

**IMPROVING THE STUDENTS' WRITING SKILL BY USING FAMILY
AND HOMETOWN DESCRIPTION AT THE EIGHT CLASS
STUDENTS OF SMPN 3 PALOPO**



A THESIS

**Submitted to the English Study Program of S1 Tarbiyah Department of
State Collage for Islamic Studies of Palopo in Partial fulfillment
of Requirement for S.Pd. Degree in English
Education Study Program**

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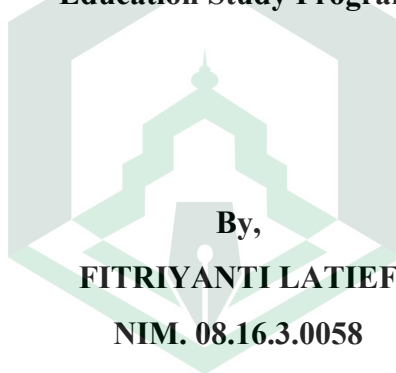
**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
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IAIN PALOPO

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
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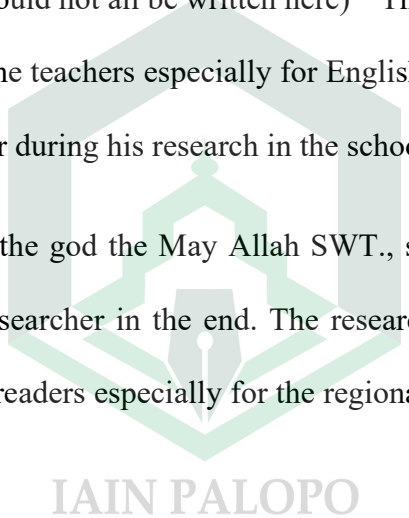
6. All the lectures in English Department of STAIN Palopo. “Thanks for guidance, attention, knowledge and motivation in learning English language”. And also for all staff in STAIN Palopo “Thanks for help and kindness”

7. The entire writer’s family, special thanks for my parents and all of my brother and my sister who always give the best to writer until now, the inspiration and motivator for writer during his studying.

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Palopo, 7th April 2013

The Researcher

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ABSTRACT

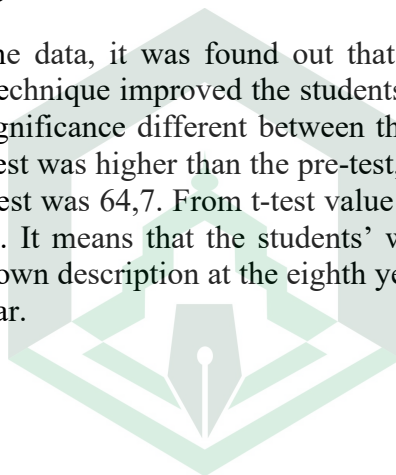
Fitriyanti Latief, 2013 “**Improving The Students’ Writing Skill By Using Family and Hometown Description At The Eighth Year of SMP Negeri 3 Palopo**”. (under the supervision of (I) Wisran, S.S., M.Pd. (II) Jufriadi, S.S., M.Pd.)

Key Word : Writing Skill, Family and Hometown Deskripsi

This thesis deals with effort to improve the students’ writing skill. The purpose of this thesis is found out whether Family and Hometown description is effective in improving students’ writing skill at the eight of SMP Negeri 3 Palopo.

This research applied pre-experimental research with pre-test and post-test design. This research was conducted at the eighth year students of SMP Negeri 3 Palopo in 2012/2013 academic year. The number of population were 74 students and the researcher took 36 students as samples by using the purposive sampling technique. The researcher used writing test, as instruments of the data collection. The data analyzed by finding mean score, standard deviation, and test significance.

Having analyzed the data, it was found out that teaching by using family and hometown description technique improved the students’ writing skill of SMP Negeri 3 Palopo. There was significance different between the results of pre-test and post-test, in which the post-test was higher than the pre-test, where the mean score of pre-test was 50,4 and post-test was 64,7. From t-test value 20,35 was greater than t-table 2,023 or $20,35 > 2,023$. It means that the students’ writing skill was improved by using family and hometown description at the eighth year of SMP Negeri 3 Palopo in 2012/2013 academic year.



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CHAPTER I

INTRODUCTION

A. Background

English is international language. It has used most of the countries in this world. So, it is important for us learn English. The government of Indonesia has realized that the benefit of English and became compulsory lesson in the school.

There are four important skills namely 1. Reading, 2. Writing, 3. Speaking, and 4. Listening in teaching English. The other elements are 1. Vocabulary, 2. Grammar, and 3. Pronunciation. It is challenging, but it can also be fun. If you are learning to speak and read in a new language, you are ready to begin write too.¹ Based on the four skills has mention above. Writing skills is still lack of. At the fact it is interesting but also difficult. Grammar is very important to know. It has related to writing skill. In other hand, the people who do not use grammar it don't matter.

As we know that the students still difficult how to good write. So that the teachers have to build their writing skill in the classroom through write above family and hometown description, indirectly improve their writing skill. Furthermore the most difficult in language skill namely writing skill. The students are difficult to know how to write English as to second language.

The most serious problem when the students write English. Sentences they try to convent in their native language equivalent. To improve writing skill for the student.

¹Masruddin, *Writing II*, (Palopo; STAIN Palopo) p. 1.

It needed good strategy in learning process through write family and hometown description. To increase English learning process should be able to excite learning, foster creativity, instill self-confidence and sense of responsibility toward students' diligence lessons. And when students can describe their own self is more interesting too.

In writing skill through write about family and hometown description, the teacher can improve the student's writing skill and also the teachers know the student's personality. In other hand the students can be creative to describe about their self.

In the classroom there is interactive between the teacher and the students, not only the teacher is active but also the student should be more active than teacher.

Writing skill is very important to know in English learning process of expressing ideas. How can we do something that we do not enjoy? Writing can express our ideas based on our felling.

There are some factors that influence students in development their writing skill; those are vocabulary and interest that topic has given. Vocabulary is very important. In rich vocabulary influence the students to express their idea.

At the fact the students have to study hard specially for the grammar and enrich vocabulary to improve writing skill before write family and hometown description.

The more you write the more you know about your lack of specially writing skill. And it will be giving you motivation to improve your writing skill.

How to improve writing skill the teacher should be use some method which can be make students interesting and easier to write family and hometown description.

Based on the explanation about the researchers expect that writing skill by using family and hometown description can improve the student's ability specially for writing and encourage the students to be more creative.

B. Problem statement

Based on the above background researchers formulate the research problem statement as follows:

Is writing family and hometown description effective in improve student's writing skill at the eight grade of SMP Negeri 3 Palopo ?

C. Objectiveof the Research

Relating to the research question above this research is:

To find out whether family and hometown description is effective in improving students' writing skill at the eight grade of SMP Negeri 3 Palopo.

D. Significance of the Research

In this study the writer expects that the research paper has benefits both theoretically and practically.

1. Theoretically

The result of the research is expected can be used as the reference for those who want to conduct a research in English teaching learning process, and the result of the research can be useful for English teacher in their teaching learning process, especially in teaching writing.

2. Practically

It is hoped both teacher and students' ability to solve their Problem to master English especially in writing and the writer can get large knowledge about class action in applying and using it, especially in writing teaching learning.

E. Scope of the Research IAIN PALOPO

The scope of this research focused on improving the writing skill with family and hometown description. In this section, the researcher specifies the writing about family and hometown description.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Previous studies

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

a. The writer, Muhammad Akbar had conducted researcher about the effectiveness of pair interview in teaching writing skill at the eleventh years 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

b. Sriwati M. Husain in her thesis which is written under the title "Improving student's writing ability through describing an object at the tenth class of MAN Palopo. She said that there was significant improvement on students' writing ability at the tenth year students of MAN Palopo.²

c. Aswal Wafa, Muh. Syafei, and Ahdi Riyono in it researcher which is written under the title "Keeping journal writing to improve the writing ability of the tenth grade students of SMA Neg. 1 Jekulo Kudus in the academic year 2009/2010. It said that

¹Muhammad Akbar, *Improving Student's Writing Skill through Pair Interview at the Eleventh year of SMAN 2 Palopo*, (STAIN Palopo), p.63

²Sriwati M. Husain, *The Improving Students' Writing Ability through Describing an Object the Tenth Class of MAN Palopo*, (STAIN Palopo) *Class of MAN Palopo*, (STAIN Palopo), p.55

effective and works well in improving the writing ability of the tenth grade students of SMA N 1 Jekulo Kudus in the academic year 2009/2010.³

Based on their research and experience in improving the writing ability of the students, the writer interested to research about the using the family and hometown description to improve the writing skill of the students.

B. The writing skill

1. Definition of Writing Skill

There are several definitions about writing:

Writing is one of the skills in EFL classrooms. Some students of EFL includes in Indonesia have difficulties to express their ideas through writing because they don't know what they should write down about. They find difficulties in choosing the topic of their writing. Therefore, they need some helping to find the inspiration what to write, than it will make them easier to express it in a writing.⁴

Writing is the representation of language in the textual medium through of the use sign or symbol. Writing is an activity that using language in written form. Writing activity is a key indicator of language ability and the basic ability for studying various subjects. It is influence to a significance action national quality and educational performance. More importantly, writing encourages personal learning

³Aswal Wafa, Muh. Syafei, and Ahdi Riyono, *Keeping Journal Writing to Improve the Writing Ability of the Tenth Grade Students of SMA N 1 JEKULO KUDUS*, (<http://eprints.umk.ac.id/id/eprint/157>). Accessed 09th February 2013.

⁴Masruddin, *Improving Students' Writing Ability Through Watching Movie Activities*, (Palopo;STAIN Palopo)p.2.

property designed assignment require students to not only collect knowledge but to determine which knowledge to retain, which to discard, and how to present it. From the several explanations above the writer can take the conclusion that writing is a process to express our ideas and it is necessary for us to master it.

Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.⁵

Writing is a skill or a tool rather than a discipline.⁶According to oxford, writing is activity of writing or books, stories, etc in general.⁷Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.⁸

Writing skill is the foundation for cultivation modern nationals' ten major basis activity. The nine-year consistent curriculum for primary, secondary school aims at cultivating ten major basic. Abilities modern nationals need to process in an effort for national to inherit and pass down social culture and adapt to modern life. All these require proficient national language as the groundwork. Writing ability is a key indicator of language ability and the basic ability for studying various subjects. It influence to a significance action nationals' quality and education performance.

