazine, it can see on the table (frequency distribution matrix of students in X_1) were before giving the treatment. There were 14 (40%) obtain fairly, 13 students (37.14%) obtain fairly poor, seven students (20%) obtain poor, and one student (2.86%) obtain very poor, but after giving treatment their score are better than before.

Table 4.4

The rate percentage of Post test

No	Score	Classification	Frequency	Percentage (%
1	9,6 – 10	Excellent	–	–
2	8,6 – 9,5	Very good	–	–
3	7,6 - 8,5	Good	2	5.71
4	6,6 – 7,5	Fairly good	21	60
5	5,6 – 6,5	Fairly	9	25.72
6	4,6 – 5,5	Fairly poor	2	5.71
7	3,6 – 4,5	Poor	1	2.86
8	0 – 35	Very poor	–	–
			35	100

From the table above (Frequency distribution matrix of students in X_2) were there two students (5.71%) obtain good, 21 students (60%) obtain fairly good score, nine students (25.72%) obtain fairly, two students (5.71%) obtain fairly poor and one student (2.86%) obtain poor.

1. a. Mean score of pre-test

$$M = \frac{\sum X_1}{N}$$
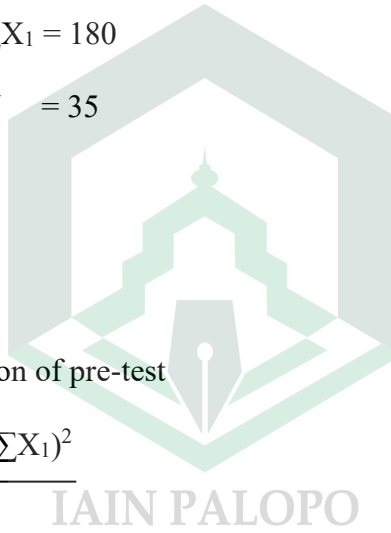
Where: $\sum X_1 = 180$

$N = 35$

$$M = \frac{180}{35}$$

$$= 5.14$$

b. Standard deviation of pre-test

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

Where: $\sum X_1{}^2 = 950$

$\sum X_1 = 180$

$N = 35$

$$SD = \frac{35.950 - (180)^2}{35(35-1)}$$

$$= \frac{33250 - 32400}{1190}$$

$$= \frac{850}{1190}$$

$$= 0, 72$$

2. a. Mean score of post test

$$M = \frac{\sum X_2}{N}$$

Where = $\sum X_2$= 231

N= 35

$$M = \frac{231}{35}$$

$$= 6, 60$$

b. Standard deviation post-test

$$SD = \frac{N.\sum X_2{}^2 - (\sum X_2)^2}{N (N.1)}$$

Where = $\sum X_2{}^2$ = (154)

= $\sum X_2$ = 231

N   = 35

$$SD = \frac{35.1547 - (231)^2}{35 (35-1)}$$

$$= \frac{54145.53361}{1190}$$

$$= \frac{784}{1190}$$

$$= 0, 66$$
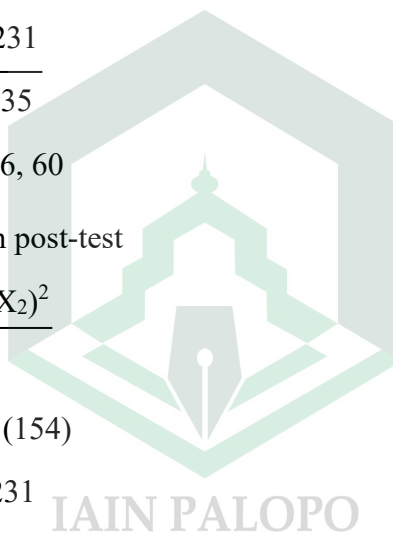
3. The result of test significance of students by using "T" test as follows:

$$T = \frac{Md}{\sqrt{\dfrac{\sum X_1^2 d}{N(N-1)}}}$$

To calculating the difference means between pre-test and post-test.

