

**IMPLEMENTING SEND A PROBLEM TECHNIQUE TO  
INCREASE STUDENTS' WRITING ABILITY AT THE 9<sup>TH</sup>  
GRADE OF SMPN 2 TOWUTI**

*A Thesis*

*Submitted to Fulfill the Requirement for a Bachelor of Education Degree (S.Pd)  
in English Language Education Study Program of Education and Teacher  
Training Faculty of State Islamic Institute of Palopo*



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EDUCATION AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO**

**2024**

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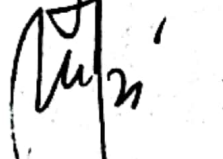
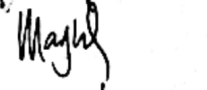


**2024**

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This thesis entitled *Implementing Send a Problem Technique to Increase Students' Ability at the 9<sup>th</sup> Grade of SMPN 2 Towuti*, which is written by Amalia Yunus, Registration Number 1902020094, the student of English Language Education Study Program, Education and Teacher Training Faculty at State Islamic Institute of Palopo, and has been examined in Thesis Examination/*Munaqasyah* which was carried out on Tuesday, August 27<sup>th</sup> 2024. It is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program (S.Pd).


Palopo, August 27<sup>th</sup> 2024

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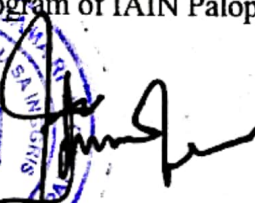
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In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, August 27<sup>th</sup> 2024



Regards

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The researcher hopes this thesis can give some value to the students of the English Department, English teachers, and readers. The researcher admits that this thesis is not perfect, so the researcher will accept suggestions from the readers to improve it. The researcher hopes that this thesis will be beneficial to everyone.



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Palopo, 01 July 2024

Amalia Yunus  
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## **LIST OF CONTENT**

### **COVER**

### **ACKNOWLEDGMENTS ..... ii**

### **LIST OF CONTENT ..... vi**

### **LIST OF TABLE ..... viii**

### **ABSTRACT ..... ix**

### **CHAPTER I INTRODUCTION ..... 1**

#### **A. Background ..... 1**

#### **B. Problem Statement ..... 5**

#### **C. Object of Research ..... 5**

#### **D. Significant of the Research ..... 5**

#### **E. Scope of the Research ..... 6**

### **CHAPTER II REVIEW OF RELATED LITERATURE ..... 7**

#### **A. Review of Relate Research Finding ..... 7**

#### **B. Theoretical Review ..... 9**

#### **C. Conceptual Farmwork ..... 21**

#### **D. Hypothesis ..... 22**

### **CHAPTER III RESEARCH METHOD ..... 23**

#### **A. Research Method ..... 23**

#### **B. Time and Location ..... 23**

#### **C. Variable ..... 24**

#### **D. Population and Sample ..... 24**

#### **E. Instrument of the Research ..... 25**

#### **F. Procedure of Collecting Data ..... 26**

#### **G. Technique of Data Analysis ..... 29**

### **CHAPTER IV FINDINGS AND DISCUSSION ..... 39**

#### **A. Research Findings ..... 39**

#### **B. Discussion ..... 55**

### **CHAPTER V CONCLUTION AND SUGGESTION ..... 59**

#### **A. Conclution ..... 59**

#### **B. Suggestion ..... 59**

<b>BIBLIOGRAPHY .....</b>	<b>61</b>
<b>APPENDICES .....</b>	<b>63</b>
<b>BIOGRAPHY .....</b>	<b>87</b>

## LIST OF TABLE

Table 3.1 Research Time .....	23
Table 3.2 Scoring of Content .....	31
Table 3.3 Scoring of Organization .....	32
Table 3.4 Scoring of Vocabulary .....	33
Table 3.5 Scoring of Grammar .....	35
Table 3.6 Scoring of Mechanic .....	35
Table 3.7 Classification Score .....	36
Table 4.1 Score Of Students' Writing Skills in Pre-Test.....	39
Table 4.2 Descriptive Statistics of Student's Pre-Test Score.....	40
Table 4.3 Students' Frequency and Percentage of Content in Pre-Test.....	40
Table 4.4 Students' Frequency and Percentage of Organization in Pre-Test .....	41
Table 4.5 Students' Frequency and Percentage of Vocabulary in Pre-Test.....	42
Table 4.6 Students' Frequency and Percentage of Grammar in Pre-Test.....	42
Table 4.7 Students' Frequency and Percentage of Mechanics in Pre-Test.....	43
Table 4.8 Descriptive Statistics of Writing Aspects in Pre-Test.....	44
Table 4.9 Score Of Students' Writing Skills in Post-Test .....	45
Table 4.10 Descriptive Statistics of Student's Post-Test .....	45
Table 4.11 Students' Frequency and Percentage of Content in Post-Test.....	46
Table 4.12 Students' Frequency and Percentage of Organization in Post-Test.....	47
Table 4.13 Students' Frequency and Percentage of Vocabulary in Post-Test.....	48
Table 4.14 Students' Frequency and Percentage of Grammar in Post-Test .....	49
Table 4.15 Students' Frequency and Percentage of Mechanics in Post-Test .....	50
Table 4.16 Descriptive Statistics of Writing Aspects in Post-Test.....	51
Table 4.17 Comparison of Students' Pre-Test and Post-Test Results .....	51
Table 4.18 The Paired Samples Statistics of Pre-Test and Post-Test .....	52
Table 4.19 Paired Samples Correlations of Pre-Test and Post-Test .....	52
Table 4.20 Paired Samples Test.....	53