⁵David Nunan, *Practical English Language Teaching*, Ed,Internasional,,p.88

⁶Mike Rose.*The Language of Exclusion* : writing instruction at the university. (<http://www.jstor.org>). Accessed 2nd February 2012

⁷Oxford University Press, *Learner's Pocket Dictionary New edition*(New York : Oxford University Press,2003), p.502

⁸Gudschinsky 1973 & Hampton 1989. *What are writing skill. Lingua Links Library*. (SIL International1999), (<http://www.sil.org>). Accessed 2nd February 2012

Writing shifts the responsibility for learning away from the teacher and toward the student. Ability to write empowers students with a sense of efficacy and achievement. A written essay belongs to the writer, not another student or the teacher. More importantly, writing encourages personal writing learning. Properly designed assignments require students to not only collect knowledge, but to determine which knowledge to retain, which to discard, and how to present it. Such choices may reveal as much about what students do not know (about the subject) as they do about what the students do know. However, this can serve as an excellent diagnostic tool for teacher. Writing leads to more questions and to the discovery of connections between events, people, and ideas.

2. The importance of writing

The researcher has found some references of the importance of the writing activities states, there are a lots the reason why the writing is very important, as follows:

- a. Writing help us to organize our ideas, we can arrange them into the coherent form.
- b. Writing down ideas allows us to distance ourselves when we write the topic.
- c. Writing is a tool of discovery, we stimulate our thought process by act of writing into information and image who have our unconscious mind.
- d. Writing can generate new ideas by helping us to make connecting and relationship.

While the other reason why the writing is important to know, there are three reasons as follows:

1) Through writing we can express our ideas, especially our feeling to other people.

2) People can read something because of writing the people can know what they do not know before.

3. Elements of writing

In writing there are five components that should be considered, they are content, organization, language use, vocabulary, and mechanics.

a. Content

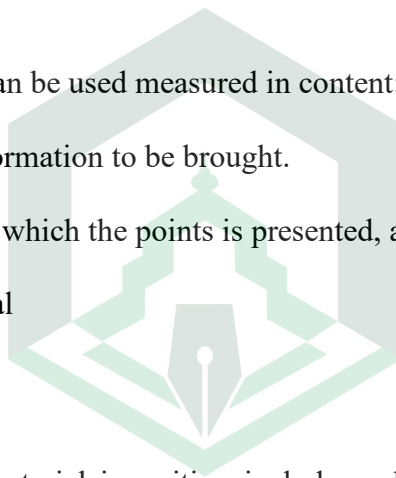
The content of writing should be well unified and completed. The main idea is stated in the topic sentence and every supporting sentence develops it and related to that idea.

There are three things can be used measured in content:

- 1) The point of information to be brought.
- 2) The sequence in which the points is presented, and
- 3) The formal signal

b. Organization

The organization material in writing includes coherence, order or importance, general to specific, specific to general, chronological order and spatial pattern. The process of organizing material in writing as follows:



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1) Coherence

Coherence means sticking, in coherence essay all ideas stick together. A coherence paragraph is one in which the ideas are put in right order is never confused.

2) Order of importance.

Order of importance is one of the useful ways of arranging ideas in a paragraph. The paragraph concludes with a surprised, an appeal for action or with some other strong ending is more likely to be successful.

3) General to specific.

General to specific is the common type of paragraph order. This is arrangement begins with topic sentences that make a general statement followed by series of supporting sentences, which supply specific: details, example, and facts.

4) Specific to general.

On the general to specific pattern, supporting follows the opening topic. It presents series of the individual, specific facts, details, impression or observation and ends with a generalization or conclusion.

5) Chronological order.

A chronological order or step arrangement of ideas by time or order. Some gives direction or explain a process other summarize history events, and till other reports and the steps or action can take by an individual or organization, nevertheless, they all share an underlying similarity to present their ideas.

c. Grammar

Language use in writing includes correct usage and points of grammar. Mistake in writing are much serious and since we have opportunity to reread and to correct what we have written. The writer must be able to find and correct errors in arrangement, and clarifying meaning of her/his writing.

There are many opportunities for error in the use for verbs and mistake in arrangement are very common mistake in writing works, however there are many areas serious and since we have opportunity to read and correct errors in verbs forms.

d. Vocabulary

The use of words or vocabulary influenced a good writing. The lack of vocabulary will make someone fails to compose what they are going to say because to convey their ideas. The effective use of words deals with personal figurative language. The effective used of words will always result good writing both specific and technical writing, vocabulary is one of components in writing. Express ideas always deal with vocabulary

e. Mechanics

Mechanics refer to the use of capitalization correctly, punctuation, and spelling appropriate. This aspect is very important since it leads to the readers to understand or recognize immediately what the writer means to express definitely. The use appropriate mechanics in writing will make readers easy to understand the ideas or message of the writer that is stated in the writing.

4. The Problem of Writing

There are five problems in writing, they are:

- a. We don't know the ability and potential ourselves
- b. We never look for and dominate information relationship with the topic which be written.
- b. The idea organization as systematic and give expression as writer.
- c. Cannot observe and appraise the idea as objective.
- d. There is planning when we start to write we don't think and speaks orderly.

5. Types of Writing

Students are involved in a variety of writing experiences out their education. The following list explains most of these forms of writing:

- a. Narrative writing, tells a personal experience or story and always includes characters, setting, and plot (examples : short stories, journals, autobiographical, writing about people).
- b. Descriptive writing, creates a vivid image in the reader's mind and uses precise details to paint word pictures for reader(examples : menu, travel brochure, poster).
- c. Expository writing, informs, explains, clarifies, or defines (examples : research paper, essay, report).
- d. Persuasive writing, informs and attempts to convince the reader to take the same stand (examples : movie review, restaurant critique, letter to editor, editorial).

e. Technical writing, use research to present specialized information, but just because it is technical does not mean it has to flat and dull (examples: a VCR manual, driver's manual, a legal document, a cookbook).

f. Personal Writing is expression of the writer's ideas or feeling based on his own experience, which written down for the sake of him or his pleasure, or for the pleasure of family and friends. According its form, personal writing can be classified as follows:

- 1) Journal / diary
- 2) Autobiographical narrative
- 3) Personal essay
- 4) Autographical anecdote

Personal writing should be:

- a) Lively
- b) Interesting, fascinating, attracting
- c) Refreshing
- d) Natural and honestly



Anything that is being written as personal experience or writing must be focused on the writer's idea or feeling, not other's. The benefit of personal writing is as follows:

(1) Personal writing allows us to analyze ourselves and we can recognize our own personality.

(2) Personal writing guides us to the activity of writing more complex written.

6. The Stages of writing

The stages of writing are:

- a. Pre-writing
- b. Drafting
- c. Revising
- d. Editing
- e. Final draft⁹

a. Pre-writing

Whenever we write, we first need to have some ideas to write about. This is the process of preparing the mind through listening, experience, and reading for the task ahead. Pre-writing enables you to find something to say and consider ways of saying it.

- 1) Think about what you will write
- 2) Gather many ideas
- 3) Choose the ideas you want to write about
- 4) Jot down ideas and information

⁹Claire Jordan Mohan , ([http // www. ebook – search – engine. Com / the writing process / article](http://www.ebook-search-engine.com/the-writing-process/article)). Accessed 05th January 2012.

b. Drafting

This is the first attempt to get ideas on paper. Learning to write well involves developing increasing skill and sensitivity in selecting and combining language and form appropriate to the subject, purpose and audience.

- 1) Put ideas on paper
- 2) Write on every other line
- 3) Don't erase or be concerned about spelling or grammar
- 4) Write your own thoughts
- 5) Focus on content
- 6) Compose freely, without concern for mechanics

c. Revising

Revising helps the writer improve the final product. It may mean making changes in organization, sentence structure, and style.¹⁰

In this way, the student changes their paper in some way to make it better. They rewrite their draft and make as many revisions as they need.

- 1) Maintain focus on content vs. mechanics
- 2) Share draft with peer group
- 3) Invite discussion, accept response and helpful input from peers
- 4) Add to, delete from, rearrange and revise first draft. Editing

¹⁰ Claire Jordan Mohan , ([http // www. ebook – search – engine. Com / the writing process / article](http://www.ebook-search-engine.com/the-writing-process/article)). Accessed 05th January 2012.

When the students are satisfied with the content of their work, it is time to be certain that form is correct. This is the time to check their spelling and punctuation in the writing. They can take out their dictionary and grammar book.

e. Final draft

1) Share the product with peer group (dramatizations, small group reports, individual oral presentations, etc.)

2) Invite evolution by peer group

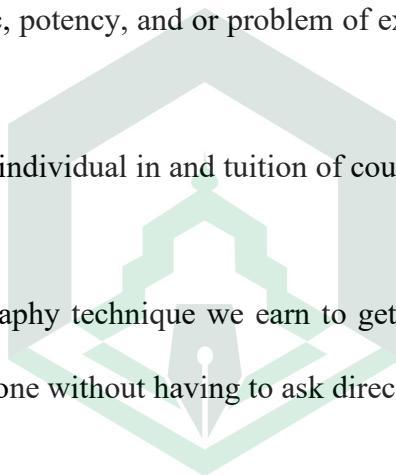
3) Submit for final evaluation by teacher¹¹

C. Autobiography

Understanding of individual is a way of to comprehend, to assessing or appraising characteristic, potency, and or problem of exist in individual or a group of individual.

Effort comprehend individual in and tuition of counseling can use autobiography technique.

By using autobiography technique we earn to get information which enough is complete the than someone without having to ask direct at persons involved.



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¹¹ Claire Jordan Mohan , ([http // www. ebook – search – engine. Com / the writing process / article](http://www.ebook-search-engine.com/the-writing-process/article)). Accessed 05th January 2012.

1. Definition of autobiography

Autobiography is a personal composition of pure someone result of their/his self without entered [by] mind of others, this is more specific about life experience, aspiration and others.

Autobiography --writing about the Life of Self-- that is, writing one's own biography or life-story or life history is a literary genre that appears in the West in the eighteenth century.¹²

In this regard, the genre Autobiography is formally defined as a "retrospective narrative in prose that an actual person makes of his/her own existence when he/she focusses upon his/her life as an individual, in particular upon the history, genesis and evolution of his/her personality. The identity of author, narrator and main personage is the distinctive formal characteristic of the genre. The existence of autobiography as genre in our modern sense rests upon the notion of author and the self-referential use of language in a narrative carried out in the first person.

Autobigraphy is story of person's life, written by that person.¹³ Autobiography (from the Greek, *αὐτός*-*autos* self + *βίος*-*bios* life + *γράφειν*-*graphein* to write) is a book about the life of a person, written by that person.¹⁴

¹²*Definition of Autobiography* (<http://www.ccrss.ws>). Accessed 12th February 2012.

¹³Oxford University Press, *Learner's Pocket Dictionary New edition* (New York : Oxford University Press,2003), p.23.

¹⁴*Autobiography* (<http://en.wikipedia.org/wiki/Autobiography>). Accessed 06th February 2012.