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

Where= $\sum D = 52$

N=35

$$= \frac{52}{35}$$

$$= 17$$

Difference means between pre-test and post-test (Md) = 17, square deviation $(X^2 d)$ = 8443, and total respondents (N) = 35.

$$T = \frac{52}{\sqrt{\dfrac{8443}{35(35-1)}}}$$

$$T = \frac{52}{\dfrac{\sqrt{8443}}{1190}}$$

$$= \frac{52}{\sqrt{4,57}}$$

$$= \frac{52}{2,14}$$

= 24, 30

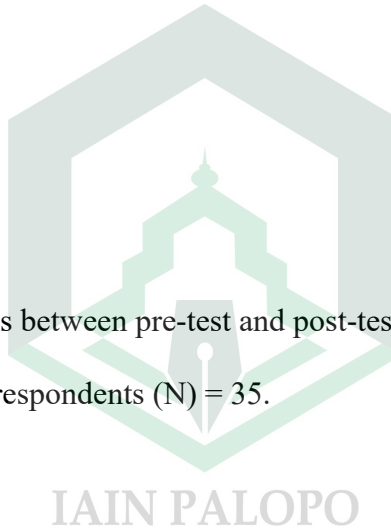From the data analysis above we can see that means score of students' speaking skill in post-test (X_2=6.60) is greater than mean score of the students' speaking skill in pre-test (X_1=5.14). it means students' writing skill through wall magazine of t_{count} the researcher uses the level of significance or standard significance (α) = 0,05 to find out the acceptability hypothesis. And the degree of freedom (df) = N-1. The result of t_{test}= 24,30 will be analyzed by testing criteria of "t" table (t_{table})

Testing "t" table (t_{table})

Standard signification (α) = 0, 05

Degree of freedom (df) = N-1

$$= 35-1$$

$$= 34$$

t_{test} = 24,30

t_{table} = t (1-1/2 0,05) (df)

= t (1- 0,024) (34)

= t (0,975) (34)

= 2.04

The testing "t" table show that, t_{test} (24,30) is bigger than t_{table} (2.04). When t_{test} is bigger than t_{table} (t_{test} > t_{table}) the students' writing skill is improved.

3. The mean score and result of "t" test.

Table 4.5

Mean score

Type of test	Mean score
Pre-test	5.14
Post-test	6.60

Table 4.6

Result of "t" test

Type of test	Mean score
Pre-test	5.14
Post-test	6.60

The table 4.1.4 shows that the mean score of the post-test is greater than the mean score of pre-test (6.60 > 5.14). Table 4.1.5 shows that the result of t_{test} is greater than the result of t_{table} (24.30 > 2.04). the data indicates that the students' writing skill ability at Eleventh year of SMA Negeri 2 Baebunta is improved.

4. Test of significance

In other to know whether the pre-test and post-test are significant different, the researcher used t_{test} analysis. The result of t_{test} is 24.30, to find out the degree of freedom (df) the researcher used the following formula.

Df = N – 1

= 35 – 1

= 34

For the level of significance (α) = 0, 05 and (df) = 34 then the value of t_{table} (24.30 > 2.04). it means that there is significance between pre-test and post-test of the students' writing ability before and after treatment.

Criteria of hypothesis acceptability.

- $T_{table} < t_{test} < t_{table}$ = reject null hypothesis

- $T_{test} > t_{table}$ of $t_{test} < t_{table}$ = receive null hypothesis

As we shown that t_{test} = 24.30 > t_{table} = 2.04. So, the researcher concludes that the null hypothesis is rejected while the alternatives hypothesis is rejected while the alternatives hypothesis is received. It means that use of wall magazine in improving students' writing skill at eleventh year of SMA Negeri 2 Baebunta is effective.