The word autobiography was first used deprecatingly by William Taylor in 1797 in the English periodical the Monthly Review, when he suggested the word as a hybrid but condemned it as 'pedantic'; but its next recorded use was in its present sense by Robert Southey in 1809. The form of autobiography however goes back to antiquity. Biographers generally rely on a wide variety of documents and viewpoints; an autobiography, however, may be based entirely on the writer's memory. Closely associated with autobiography (and sometimes difficult to precisely distinguish from it) is the form of memoir.¹⁵

There are three good reasons for choosing this traditional form.

- a. You are writing for yourself to discover the meaning of your life by setting it down.
- b. You are writing your life story for your off spring so that they can know you as a person not just as a parent or grandparent.
- c. You are famous, distinguished in your field, or infamous. You know people are interested in the story of your entire life and that a full autobiography by you would be published.¹⁶

Ten Basic Rules For Autobiography Writing Success

- 1) *Be honest.*

¹⁵Autobiography (<http://en.wikipedia.org/wiki/Autobiography>). Accessed 06th February 2012.

¹⁶Tristine Rainer, *Types of Autobiographic Writing*, (Center for Autobiography Studies, 2012). Accessed 15th April 2012

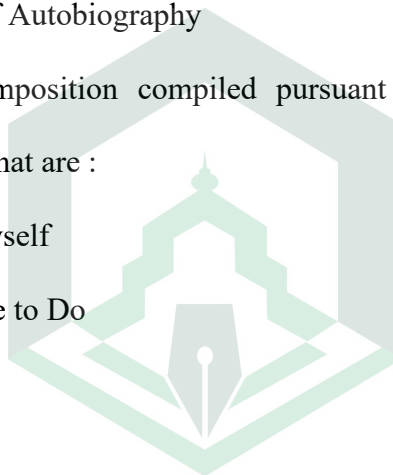
2) *However, autobiography means never having to say you're sorry . . . or embarrassed*

- 3) *Be your funny self*
- 4) *Write what pleases you.*
- 5) *Try not to be too caustic.*
- 6) *Be sure you avoid cliches . . . like the plague*
- 7) *Start with an outline.*
- 8) Write your very best the first time through.
- 9) Keep your writing confidence up.
- 10) Never lose sight of the commercial side of writing.¹⁷

2. Compositions of Autobiography

This Personal Composition compiled pursuant to theme which have been determined previously that are :

- 1) To Introduce Myself
- 2) The Things I like to Do
- 3) My Family Tree
- 4) My Family
- 5) My Best Friend
- 6) My Daily Activities
- 7) My Favorite Holiday



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¹⁷David Douglas Ford. *How To Write An Autobiography*, (<http://www.wikihow.com/Write-an-Autobiography>). Accessed 15th April 2012

- 8) My Favorite Hobbies
- 9) What I Do to Stay healthy
- 10) What I look like
- 11) The way I am
- 12) My Home
- 13) My Hometown
- 14) My Dream Car
- 15) My finished Story
- 16) My Memory Poem
- 17) A Memory from My Childhood¹⁸

3. Purpose of Autobiography

- a. Autobiography written by someone others can read its biography
- b. If related to a counsellor teacher or counselor hence autobiography used to comprehend life of student mind or of client and assist or student of client realize its growth history outline hitherto

4. Autobiography of Useful

With Autobiography a counselor earn more is comprehending of life of mind of client and can assist client realize its growth history outline hitherto

5. Stages; Steps in Making Autobiography

- a. Select; Choose wanted theme

¹⁸Masruddin, *Writing II*, (Palopo; STAIN Palopo), p.98-107

- b. Compile questions which wish to be raised as according to theme
- c. Write answers to question
- d. Chain returns all answer systematically from smallest matter until all important matter

6. Things required to paid attention in writing Autobiography

Select; choose someone drawing attention you

- a. Find especial facts life of people
- b. Start with time note and encyclopedia
- c. Thinking of, what else which need you know to about that, how its life wishing the more you write down

7. Difference between Biography, Autobiography, and Memoir

- a. Memoir only loading rasher life of important assumed event bollard or figure
- b. Biography (written others), written can't assess, but comprehend its figure action and mind.
- c. Autobiography that is a personal composition pure someone result of their self without entered mind of others.

D. Narrative Writing

1. What is meant by Narrative Writing?

Narrative writing is a way of telling a story. However, it is different from telling a story aloud. While narrating a story, the narrator tends to forget certain points or may add those points later on. However, while writing a story, the narrative writer

has to keep in mind the characters of the story, the theme of the story, role played by each character, the expressions and tone of voice of the characters and so on. Most important point is, writer should maintain the flow of the story while keeping in mind the readers.

A narrative is a story. A narrative text is a writing that tells about a story. a narrative is one of the forms of developing writing, for example characters told the history of something based on the development of writing from time to time.

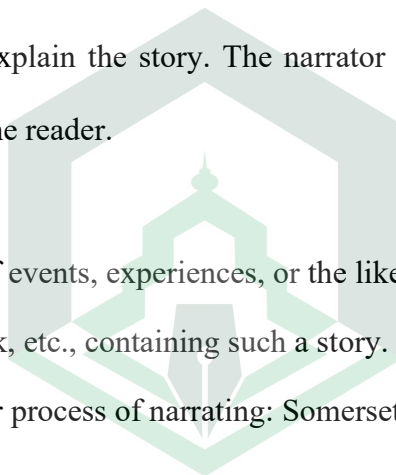
Narrative writing tells a story or a part of a story. Narrative writing is found in novels, biographies, autobiographies, essays and short stories. Narrative writing depends on the personal or imaginative experience of a person. A narrative writing should contain an entire story - beginning, middle and end. It should cover all the necessary details that explain the story. The narrator should be able to pass on his thoughts and views to the reader.

Noun

- a. A story or account of events, experiences, or the like, whether true or fictitious.
- b. A book, literary work, etc., containing such a story.
- c. The art, technique, or process of narrating: Somerset Maugham was a master of narrative.

Adjective

- d. Consisting of or being a narrative: a narrative poem.
- e. Of or pertaining to narration: narrative skill.



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f. Fine Arts . representing stories or events pictorially or sculpturally: narrative painting. Compare anecdotal.¹⁹

2. Types of Narrative Writing

The three main types of narrative writings are personal, imaginative and narrative essay.²⁰

a. Personal Narrative

The narrative writing is known as personal narrative when a person writes about himself or about his experiences. In this style of narrative writing, the writer already has a plot. However, he has to narrate the experiences in such a way that it will capture the interest of the reader. A personal narrative writer has to pay attention to the flow of story; the dialog (if any) and he should also include the description wherever necessary. On reading, the reader should experience the same feeling that the writer experienced in reality.

b. Imaginative Narrative Writing

When a narrative writer writes a fiction or creates a story it is known as imaginative narrative writing. For an imaginative narrative writer, creativity is a must. Here the narrative writer can go beyond the reality. He can create unusual situations and events that could never happen in real life.

¹⁹*Narrative* (<http://dictionary.reference.com/browse/Narrative>). Accessed 17th February 2012.

²⁰ May Pillay, *Narrative Writing (online)*, (<http://www.buzzle.com/articles/narrative>). Accessed 24th January 2012.

c. Conventions of Narrative Writing

Whether it is a personal, imaginative or narrative essay, you have to keep in mind the conventions of narrative writing

E. The Relation of Descriptive in Writing

Description is a common type in writing in description, one writing something by describe the object intended the object. Understanding of individual is a way to comprehend, to assessing or appraising characteristic, potency, and or problem of exist in individual or a group.

Effort to comprehend individual and tuition of counseling can use family and hometown description technique.

By using family and hometown description technique we earn to get information which is enough to complete someone story.

1. Definition of descriptive in writing

Descriptive writing is the clear description of people, places, objects, or events using appropriate details. An effective description will contain sufficient and varied elaboration of details to communicate a sense of the subject being described. Details used are usually sensory and selected to describe what the writer sees, hears, smells, touches, and tastes.²¹

²¹ *Definition of Descriptive Writing*. www.alsde.edugeneral...20082009Grade7AnnotatedPacket-2.pdf. Accessed 4th March 2013.

Descriptive writing creates a mental picture of a person, object, or scene by using:

- a. Sensory language that appeals to the reader's sense of smell, taste, touch, sight, and hearing.
- b. Figurative language (like metaphors, similes, and personification) that suggests deeper meanings beyond a literal interpretation.
- c. Spatial ordering to let the reader "see" the scene.²²

Descriptive writing is describes a person, place, or thing in a way that enables the reader to visualize it. This type of writing is characterized by:

- a. sensory details,
- b. precise language (*tulip instead of flower; mansion instead of home*),
- c. comparisons (*under the jeweled sky; speaks like a queen*),
- d. strong verbs (*He slammed the book down.*), and
- e. hyperbole (*faster than a speeding bullet; strong as an ox*).²³

Descriptive writing is description of the people, places, things or events and using sensory as sees, hears, smells, touches, and, tastes. And then create a vivid image in the mind of the reader and use the exact details to paint a word picture for the reader.

²²Amy Raufman. *Descriptive Writing*. Cuyahoga Community College. Eng 1010. www.all4ed.org/files/WritingNext.pdf. Accessed 4th March 2013.

²³John Schacter. *The Master Teacher Series Descriptive Writing*. p.5. www.teachingdoctors.com/.../pdf/descriptive_writing_sample.pdf. Accessed 4th March 2013.

2. Relation between description in building writing skill

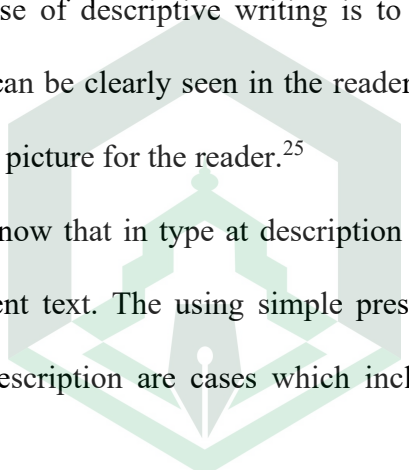
Using description to build writing skill, so students can remove their ideas through writing. Indirectly they practice making good writing skills, because the more often they corrected the better. Furthermore, they can produce a good writing in English. . Based on the statements above, it can be concluded that descriptive technique has a closed relation with writing skill.

3. The purpose of descriptive writing

The purpose of descriptive writing is to make our readers see, feel, and hear what we have seen, felt, and heard. Whether we're describing a person, a place, or a thing, our aim is to reveal a subject through vivid and carefully selected details.²⁴

The primary purpose of descriptive writing is to describe a person, place, or event so that the topic can be clearly seen in the reader's mind. The writer must use vivid details that paint a picture for the reader.²⁵

It is important to know that in type at description text most conjunction it was certain to create coherent text. The using simple present tense is domain because what is explained in description are cases which includes category facts, general accepted, or reality.²⁶



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²⁴Richard Nordquist. *Model Descriptive Paragraphs*. <http://grammar.about.com>. Accessed 4th March 2013.

²⁵Kimberly Steele. *Definitions/Purposes for The Modes of Writing*. last updated 14 november 2007 <http://www.kimskorner4teachertalk.com/writing/modes/definitions.html>. Accessed 4th March 2013.

²⁶Pardiono, *Pasti Bisa Teaching Genre-Based Writing*, (Yogyakarta: Andi, 2007). p. 37

4. Self-Text Construction

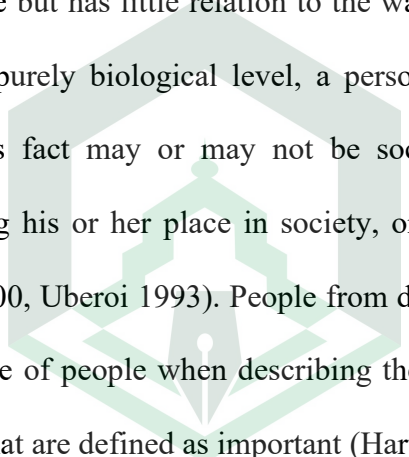
After the students asked to study and analyzing together about description text, then they were given to make same text, several topics can be given to them, e.g. :

a. My family

1) Definition of family

Family is different things to different people – families may span several generations, several households, and may change in response to life events such as divorce, remarriage, and children leaving the parental home.²⁷

The family is not necessarily, or even essentially, a biological unit. It is a social construct. The ‘myth’ of biological relations has been used in arguments about property and inheritance but has little relation to the way people operate in terms of ‘families’. While at a purely biological level, a person is descended from both a father and mother, this fact may or may not be socially acknowledged for the purposes of determining his or her place in society, or in rights of succession and inheritance (Pollock 2000, Uberoi 1993). People from different cultural backgrounds include a different range of people when describing their families, according to the range of relationships that are defined as important (Hartley 1995).²⁸



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²⁷To be used in conjunction with the Family Impact Statement Guidelines and other information sheets available at www.pmc.gov.au/family_types_and_characteristics.pdf. Accessed 7th April 2013

²⁸Susan Elliott, and Alison Gray. Family Structures a Report for The New Zealand Immigration Service, Immigration Research Programme ; July 2000, http://www.dol.govt.nz/research/migration/pdfs/Family_Structures.pdf. Accessed 7th April 2013

Family (from Latin: *familia*) is a group of people affiliated by consanguinity, affinity, or co-residence. In most societies it is the principal institution for the socialization of children. Anthropologists most generally classify family organization as matrilineal (a mother and her children); conjugal (a husband, his wife, and children; also called nuclear family); and consanguine (also called an extended family) in which parents and children co-reside with other members of one parent's family.²⁹

There are also concepts of family that break with tradition within particular societies, or those that are transplanted via migration to flourish or else cease within their new societies. As a unit of socialization the family is the object of analysis for sociologists of the family. Genealogy is a field which aims to trace family lineages through history. In science, the term "family" has come to be used as a means to classify groups of objects as being closely and exclusively related. In the study of animals it has been found that many species form groups that have similarities to human "family"—often called "packs." Sexual relations among family members are regulated by rules concerning incest such as the incest taboo.³⁰

Extended from the human "family unit" by affinity and consanguinity are concepts of family that are physical and metaphorical, or that grow increasingly inclusive extending to community, village, city, region, nationhood, global village and humanism.

²⁹ *Family*, <http://en.wikipedia.org/wiki/Family>. Accessed 7th April 2013

³⁰ *Ibid*, p.1

Family is the group of people such as father, mother, and children with have a biology relation and social relations.

2) Kinship terminology



Family tree showing the relationship of each person to the orange person. Cousins are colored green. The genetic kinship degree of relationship is marked in red boxes by percentage (%).

Anthropologist Lewis Henry Morgan (1818–1881) performed the first survey of kinship terminologies in use around the world. Although much of his work is now considered dated, he argued that kinship terminologies reflect different sets of distinctions. For example, most kinship terminologies distinguish between sexes (the difference between a brother and a sister) and between generations (the difference between a child and a parent). Moreover, he argued, kinship terminologies distinguish between relatives by blood and marriage (although recently some

anthropologists have argued that many societies define kinship in terms other than "blood"). A Seneca man's effects were inherited by his sisters' children rather than by his own children. Morgan identified six basic patterns of kinship terminologies:

- a) Hawaiian: only distinguishes relatives based upon sex and generation.
- b) Sudanese: no two relatives share the same term.
- c) Eskimo: in addition to distinguishing relatives based upon sex and generation, also distinguishes between lineal relatives and collateral relatives.
- d) Iroquois: in addition to sex and generation, also distinguishes between siblings of opposite sexes in the parental generation.
- e) Crow: a matrilineal system with some features of an Iroquois system, but with a "skewing" feature in which generation is "frozen" for some relatives.
- f) Omaha: like a Crow system but patrilineal.

Eskimo kinship

Most Western societies employ Eskimo kinship terminology. This kinship terminology commonly occurs in societies based on conjugal (or nuclear) families, where nuclear families have a degree of relative mobility. Members of the nuclear use descriptive kinship terms:

- a) Mother: a female parent
- b) Father: a male parent
- c) Son: a male child of the parent(s)
- d) Daughter: a female child of the parent(s)

- e) Brother: a male child of the same parent(s)
- f) Sister: a female child of the same parent(s)
- g) Grandfather: father of a father or mother
- h) Grandmother: mother of a mother or father
- i) Cousins: two people that share the same grandparent(s)

For collateral relatives, more classificatory terms come into play, terms that do not build on the terms used within the nuclear family:

- a) Uncle: father's brother, mother's brother, father's sister's husband, mother's sister's husband.
- b) Aunt: father's sister, mother's sister, father's brother's wife, mother's brother's wife
- c) Nephew: sister's son, brother's son, wife's brother's son, wife's sister's son, husband's brother's son, husband's sister's son.
- d) Niece: sister's daughter, brother's daughter, wife's brother's daughter, wife's sister's daughter, husband's brother's daughter, husband's sister's daughter.³¹

3) Types of Family

The different types of families occur in a wide variety of settings, and their specific functions and meanings depend largely on their relationship to other social institutions. Sociologists have a special interest in the function and status of these forms in stratified (especially capitalist) societies. The term "nuclear family" is commonly used, especially in the United States, to refer to conjugal families.

³¹ *Family*, <http://en.wikipedia.org/wiki/Family>. Accessed 7th April 2013

Sociologists distinguish between conjugal families (relatively independent of the kindred of the parents and of other families in general) and nuclear families (which maintain relatively close ties with their kindred). The term "extended family" is also common, especially in United States. This term has two distinct meanings. First, it serves as a synonym of "consanguine family" (consanguine means "of the same blood"). Second, in societies dominated by the conjugal family, it refers to "kindred" (an egocentric network of relatives that extends beyond the domestic group) who do not belong to the conjugal family. These types refer to ideal or normative structures found in particular societies. Any society will exhibit some variation in the actual composition and conception of families. Much sociological, historical and anthropological research dedicates itself to the understanding of this variation, and of changes in the family that form over time.³²

There are few thing types of family the following :

- a) The main families is consist of husband, wife, and children.
- b) Relatives is consist of with couple and children, who can interact with one or two of family member.

4) Function of Family

The family is a universal social institution. The defining characteristics of the family in a classical perspective are the fact that its members are living together, to undertake various joint activities, to contribute with resources necessary to life, and to have children. But the perspective on the family has suffered substantial changes

³² *Family*, <http://en.wikipedia.org/wiki/Family>. Accessed 7th April 2013

in the second half of the twentieth century. However, despite these structural changes, the social functions of the family have remained essentially unaltered. The universal character of family, regulating social behaviour, reproduction, the economic function, the education as socialization of children, providing affection, protection and emotional support, providing social status.³³

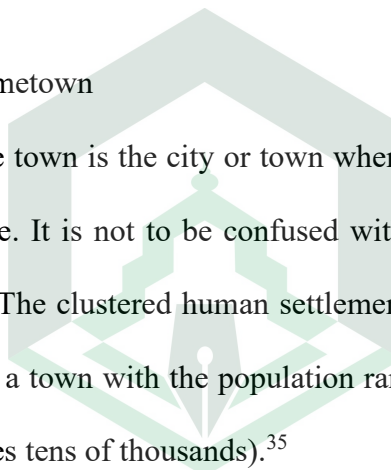
There are few thing the function of family following:

- a) Education, is viewed to teach child as preparation for adult and future.
- b) Socialization, is viewed how family prepare a child society take part well.
- c) Religion, is viewed how family introduce and belief put in order the whole world life and end life.

b. My hometown.³⁴

1) Definition of hometown

Hometown or home town is the city or town where one grew up, or the place of one's principal residence. It is not to be confused with birthplace, although the two can be the same place. The clustered human settlement or community, larger than a hamlet but smaller than a town with the population ranging from a few hundred to a few thousand (sometimes tens of thousands).³⁵



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³³ Ionuț Anastasiu, *The Social Functions Of The Family* http://euromentor.ucdc.ro/_2012/_vol3n_22012/_en/12_the_social_functions_of_the_family.pdf

³⁴ Pardiono, *Op.cit.* p.37

³⁵ *Hometown*, <http://en.wikipedia.org/wiki/Hometown>. Accessed 7th April 2013.

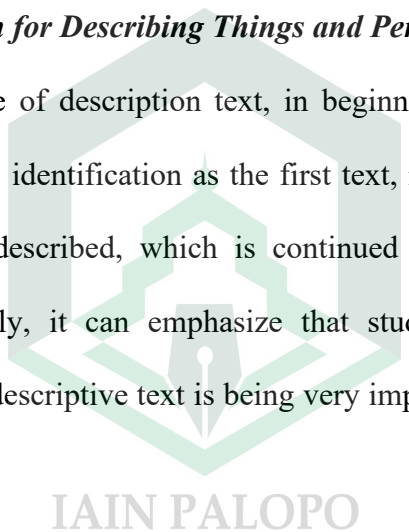
The definition of hometown is the place where you grew up or have lived for a long time. the town, city, etc. where a person was born or grew up or where one presently lives.

2) Traditional hometown

Although many patterns of village life have existed, the typical village was small, consisting of perhaps 5 to 30 families. Homes were situated together for sociability and defence, and land surrounding the living quarters was farmed. Traditional fishing villages were based on artisan fishing and located adjacent to sfishing grounds.³⁶

F. Genre of Description for Describing Things and Persons

Based on the genre of description text, in beginning to make description text firstly we have to make identification as the first text, namely introducing object or things which will be described, which is continued by the second step namely description. In generally, it can emphasize that students' comprehension about rhetorical structure for descriptive text is being very important to avouch the (clarity) of the object described.