5. Analysis of Questionnaires

Table 4.7

The Urgency of Improve Writing Ability of Students

No	Statement	Items of Choice	Frequency	Percentage (%)
01	Improve Writing Ability	Strongly Agree	16	45.72

	of Students are necessary	Agree	19	54.28
		Less Agree		
		Disagree		
			35	100

The table 4.7 above indicates that the Increase Writing Ability of Students are necessary, there were 16 students (45.72%) of 35 students chose strongly agree and 19 students (54.28%) of 35 students chose agree.

Table 4.8

Board Magazine is Media to Improve Student's Writing

No	Statement	Item of Choice	Frequency	Percentage (%)
02	Board Magazine is One of Media to Improve Student's Writing	Strongly Agree	10	28.57
		Agree	25	71.43
		Less Agree		
		Disagree		
			35	100

The table 4.8 above indicates that board magazine is one of media to improve student's writing, there were 10 students (28.57%) of 35 students chose strongly agree, and 25 students (71.43%) of 35 students chose agree.

Table 4.9

Role of Board Magazine to Students' Writing

No	Statement	Items of Choice	Frequency	Percentage (%)
03	Board Magazine is key position in Improving Students' Writing.	Strongly Agree Agree Less Agree Disagree	9 26	25.72 74.28
			35	100

The table 4.9 above indicates that board magazine is key position in improving students' writing, there were 9 students (25.72%) of 35 students chose strongly agree and 26 students (74.28%) of 35 students chose agree.

Table 4.10

Writing Ability of Students through Board Magazine

No	Statement	Items of Choice	Frequency	Percentage (%)
04	Active writes in board magazine can improve writing skill of students.	Strongly Agree Agree Less Agree	10 25	28.57 71.43

		Disagree		
			35	100

The table 4.10 above indicates that Active writes in board magazine can improve writing skill of students, there were 10 students (28.57%) of 35 students chose strongly agree, and 25 students (71.43%) of 35 students chose agree.

Table 4.11

Publish Belles-lettres in Board Magazine

No	Statement	Items of Choice	Frequency	Percentage (%)
05	Every students taking charge of publish belles-lettres in board magazine in improving student's writing	Strongly Agree	13	37.14
		Agree	21	60
		Less Agree	1	2.86
		Disagree		
			35	100

The table 4.11 above indicates that Every students taking charge of publish belles-lettres in bozrd magazine in improving student's writing, there were 13 students (37.14%) of 35 students chose strongly agree, 21 students (60%) of 35 Students chose agree, and one student (2.86%) chose less agree.

Table 4.12

The Urgency Writing of Students

No	Statement	Items of Choice	Frequency	Percentage (%)
06	Writing is necessary of students in improving English practice	Strongly Agree Agree Less Agree Disagree	14 19 2	40 54.28 5.72
			35	100

The table 4.12 above indicates that the writing is necessary of students in improving English practice, there were 14 students (40%) of 35students chose strongly agree, 19 students (54.28%) of 35 students chose agree, and 2 students (5.72%) chose less agree.

Table 4.13

Organization OSIS in Facility Board Magazine

No	Statement	Items of Choice	Frequency	Percentage (%)
07	Organization OSIS in the school have to	Strongly Agree Agree	11 23	31.43 65.72

		Less Agree	1	2.85
		Disagree		
Facility in improving writing of students through board magazine				
			35	100

The table 4.13 above indicates that the organization OSIS in the school have to Facility in improving writing of students through board magazine, there were 11 students (31.43%) of 35 students chose strongly agree, 23 students (65.72%) of 35 students chose agree, and one students (2.85) chose less agree.

Table 4.14

Support on Part School in implementation Board magazine

No	Statement	Items of Choice	Frequency	Percentage (%)
08	On part has to implementation board magazine in improving writing ability of students	Strongly Agree	16	45.72
		Agree	19	54.28
		Less Agree		
		Disagree		
			35	100

The table 4.14 above indicates that on part has to implementation board magazine in improving writing ability of students, there were 16 students (45.72%) of 35 students chose strongly agree and 19 students (54.28%) of 35 students chose agree.