³⁶*Village*, <http://en.wikipedia.org/wiki/Village>. Accessed 7th April 2013.

There are few things need in pay attention by teachers, candidate teacher, and lecturer before teaching writing that are:

1. In each kind of genre, teachers firstly have to understand: a. Communicative purpose, b. Rhetorical structure, and c. The grammatical pattern.

a. Communicative purpose

Description is a type of written text, which has the specific function to give description about an object (human or non human).

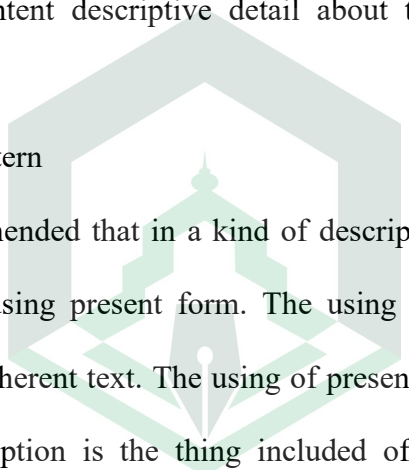
b. Rhetorical structure : identification description

1) Identification, a statement content discussion topic or object which will be described.

2) Description, content descriptive detail about the object which is men in identification.

c. The grammatical pattern

It must be comprehended that in a kind of descriptive text, a lot of declarative sentence is used and using present form. The using of conjunction is absolutely needed to realize the coherent text. The using of present tense is dominant, since the thing explain in description is the thing included of the facts category, general accepted-fact, or reality.



In giving description to the thing, the using of adjective is very needed either the using of adverb. The description can be apply in several important things, such as:

- | | |
|-------------|----------------------------------|
| 1) Location | 4) means of transport |
| 2) people | 5) weather |
| 3) size | 6) thing special about the place |

2. Text Elements Rhetorical Structure

Each of learning is needed to explain to students about the topic which will be written down for example, they will be asked to write down or make written text by using (place of interest) topic the objective of the written text is for giving description (features) about a place of interest which can be seen from physical appearance, weather, size, atmosphere around the object, the transport and the public facilities, etc.

In order the written text is effective, it must be explain to students about text elements which must be exist in a descriptive text. The objective is for describing or giving description about the condition of the object. Place of interest is a thing which can described and made in descriptive text. There are two of elements in descriptive text which is arranged based on the model rhetorical structure which have been formal and generally admitted convention.

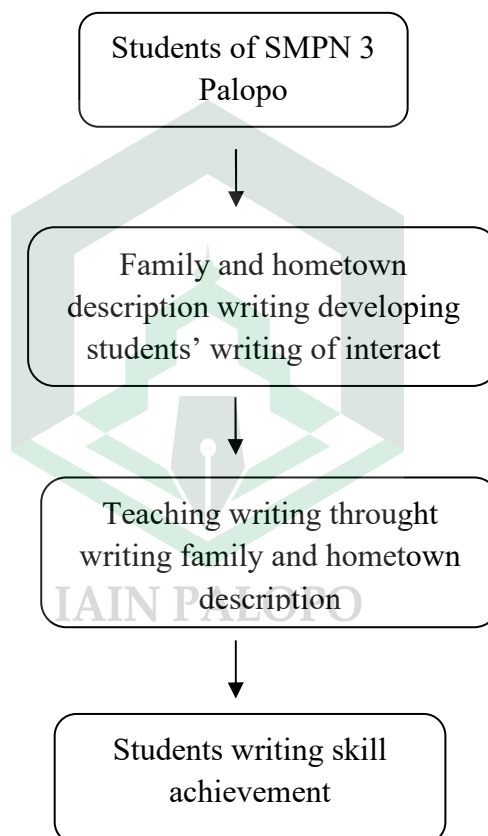
Text element	Function
Identification	<p>a. A statement which described about the object which will be described</p> <p>b. Statement must be interesting, being able to provoke the reader, thus interested to read its complete description</p> <p>c. The using of adjective or degree of comparison is very helpful, such as: “Yogyakarta, well known as kota pelajar is one the interesting cities in Indonesia.”</p>
Description	<p>a. Giving description about the object’s condition which can be seen from several aspect: namely location, means of transport, people, weather, size etc.</p> <p>b. Grammatical pattern:</p> <ol style="list-style-type: none"> 1) Present tense, present perfect tense 2) Verb; be (is, are), have, linking verb (seems, looks, sounds,

	like) 3) The using of adjective which its function to describe or illustrate the object's condition. ³⁷
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G. Conceptual Framework

The theoretical framework in this research is showed in the diagram as follows:

Figure 1. Teaching Writing



³⁷Pardiono, *Op.cit.* p.33-36

From diagram above, it can be viewed if writing is an important part of language. By practicing writing and doing mistakes make students know more and can write well by interacting with family and their home town. So that can make easy the writing of family and hometown description. There are many technique can be used and one of them is the use of family and hometown description technique.

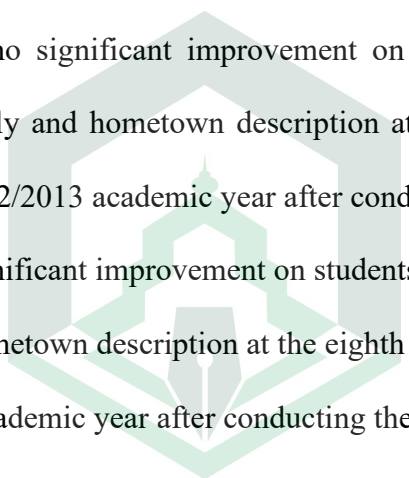
Based on the statement above the researcher focuses on motivating students to learn English by using family and hometown description technique to improve writing.

I. Hypothesis

Based on problems above the researcher formulated the hypothesis as follows:

1. H_0 = there is no significant improvement on students' writing skill after teaching by using family and hometown description at the eighth class students of SMPN 3 Palopo in 2012/2013 academic year after conducting the treatment.

2. H_a = there is significant improvement on students' writing skill after teaching by using family and hometown description at the eighth class students of SMPN 3 Palopo in 2012/2013 academic year after conducting the treatment.



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CHAPTER III
RESEARCH METHOD

This chapter describes about the method, research design, population and sample, instrument of the research, procedure of collecting data, analysis technique.

A. Method

This research employed a pre- experimental method that involved one group. The experimental group were given pretest, treatment, and posttest.

B. Research Design

This research applied an experimental method. It aims at finding out whether or not the use of writing unforgettable in teaching family and hometown description. The research involved one group of students.

The design of the research is illustrated in the following way:

Experiment	Pre test	Treatment	Post test
Group	T1	X	T2

Based on the concept above the researcher can explain that:

Experiment group is the group which receives treatment.

T1 is the pre test before receiving treatment.

X is treatment.

T2 is the post test after having treatment.

C. Population and Sample

1. Population

The populations of this research is the eighth class students of SMPN 3 Palopo 2012/2013 academic year there are 2 class (VIIIa, and VIIIb), and each class possessed of 37 students. So, totally the student consist of 74 students.

2. Sample

The sample of this research, the researcher used purposive sampling¹. All of the population are 74 students. The numbers of sample 36 students and the chose class VIII a.

Purposive sampling technique is a technique of the sampling by considering particular reason or purpose². This technique is a sampling process by determining the total number of sample that will be taken, then the classification of sample. Will be done by particular purposes, in this case the sampling process is relevant with the characteristic of sample that has ben determined.

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¹Sugiyono, *Metode Penelitian Kuantitatif, Dan Kualitatif R & D* (Bandung: Alfabeta, 2008),p.85

²*Ibid.*,p.85

The reason to use purposive sampling is the researcher wants to allocate time effectively in order to get more chance to do research in a sample and effective way.

D. Instrument of The Research

The instrument used in this research was writing test . The test was writing test than contains instruction to ask to write about their family and hometown dscription. It was to measure the students' ability to write in English. In pretest the researcher used the list to know the students' ability in writing descriptive before having treatment. On the contrary, the post test to find out students' writing skill after the treatment.

E. Procedure of Collecting Data

In collecting data, the researcher will use the following procedure:

1. Giving pre test
 - a. Before the researcher distributed the instrument the researcher will explain how to write a good the family and hometown description.
 - b. The researcher collected the paper and analyze the student's ability.

2. Giving treatment

The researcher carried out the students in four meeting in treatment, they are:

- a. The First meeting the researcher explained about family and hometown description and the function of family and hometown description to the student.

- b. The second meeting the researcher explained how to write ourself in family and hometown description.
- c. The third meeting the researcher gave strategies to the student how to write family and hometown description to improve the students' writing skill.
- d. The fourth meeting the researcher asked the students to write their family and hometown description.

3. Giving post test

The researcher tested students' writing skill by asking students to write their family and hometown description.

F. Technique of Data Analysis

To analyze the data the writer score the test by referring to the rating scale as purposed by J.B.Heaton quoted in Muhammad Basri Wello and Hafsa Amien J.Nur.

1. Completion Test

a. Scoring the students' result

COMPONENTS	SCORE
Content	30
Organization	20
Vocabulary	20
Grammar	25
Mechanics	5 ³

³ Muhammad Basri Wello and Hafsa Amien J.Nur, *English For Specific Purpose*, (Ujung Pandang: CV.Sunu Baraya, 1999), p.76.

Here are classification, score, and criteria of the component above.

1) Content

No	Score	Classifications	Criteria
1	30 – 27	Excellent to Very good	Knowledgeable – substantive- image – native, etc.
2	26 – 22	Good to average	Clear and focused, even though the overall result may not be especially captivating.
3	21 – 17	Fair to poor	Lack of the logical sequence and development ideas confusing or disconnected, lacking in purpose or theme.
4	16 – 13	Very Poor	Not fluent, does not communicated, information is very limited, boring.

2) Organizations

No	Score	Classifications	Criteria
1	20 – 18	Excellent to Very good	Fluent expression, ideas clearly stated. Supported logical sequencing, well organized means the order, structure, or presentation is compelling and moves the reader through the text. Good introduction, good placement of detail, and strong conclusion.
2	17 – 14	Good to average	The reader can readily follow what's being said, but the overall organization may sometimes be ineffective poor to obvious or main idea stand out logical but incomplete sequencing.
3	13 – 10	Fair to poor	Lack logical sequencing and development not fluent. The writing lacks direction, with ideas, detail.
4	9 – 7	Very Poor	Not communicated, transitions are very weak, leaving, connection between ideas fuzzy, incomplete, or bewildering.

3) Vocabulary

No	Score	Classifications	Criteria
1	20 – 18	Very good	Effective word, choice and the usage,

			specific and accurate.
2	17 – 14	Good to average	Adequate range occasional error of word/idiom, choice and usage. The language communication but rarely captures the reader imagination, while the overall meaning is quite clear, some words may lack precision.
3	13 – 10	Fair to poor	The writer struggle with eliminated vocabulary, grouping for words.
4	9 – 7	Very Poor	Many errors of words/idiom, choice and usage. Language is so vague and abstract, so redundant, devoid of detail that only the broadest, many repetition, often words simply do not feat the text: verb are weak and view in number: is , are, was, were, dominated.

4) Grammar

No	Score	Classifications	Criteria
1	25 – 22	Excellent to Very good	Effective complex construction few errors of agreement, tense, number, word, order/function pronoun, preposition.
2	21– 19	Good to average	Effective but simple construction minor problem in complex construction several errors of tens, word order, function, pronoun and preposition but meaning seldom of cored.
3	17 – 11	Fair to poor	Major problem in simple construction, frequent errors of negative, agreement, tense, word, order/function, pronouns, preposition and fragment. Does not communication.
4	10 – 5	Very Poor	Virtually no mastery of sentence construction rules.

5) Mechanics

No	Score	Classifications	Criteria
1	5	Excellent to Very good	Demonstration mastery of convention, not problem of spelling, punctuation, capitalization, paragraph.

2	4	Good to average	Occasional errors of spelling, capitalization, paragraphing but not observed.
3	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing.
4	2	Very Poor	No mastery of convention deminated by errors of spelling, functions, capitalization, paragraphing, etc ⁴

b. Mean Score

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

Where : MD = Mean Difference

$\sum D$ = Total of raw score

N = Total number of respondents

c. Standard Deviation

Calculating the standard deviation of written test in pre-test and post-test by using the following formula :

$$SD = \sqrt{\frac{n(\sum X_1)^2 - (\sum X_2)^2}{n(n-1)}}$$

Where : SD = Standard Deviation

$(\sum X_1)$ = The sum of X_1 score

⁴ *Ibid*, p.76-78.

$(\sum X_2)$ = The sum of X_2 score

n = Total sample

d. Test Significance

Calculating the t-test to know the difference between the result of pre-test and post-test by using the following formula :

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{n(n-1)}}}$$

Where: t = test of significance

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

$\sum D$ = the mean of difference score

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

n = total number of sample

1 = constant number⁵

Criteria of hypothesis acceptability

If $t_0 \geq t_t$, H_0 is rejected, while if $t_0 \leq t_t$, H_0 is accepted.

⁵Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Baru Dalam Teori Dan Praktek*, (Jakarta: PT.Rineka Cipta, 1992), p.327

$t_0 \geq t_t$: reject null hypothesis

$t_0 \leq t_t$: accept null hypothesis⁶

in which :

t_0 = test of significance (t-test)

t_t = level of significance on one tailed test (t-table).



⁶M.Subana, et.al., *Statistik Pendidikan*, (Cet I; CV. Pustaka Setia, 2000), p.131

CHAPTER IV
FINDINGS AND DISCUSSIONS

A. Findings

1. Test Analysis

In the previous description, it has been explained that the data were analyzed quantitatively. Those description explained the result of the research (pre-test and post-test). The data analyzed and performed in the following table :

Table 1. score of the students' writing in Pretest

Subject	Content	Organization	Vocabulary	Grammar	Mechanic	Total
001	19	11	11	7	3	51
002	17	9	10	7	3	46
003	22	8	8	7	2	47
004	19	11	10	10	2	52
005	19	8	12	10	3	52
006	24	16	12	14	4	70
007	14	8	16	7	4	49
008	17	11	7	10	3	48
009	17	13	11	12	3	56
010	14	12	9	7	4	46
011	17	8	10	10	2	47

012	14	9	10	9	3	45
013	17	8	13	10	3	51
014	17	14	10	7	2	50
015	17	7	7	7	3	41
016	24	13	11	10	3	61
017	15	10	8	7	3	43
018	17	15	11	10	3	56
019	14	8	10	10	3	45
020	17	11	10	11	3	52
021	17	13	9	10	4	53
022	13	8	10	10	2	43
023	14	10	10	12	2	48
024	19	7	10	14	3	53
025	17	7	10	10	2	46
026	18	9	10	10	4	51
027	17	9	10	10	3	49
028	14	8	8	10	3	43
029	15	8	9	10	3	45
030	14	11	10	9	3	47
031	19	15	13	14	3	64
032	17	8	10	11	2	48

033	19	13	12	11	3	58
034	18	8	11	16	4	57
035	14	9	9	11	3	46
036	17	14	13	11	3	58
Total						1817

a. Pre Test

1) Content

Table 1.1

The criteria and percentage of the students' content pre-test

No	Classification	Score	Frequency	Percentage
1.	Excellent to very good	30 – 27	0	0%
2.	Good to average	26 – 22	3	8,33%
3.	Fair to poor	21 – 17	22	61,11%
4.	Very poor	16 – 3	11	30,57%
Total			36	100% ¹

Based on the table above (table 1.1) indicated that the criteria and percentage of the students content in pretest shown that there was none of student got 'excellent to

¹ Sriwati M.Husain, *The Improving Students' Writing Ability through Describing an Object the Tenth Class of MAN Palopo*,(STAIN Palopo),p.40

very good' score, 3 students (8,33%) got 'good to average' score, 22 students (61,11%) got 'fair to poor' score, and 11 students (30,57%) got 'very poor' score.

2) Organization

Table 1.2

The criteria and percentage of the students' organization pre-test

No	Classification	Score	Frequency	Percentage
1.	Excellent to very good	20 – 18	0	0 %
2.	Good to average	17 – 14	5	13,89 %
3.	Fair to poor	13 – 10	12	33,33 %
4.	Very poor	9 – 7	19	52,78 %
Total			36	100%

Based on the table above (table 1.2) indicated that the criteria and percentage of the students organization in pretest shown that there was none of student got 'excellent to very good' score. There 5 students (13,89%) got 'good to average' score, 12 students (33,33%) got 'fair to poor' score, 19 students (52,78%) got 'very poor' score.

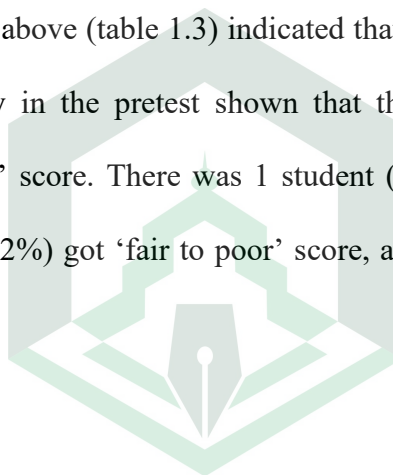
3) Vocabulary

Table 1.3

The criteria and percentage of the students' vocabulary pre-test

No	Classification	Score	Frequency	Percentage
1.	Excellent to very good	20 – 18	0	0 %
2.	Good to average	17 – 14	1	2,78 %
3.	Fair to poor	13 – 10	26	72,22 %
4.	Very poor	9 – 7	9	25 %
Total			36	100%

Based on the table above (table 1.3) indicated that the criteria and percentage of the students vocabulary in the pretest shown that there was none of student got 'excellent to very good' score. There was 1 student (2,78%) got 'good to average' score, 26 students (72,22%) got 'fair to poor' score, and 9 students (25%) got 'very poor' score.



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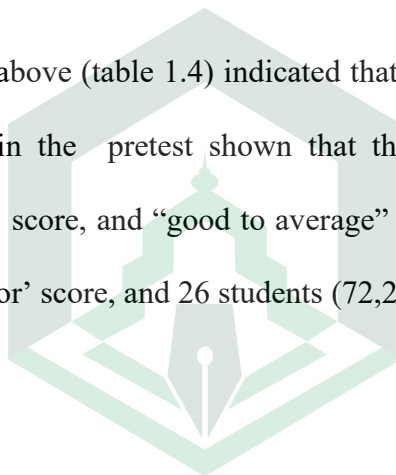
4) Grammar

Table 1.4

The criteria and percentage of the students' grammar pre-test

No	Classification	Score	Frequency	Percentage
1.	Excellent very to good	25 – 22	0	0 %
2.	Good to average	21 – 19	0	0 %
3.	Fair to poor	17 – 1	10	27,78 %
4.	Very poor	10 – 5	26	72,22 %
Total			36	100%

Based on the table above (table 1.4) indicated that the criteria and percentage of the students grammar in the pretest shown that there was none of student got 'excellent to very good' score, and "good to average" score. There were 10 students (27,28%) got 'fair to poor' score, and 26 students (72,22%) got 'very poor' score.



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5) Mechanic

Table 1.5

The criteria and percentage of the students' mechanic pre-test

No	Classification	Score	Frequency	Percentage
1.	Excellent very to good	5	0	0 %
2.	Good to average	4	6	16,67 %
3.	Fair to poor	3	22	61,11 %
4.	Very poor	2	8	22,22 %
Total			36	100%

Based on the table above (table 1.5) indicated that the criteria and percentage of the students mechanic in the pretest shown that there was none of student got 'excellent to very good' score. There were 6 students (16,67%) got 'good to average' score, 22 students (61,11%) got 'fair to poor' score, and 8 students (22,22%) got 'very poor' score.

Table 2. score of the students' writing in Posttest

Subject	Content	Organization	Vocabulary	Grammar	Mechanic	Total
001	22	12	11	18	3	66
002	19	10	10	18	3	60
003	20	13	10	18	3	64

004	22	11	12	18	3	66
005	23	14	9	15	4	65
006	27	16	13	17	4	77
007	20	14	12	15	4	65
008	19	14	10	14	3	60
009	22	15	12	17	3	69
010	17	14	10	17	3	61
011	17	10	11	17	4	59
012	19	11	10	15	3	58
013	27	12	13	17	3	72
014	17	12	10	20	4	63
015	18	15	12	17	3	65
016	24	17	11	15	5	72
017	17	13	14	16	3	63
018	20	14	13	17	3	67
019	17	11	11	16	3	58
020	19	13	12	16	3	63
021	19	11	12	16	3	61
022	17	11	11	17	3	59
023	20	12	11	17	3	63
024	22	12	13	16	3	66

025	20	12	11	16	3	62
026	20	12	12	16	3	63
027	20	13	11	17	3	64
028	17	14	12	16	3	62
029	19	12	12	16	3	62
030	18	12	11	16	3	60
031	22	15	13	13	3	66
032	17	13	14	16	3	63
033	27	15	14	17	3	76
034	27	15	16	19	3	80
035	17	12	12	17	3	61
036	22	14	13	17	3	69
Total						2330

b. Post test

1) Content

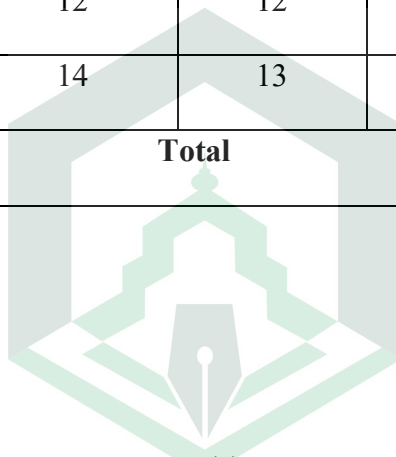


Table 2.1

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The criteria and percentage of the students' content post-test

No	Classification	Score	Frequency	Percentage
1.	Excellent very to good	30 – 27	4	11,11%

2.	Good to average	26 – 22	7	19,45%
3.	Fair to poor	21– 17	25	69,44%
4.	Very poor	16 - 3	0	0%
Total			36	100%

Based on the table above (table 2.1) indicated that the criteria and percentage of the students content in posttest shown that there were 4 students (11,11%) got 'excellent to very good' score, 7 students (19,45%) got 'good to average' score, 25 students (69,44%) got 'fair to poor' score, and there was none of student got 'very poor' score.