B. *Discussion*

In this section presented the result of the data analysis. It aims at describing the effort in improving students' writing through board magazine at eleventh year of SMA Negeri 2 Baebunta in 2010/2011 academic year.

Based the students respond on the treatment every meeting and the students answer in the questionnaire it proved that the students toward the board magazine is positive and the negative response is rejected, it can see on the table questionnaire. And it had proved that the student's writing can improve and it can see on the difference score on the scores in the pre-test and the post-test.

Based on the data result of the data analysis above, it shows that board magazine can be improved students' writing. It can be on the table before, where the mean score of the experimental class in pre-test was 5.14 and post-test was 6.60.

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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. *Conclusions*

Some conclusions can be drawn after analyzing the result of finding and discussion as follow:

1. The mean score of the eleventh year students of SMA Negeri 2 Baebunta in writing in the pre-test is still low, therefor after giving tretment, the students ability in using board magazine greatly increase.

2. The writer concludes that board magazine is effective in improving students' writing at eleventh year of SMA Negeri 2 Baebunta.

3. From the data analysis, the result on "t" test analysis in the research is $t_o > tt$ (t_o 24.30 > tt 2.04) it means that there is significant difference between the students' writing before tretment and after treatment. Therefor board magazine is an alternative way to play in the classroom in improving students' writing.

4. According students at eleventh year of SMA Negeri 2 Baebunta through questionnaire that board magazine is key position in improving students' writing, as seen from 35 questionnaires who give to students, there were 9 students chose strongly agree and 26 students chose agree.

B. *Suggestions*

Based on the conclusion above, the writer gives suggestion bellow:

1. The students' should improve their writing and then publish in wall magazine.

2. Each student's as a sample in this research has his or her own way to generate ideas in their writing activity. They have to be introducing various way or techniques to increase their ability in writing.

3. The students' should develop everything relates to writing, such as, developing vocabulary mastery, grammatical mastery, writing skill and competence.

4. Giving a great technique or method to do more practice that is interesting for them.

5. The teacher should develop his teaching writing essay through wall magazine.

6. Finally, school line should be doing strategies steps in process to improve writing ability of students at SMA Negeri 2 Baebunta.
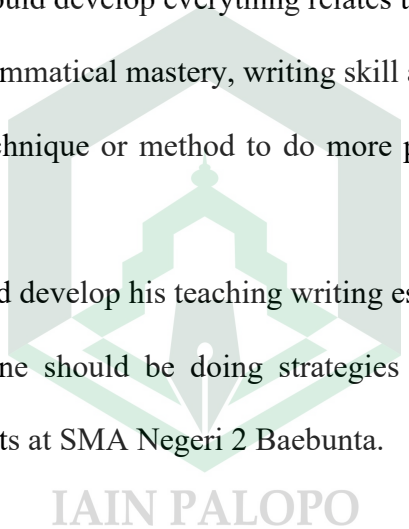
APPENDIX A

The students' score

No	Students	score		D (X_2-X_1)	D^2
		Pre-test	Post-test		
1.	R1	6	7	1	1
2.	R2	4	5	0	0
3.	R3	5	7	2	4
4.	R4	6	7	1	1
5.	R5	6	7	1	1
6.	R6	5	7	2	4
7.	R7	5	7	2	4
8.	R8	6	7	1	1
9.	R9	6	7	1	1
10	R10	5	7	2	4
11.	R11	4	7	3	6
12.	R12	3	4	0	0
13	R13	5	8	2	4
14	R14	5	6	1	1
15	R15	6	7	1	1
16	R16	5	6	1	1
17	R17	6	7	1	1
18	R18	6	7	1	1
19	R19	6	8	1	1
20	R20	6	7	1	1
21	R21	5	6	1	1
22	R22	6	7	1	1
23	R23	6	7	1	1
24	R24	6	6	0	0
25	R25	4	7	3	9
26	R26	5	7	2	4
27	R27	5	6	1	1
28	R28	4	6	2	4
29	R29	4	5	1	1
30	R30	5	7	2	4
31	R31	6	7	1	1
32	R32	5	6	1	1
33	R33	4	6	2	4
34	R34	4	6	2	4
35	R35	5	7	2	4
	Total	$\sum X_1 =$	$\sum X_2 =$	$\sum D =$	$\sum D^2 =$