2) Organization

Table 2.2

The criteria and percentage of the students' organization post-test

No	Classification	Score	Frequency	Percentage
1.	Excellent very to good	20 – 18	0	0 %
2.	Good to average	17 – 14	14	38,89 %
3.	Fair to poor	13 – 10	22	61,11 %
4.	Very poor	9 - 7	0	0 %
Total			36	100%

Based on the table above (table 2.2) indicated that the criteria and percentage of the students organization in posttest shown that there was none of student got 'excellent to very good' score, 14 students (38,89%) got 'good to average' score, 22 students (61,11%) got 'fair to poor' score, and there was none of student got 'very poor' score.

3) Vocabulary

Table 2.3

The criteria and percentage of the students' vocabulary post-test

No	Classification	Score	Frequency	Percentage
1.	Excellent very to good	20 – 18	0	0 %
2.	Good to average	17 – 14	5	13,89 %
3.	Fair to poor	13 – 10	30	83,33 %
4.	Very poor	9 - 7	1	2,78 %
Total			36	100%

Based on the table above (table 2.3) indicated that the criteria and percentage of the students vocabulary in posttest shown that there was none of student got 'excellent to very good' score, 5 students (13,89%) got 'good to average' score, 30 students (83,33%) got 'fair to poor' score, and 1 student (2,78%) got 'very poor'.

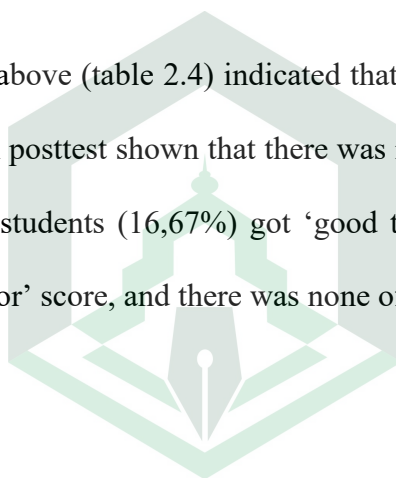
4) Grammar

Table 2.4

The criteria and percentage of the students' grammar post-test

No	Classification	Score	Frequency	Percentage
1.	Excellent very to good	25 – 22	0	0%
2.	Good to average	21 – 19	6	16,67%
3.	Fair to poor	17 – 11	30	83,33%
4.	Very poor	10 – 5	0	0%
Total			36	100%

Based on the table above (table 2.4) indicated that the criteria and percentage of the students grammar in posttest shown that there was none of student got 'excellent to very good' score, 6 students (16,67%) got 'good to average' score, 30 students (83,33%) got 'fair to poor' score, and there was none of student got 'very poor'.



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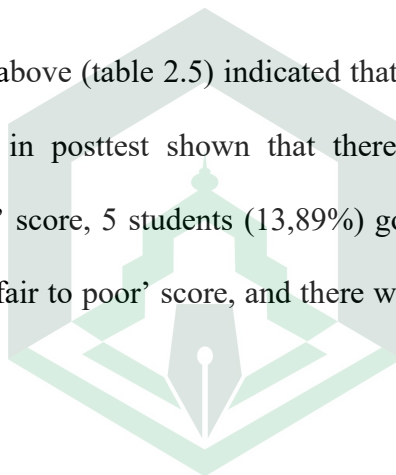
5) Mechanics

Table 2.5

The criteria and percentage of the students' mechanics post-test

No	Classification	Score	Frequency	Percentage
1.	Excellent very to good	5	1	2,78%
2.	Good to average	4	5	13,89%
3.	Fair to poor	3	30	83,33%
4.	Very poor	2	0	0%
Total			36	100%

Based on the table above (table 2.5) indicated that the criteria and percentage of the students mechanic in posttest shown that there was 1 student (2,78%) got 'excellent to very good' score, 5 students (13,89%) got 'good to average' score, 30 students (83,33%) got 'fair to poor' score, and there was none of student got 'very poor'.



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Table 3. score of the students' writing in Pre-test and Post-test

No.	Pre-test (X ₁)	X ₁ ²	Post-test (X ₂)	X ₂ ²	Deviation D= X ₂ -X ₁	D ²
001	51	2601	66	4356	15	225
002	46	2116	60	3600	14	196
003	47	2209	64	4096	17	289
004	52	2704	66	4356	14	196
005	52	2704	65	4225	13	169
006	70	4900	77	5929	7	49
007	49	4900	65	4225	16	256
008	48	2304	60	3600	12	144
009	56	3136	69	4761	13	169
010	46	2116	61	3721	15	225
011	47	2209	59	3481	12	144
012	45	2025	58	3364	13	169
013	51	2601	72	5184	21	441
014	50	2500	63	3969	13	169
015	41	1681	65	4225	24	576
016	61	3721	72	5184	11	121
017	43	1849	63	3969	20	400
018	56	3136	67	4489	11	121
019	45	2025	58	3364	13	169
020	52	2704	63	3969	11	121
021	53	2809	61	3721	8	64
022	43	1849	59	3481	16	256
023	48	2304	63	3969	15	225
024	53	2809	66	4356	13	169
025	46	2116	62	3844	16	256
026	51	2601	63	3969	12	144
027	49	2401	64	4096	15	225
028	43	1849	62	3844	19	361
029	45	2025	62	3844	17	289
030	47	2209	60	3600	13	169
031	64	4096	66	4356	2	4
032	48	2304	63	3969	15	225
033	58	3364	76	5776	18	324
034	57	3249	80	6400	23	529
035	46	2116	61	3721	15	225
036	58	3364	69	4761	11	121
Total	∑X₁ = 1817	∑X₁² = 95606	∑X₂ = 2330	∑X₂² = 151774	∑D = 513	∑D² = 7935

The table above, we had gotten $\sum X_1 = 1817$, $\sum X_1^2 = 95606$, $\sum X_2 = 2330$, $\sum X_2^2 = 151774$, $\sum D = 513$, and $\sum D^2 = 7935$. The next finding the mean score of pre-test (X_1) and post-test (X_2), the difference of standard deviation between variable X_1 (Pre-test) and X_2 (Post-test) as follows.

2. mean score of Pre-test (X_1) and Post-test (X_2)

a. Mean score of pre-test (X_1)

$$M = \frac{\sum X_1}{N}$$

$$M = \frac{1817}{36}$$

$$M = 50.4$$

b. Mean score of Post-test (X_2)

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

$$M = \frac{2330}{36}$$

$$M = 64.7$$



Table 4. The Students' Mean Score

Component	Pre-Test	Post-Test
Mean	50.4	64.7

The table above indicates that the mean score of students in post-test was different with their mean score in pre-test or post-test > pre-test = 64.7 > 50.4.

3. Standard Deviation of Pre-test (X_1) and Post-test (X_2)

a. standard deviation of pre-test:

$$SD = \sqrt{\frac{n(\sum X_1)^2 - (\sum X_1)^2}{n(n-1)}}$$

$$SD = \sqrt{\frac{36(1817)^2 - (1817)^2}{36(36-1)}}$$

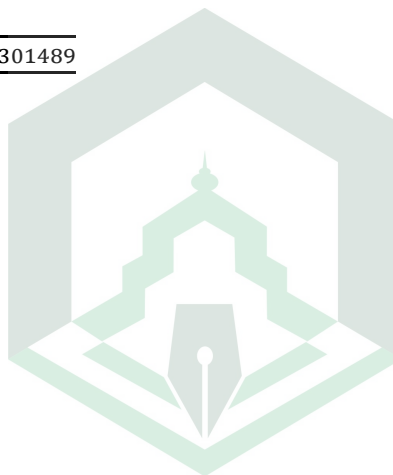
$$SD = \sqrt{\frac{36(3301489) - (3301489)}{36(35)}}$$

$$SD = \sqrt{\frac{118853604 - 3301489}{1260}}$$

$$SD = \sqrt{\frac{115552115}{1260}}$$

$$SD = \sqrt{91708.02}$$

$$SD = 302.8$$



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b. Standard deviation post-test

$$SD = \sqrt{\frac{n(\sum X_2)^2 - (\sum X_2)^2}{n(n-1)}}$$

$$SD = \sqrt{\frac{36(2330)^2 - (2330)^2}{36(36-1)}}$$

$$SD = \sqrt{\frac{36(5428900) - (5428900)}{36(35)}}$$

$$SD = \sqrt{\frac{195440400 - 5428900}{1260}}$$

$$SD = \sqrt{\frac{190011500}{1260}}$$

$$SD = \sqrt{150802.78}$$

$$SD = 388.3$$

Table 5. Standard Deviation

Component	Pre-Test	Post-Test
Standard Deviation	302.8	388.3

The table 5 above indicates that standard deviation of pre-test lower than post-test where standard deviation of pre-test 302.8 and post-test 388,3. It shows a improvement although not very big.