APPENDIX B

The Students' Classification of Pre-test and Post-test

No	Students	Classification	
		Pre-test	**Post-test**
1.	R1		
2.	R2		
3.	R3		
4.	R4		
5.	R5		
6.	R6		
7.	R7		
8.	R8		
9.	R9		
10	R10		
11.	R11		
12.	R12		
13	R13		
14	R14		
15	R15		
16	R16		
17	R17		
18	R18		
19	R19		
20	R20		
21	R21		
22	R22		
23	R23		
24	R24		
25	R25		
26	R26		
27	R27		
28	R28		
29	R29		
30	R30		
31	R31		
32	R32		
33	R33		
34	R34		
35	R35		

APPENDIX C

The Mean Score of pre-test and post-test

1. The mean score of pre-test

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

2. The mean score of post-test

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

IAIN PALOPO

APPENDIX D

The Calculation of t-Test

$X_1 \quad =$

$X_2 \quad =$

$\sum D \quad =$

$$\sum D^2 \;=$$

$$D = \frac{\sum D}{N} \;= \;\underline{\quad}$$

$$N =$$

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

$$\underline{\qquad\qquad}$$

APPENDIX E

INSTRUMENT OF THE RESEARCH
SONGS

Listen and practice the songs together for writing an essay. You can choose one of the two topics of the songs. The guided questions at the following will help you to develop your essay.

Voc. Celine Dion

Every night in my dreams
I see you I feel you
That is how I know you go on
Far across the distance and spaces between us
You have come to show you go on
  Near far wherever you are
  I believe that the heart does go on
  Once more you open the door
  And you here in my heart
  And my heart will go on and on
Love can touch us once time
And last for a lifetime
And never let go till were go on
Love was when I loved you
One true time I hold you
In my life will always go on
  You here there's nothing I fear
  And I know that my heart will go on
  We'll stay forever this way
  You are safe in my heart
  And my heart will go on and on

The guided questions for your essay
1. what is the title of the song?
2. what is the topic of the song?
3. what does the song tell about?
4. do this song interest you?
5. What do you think about the song?
6. How about your experience related to this song?

Voc. Josh Groban

When I'm down
And all my soul so weary
When troubles come
And my heart burdened me
  And I'm here
  And wake up on the silent

Until you come
And sit a while with me
You raise me up
So I can stand that mountain
You raise me up
To walk the story shows
I'm strong when I'm on your shoulder
You raise me up
To more than I can be

The guided questions for your essay
1. What is the title of the song?
2. What is the topic of the song?
3. What does the song tell about?
4. Do this song interest you?
5. What do you think about the song?
6. How about your experience related to this song?

…… Good Luck ……
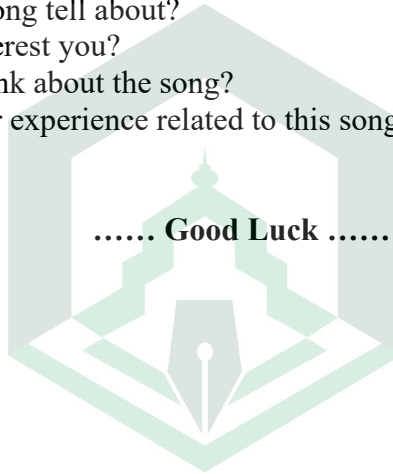
Apendix

Pre-test and post-test

Before researcher gave treatment, each students given pre-test and post-test to know that wall magazine can improve motivation and writing ability of students

In pre-test and post-test researcher giving instruction to students at eleventh year of SMA Negeri 2 Baebunta to write a sentences, below:

- ✓ Write about daily activity
- ✓ Write about experience
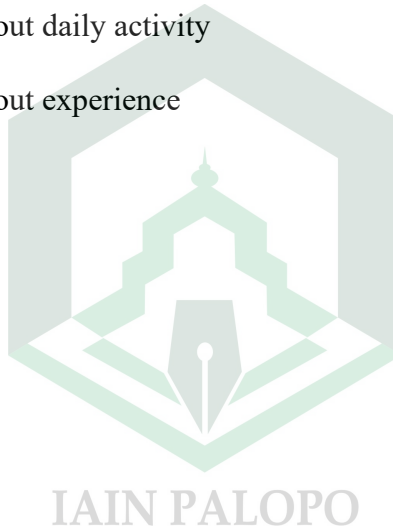
Angket Penelitian

A. Pendahuluan

1. Penelitian ini dilaksanakan dalam rangka penyusunan Skripsi yang berjudul "***The Effort in Improving Motivation and Writing Ability of Students at the Eleventh Year of SMA Negeri 2 Baebunta***"
2. Pilihan anda diharapkan sejujur mungkin dan objektif tanpa ada pengaruh dari luar (orang lain).

B. Identitas Responden

Nama   :
Kelas   :
Jenis Kelamin   :

1. Meningkatkan motivasi dan kemampuan writing siswa sangat penting.

   a. Sangat setuju (SS)   c. Tidak setuju (ST)

   b. Setuju (S)   d. Sangat tidak setuju (STS)

2. Majalah dinding adalah salah satu media mengembangan writing siswa.

   a. Sangat setuju (SS)   c. Tidak setuju (ST)

   b. Setuju (S)   d. Sangat tidak setuju (STS)

3. Media majalah dinding punya peranan yang sangat besar dalam memotivasi dan pengembangan writing siswa.

   a. Sangat setuju (SS)   c. Tidak setuju (ST)

   b. Setuju (S)   d. Sangat tidak setuju (STS)

4. Aktif mengisi majalah diding dapat memotivasi dan meningkatkan kemampuan writing siswa.

   a. Sangat setuju (SS)   c. Tidak setuju (ST)

   b. Setuju (S)   d. Sangat tidak setuju (STS)

5. Setiap siswa diberikan tanggung jawab untuk menerbitkan karyanya di majalah diding yang ada di sekolah dalam pengembangan kemampuan writing siswa.

a. Sangat setuju (SS)   c. Tidak setuju (ST)

b. Setuju (S)   d. Sangat tidak setuju (STS)

6. Writing sangat penting bagi siswa dalam pengembangan dan penguasan bahasa inggris.

   a. Sangat setuju (SS)   c. Tidak setuju (ST)

   b. Setuju (S)   d. Sangat tidak setuju (STS)

7. Organisasi OSIS yang ada di sekolah harus bisa mempasilitasi semua siswa dalam pengembangan writing melalui majalah dinding.

   a. Sangat setuju (SS)   c. Tidak setuju (ST)

   b. Setuju (S)   d. Sangat tidak setuju (STS)

8. Pihak sekolah harus medukung penuh pelaksanaan majalah dinding dalam memotivasi dan pengembangan kemampuan writing siswa.

   a. Sangat setuju (SS)   c. Tidak setuju (ST)

   b. Setuju (S)   d. Sangat tidak setuju (STS)
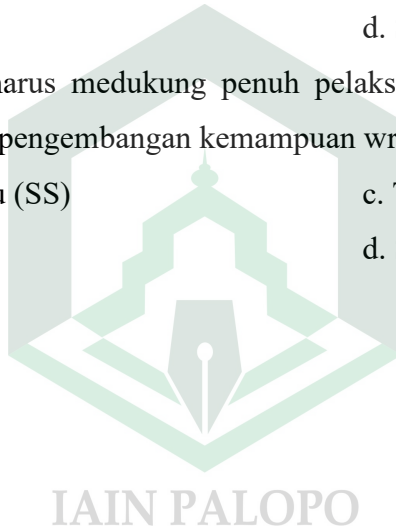
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