4. test of significance

after finding the mean score and standard deviation of pre-test and post-test, the next finding is tes of significance as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{n(n-1)}}}$$

$$\sum X^2 d = \sum D^2 - \frac{(\sum D)^2}{N}$$

$$\sum X^2 d = 7935 - \frac{(513)^2}{36}$$

$$\sum X^2 d = 7935 - \frac{(263169)}{36}$$

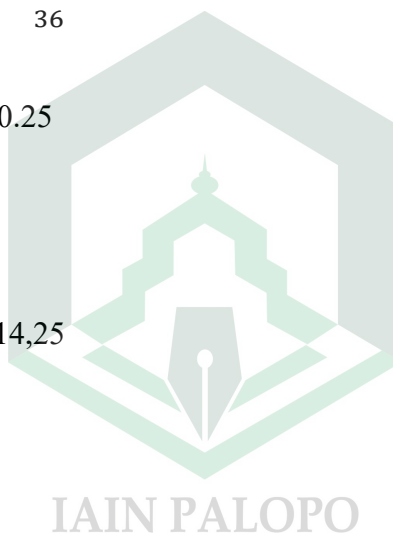
$$\sum X^2 d = 7935 - 7310.25$$

$$\sum X^2 d = 625,75$$

$$Md = \frac{\sum D}{N} = \frac{513}{36} = 14,25$$

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{n(n-1)}}}$$

$$t = \frac{14,25}{\sqrt{\frac{\sum 625,75}{36(36-1)}}}$$



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$$t = \frac{14,25}{\sqrt{\frac{625,75}{36(35)}}}$$

$$t = \frac{14,25}{\sqrt{\frac{625,75}{1260}}}$$

$$t = \frac{14,25}{\sqrt{0,49}}$$

$$t = \frac{14,25}{0,7}$$

$$t = 20.35$$

giving interpretation based on criteria hypothesis acceptability

$$d_f \text{ or } d_b = N - 1$$

$$= 36 - 1$$

$$= 35$$

Where :

d_f = a number of respondent

d_b = constant number



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Table 6. T-Test and T-Table Value

Component	T-Table	T-Test
t-value	2,023	20,35

Based on table above indicates that the result of t-test was greater than t-table. T-value above compared with t-table for certain real level $\alpha = 0,5$ by the degree of freedom $n-1$. The value is 2,023. It means that t-test was greater than t-table or 20,35 $> 2,023$. Concerning the result of the t-test above, it is concluded that the null hypothesis (H_0) is rejected while the alternative hypothesis (H_1) is accepted. It means that the students' writing skill was improved by using family and hometown description at the eighth year students of SMP Neg.3 Palopo.

B. Discussion

Based on the result of data analysis, the researcher found that writing family and hometown description is one of method to increase the students' writing skill. We could know about the student achievement in pre-test (before giving treatment) and post-test (after giving treatment).

After finding data analysis that as follow :

In content aspect of students' achievement between pretest-posttest that is content pretest was found that there was none of student got 'excellent to very good'

score, 3 students (8,33%) got 'good to average' score, 22 students (61,11%) got 'fair to poor' score, and 11 students (30,57%) got 'very poor' score. This is the result of the research students' writing skill before giving treatment. In the posttest was found there were 4 students (11,11%) got 'excellent to very good' score, 7 students (19,45%) got 'good to average' score, 25 students (69,44%) got 'fair to poor' score, and there was none of student got 'very poor' score. This was the result of the research to students' writing skill after giving treatment. It means that there were significant improvements on students' writing skill in content aspect.

In organization aspect of students' achievement between pretest – posttest that is organization pretest was found that there were none of students got 'excellent to very good' score. There 5 students (13,89 %) got 'good to average' score, 12 students (33,33%) got 'fair to poor' score, 19 students (52,78%) got 'very poor' score. This is the result of the research students' writing skill before giving treatment. In the posttest was found that there was none of student got 'excellent to very good' score, 14 students (38,89%) got 'good to average' score, 22 students (61,11%) got 'fair to poor' score, and there was none of students got 'very poor' score. This was the result of the research to students' writing skill after giving treatment. It means that there were significant improvements on students' writing skill in organization aspect.

In vocabulary aspect of students' achievement between pretest – posttest that is vocabulary pretest was found that there were none of students got 'excellent to very good' score. There was 1 student (2,78%) got 'good to average' score, 26 students

(72,22%) got 'fair to poor' score, and 9 students (25%) got 'very poor' score. This is the result of the research to students' writing skill before giving treatment. And vocabulary posttest was found that there was none of student got 'excellent to very good' score, 5 students (13,89%) got 'good to average' score, 30 students (83,33%) got 'fair to poor' score, and 1 student (2,78%) got 'very poor'. This was the result of the research to students' writing skill after giving treatment. It means that there were significant improvements on students' writing skill in vocabulary aspect.

In grammar aspect of students' achievement between pretest – posttest that is grammar pretest was found that there was none of students got 'excellent to very good' score, and "good to average" score. There were 10 students (27,28%) got 'fair to poor' score, and 26 students (72,22%) got 'very poor' score. This is the result of the research to students' writing skill before giving treatment. In the posttest was found that there was none of student got 'excellent to very good' score, 6 students (16,67%) got 'good to average' score, 30 students (83,33%) got 'fair to poor' score, and there was none of student got 'very poor'. This was the result of the research to students' writing skill after giving treatment. It means that there were significant improvements on students' writing skill in grammar aspect.

In mechanics aspect of students' achievement between pretest – posttest that is mechanic pretest was found that there was none of student got 'excellent to very good' score. There were 6 students (16,67%) got 'good to average' score, 22 students (61,11%) got 'fair to poor' score, and 8 students (22,22%) got 'very poor' score. This

is the result of the research to students' writing skill before giving treatment. In the posttest was found that there was 1 student (2,78%) got 'excellent to very good' score, 5 students (13,89%) got 'good to average' score, 30 students (83,33%) got 'fair to poor' score, and there was none of student got 'very poor'. This was the result of the research to students' writing skill after giving treatment. It means that there were significant improvements on students' writing skill in mechanics aspect.

The students' mean score in pre-test that was 50,4 whereas in post-test that was 64,7. So, it indicates that the mean score of students in post-test was different with their mean score in pre-test or $\text{post-test} > \text{pre-test} = 64,7 > 50,4$. It means that in the post test occurred increasing in the mean score of students.

In the standard deviation in the pretest that was 302,8 between in the post-test that was 388,3. So, it indicates that the standard deviation of students in the posttest was different with their mean score in the pre-test or $\text{post-test} > \text{pre-test} = 388,3 > 302,8$. It means consisted increase in the standard deviation of students.

Beside that from the data analysis the researcher got $t_{\text{test}} > t_{\text{table}}$ or $20,35 > 2,023$ that is reject. There was indicated in standard of significant 5% population means of the students' writing skill by using family and hometown description before and after joining treatment greatly effective. Further more, writing family and hometown description was an alternative method to be applied in the classroom to effort the improved of writing skill.

Based on the discussion above, null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. So, it can be said the students' writing skill was improved by using family and hometown description at the eighth year students of SMP Neg. 3 Palopo. It is in line with statement before that one of method because writing family and hometown description make light of students' to determine about ourselves. In fact, after the research of family and hometown description can be the improved students' writing.

According to Sriwati M. Husain "Improving student's writing ability through describing an object at the tenth class of MAN Palopo in the academic year 2009. She said that there was significant improvement on students' writing ability at the tenth year students of MAN Palopo. It is shows that the writing ability of the tenth grade students of MAN Palopo in academic year 2009 after describing an object is categorized as "Good" with the mean 60,041667 from the mean 49,25. Not only that, during the treatment also found that describing an object help the students to less their fears in making mistake by express their wild and innermost imaginations because they have full freedom in expressing their thoughts. Thus, it result of the data analysis accepted because $t_{\text{value}} = 6,12$ and $t_{\text{table}} = 2,07$ with $df = 23$. So is the significant students' writing skill achievement after teaching though describing an object.²

Completing this research, It is shows that the writing ability of the tenth grade students of SMAN 1 Jekulo Kudus in academic year 2009/2010 after keeping journal

² Sriwati M.Husain, *The Improving Students' Writing Ability through Describing an Object the Tenth Class of MAN Palopo*,(STAIN Palopo),p.55

is categorized as “Good” with the mean 81 and deviation standard 13,08 from the mean 58 and deviation standard 10,73 before keeping journal writing. Not only that, during the treatment also found that keeping journal help the students to less their fears in making mistake by express their wild and innermost imaginations because they have full freedom in expressing their thoughts. Thus, it is conclude that keeping journal writing proved as effective medium in improving students writing ability and the hypothesis research is accepted³.

There are thing few the researchers namely Sriwati Husain and Aswal Aswal Wafa, Muh. Syafei, and Ahdi Riyono. Their said that the researchers about *The Improving Students’ Writing Ability through Describing an Object and Keeping Journal Writing to Improve the Writing Ability* can be imroved the students’ writing ability. And the research of famiy and hometown description can be imroved students’ writing.



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³ Aswal Wafa, Muh. Syafei, and Ahdi Riyono, *Keeping Journal Writing to Improve the Writing Ability of the Tenth Grade Students of SMA N 1 JEKULO KUDUS*, (<http://eprints.umk.ac.id/id/eprint/157>). Accessed 9th february 2013.

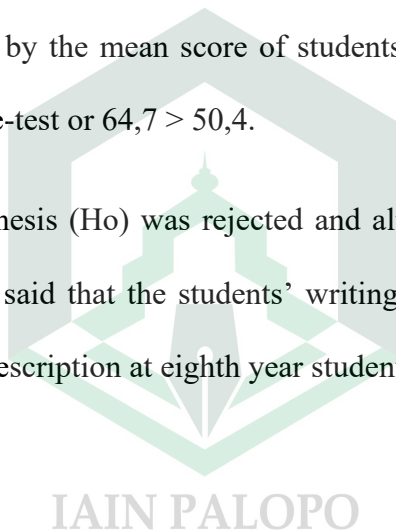
CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of data analysis in the previous chapter, the researcher conclude that the students' writing skill is improved by using family and hometown description at the eighth year students of SMP Neg. 3 Palopo in 2012/2013 academic year. This improve is proved by calculating the difference of both tests (pre-test and post-test) by using t-test analysis, where the result of test value is 20,35. The value is greater than t-table value (2,023) for $\alpha = 0,5$ level of significance and the degree of freedom (35) or value of the t-test > value of t-table or $20,35 > 2,023$, so H_0 was rejected. It also proved by the mean score of students in post-test was greater than pre-test or post-test > pre-test or $64,7 > 50,4$.

It means, null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. So, it can be said that the students' writing skill was improved by using family and hometown description at eighth year students of SMP Neg. 3 Palopo.



B. Suggestions

Based on the conclusion above, the researcher would like to forward some suggestion as follows :

1. This research has proved that using family and hometown description in improving students' writing skill is one of good methods because write family and hometown description can make the students, easy to write and the students can write their own experience. So that, the researcher suggested to teacher to take this technique as one alternative in teaching writing.

2. The students can improve their ability in writing by practicing to write their family and hometown description.



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AUTOBIOGRAPHY



Fitriyanti Latief was born in Palopo on May 02nd 1989. She is seventh children by the eighth children. She have two sisters and five brothers. Father's name is Abd. Latief, S.Ag and mother's name has Suriati.

She began going to elementary school of 88 Salamae, and graduated in 2002. And than the continued to junior high school(SMPN) number 1 Palopo in 2002, and graduated in 2005. And graduated from senior high school (SMAN) number 1 palopo in 2008. She continued study at STAIN Palopo in 2008 and study at State College for Islamic Studies (STAIN) Palopo, she took English department, and finished her study at State College for Islamic Studies (STAIN) Palopo in 2013.

In the end her study at State College for Islamic (STAIN) palopo, she writes a thesis entitled improving the students' writing skill by using family and hometown description at the eight class students of SMPN 3 Palopo.

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