## ABSTRACT

**Amalia Yunus, 2024.** *"Implementing Send a Problem Technique to Increase Students' Writing Ability at the 9<sup>th</sup> Grade of SMPN 2 Towuti,"* a thesis of the English Language Education Study Program, Education and Teacher Training Faculty of State Islamic Institute of Palopo. Prof. Dr. H. Rustan S. M.Hum.(Consultant 1) and St. Hartina, S.Pd., M.Pd.(Consultant 2).

This study aims to evaluate the effectiveness of the implementation of the Send a Problem technique in improving the writing skills of 9th-grade students at SMPN 2 Towuti. This research implemented mixed method with quantitative and qualitative design. The sample for this research is 20 students from the 9A in the ninth grade of SMPN 2 Towuti. The researcher chose the 9A because the teacher recommended the class at the school. The Send a Problem technique was implemented through a series of additional learning activities designed to stimulate students' creativity in writing. At the same time, the research instrument used was a writing test. The data were analysed using a Paired Sample T-test and calculated with SPSS 22. The data were analysed by calculating the mean score and paired sample t-test. This research showed that the mean score on Post-Test (67.30) was higher than the Pre-Test (39.85). The value of  $t_c$  ( $t_{count}$ ) was 16.538, higher than  $t_t$  ( $t_{table}$ ) was 1.729 with standard of significance level 0,05 (5%). Also, Sig. (2-tailed) was 0.000 smaller than the P value standard 0.05 ( $0.000 < 0.05$ ). On the other hand, the alternative hypothesis ( $H_1$ ) was accepted, and the null hypothesis ( $H_0$ ) was rejected. The students' perception toward the implementing of Send a Problem technique for learning writing is increase the writing interest and motivation, as well as provide real challenges to solve the problem and students feel more involved in the writing process. It concluded that the use of Send a Problem Technique in teaching descriptive text can help students in SMPN 2 Towuti to develop their writing skills primarily in the five components of content, organization, vocabulary, grammar, and mechanics.

**Keywords:** *Send a Problem Technique, Writing skill, Descriptive text.*

## CHAPTER I

### INTRODUCTION

#### A. Background

Writing is expressing thoughts, ideas, emotions, and information through written words, symbols, or characters. It involves using written language or script to convey a message, story, or concept to an audience. The purpose of writing can be to entertain, inform, persuade, or express oneself. It is a fundamental tool for communication and has been an essential part of human culture for thousands of years and stated that writing was a thought process for creating ideas, thinking about how to express ideas in good writing, and organizing ideas into clear statements (Nunan,2000).<sup>1</sup> According to Brown, writing is an essential skill and requires constant effort in English language learning.<sup>2</sup>

Writing ability is vital for several reasons: 1) The relationship between writing and communication skills: Good writing skills are the foundation for practical communication skills, both in academic and professional contexts; 2) Development of critical thinking skills through writing: In the writing process, students must consider various points of view, organize information, and construct arguments logically and coherently; 3) Writing as a means of self-expression: Writing can be a tool for students to describe their experiences, feelings, and views creatively and authentically; 4) Development of literacy

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<sup>1</sup> David Nunan (2000), *second Language Teaching and Learning with technology. Ireland.*

<sup>2</sup> H. Douglas Brown(2001), "*Teaching by principles: An interactive approach to language pedagogy*" (White Plains, NY: Longman)

skills in writing: Writing is an essential component of literacy skills that involves understanding language, grammar, spelling, and writing rules.<sup>3</sup> Nunan also emphasizes the importance of practice and structured learning in developing writing skills. Students should be allowed to practice writing regularly and get useful feedback from teachers and peers. In addition, Nunan also highlighted the importance of providing writing instruction that is contextual and relevant to students' needs and interests, so that students will be more motivated in learning to write.<sup>4</sup> Overall, writing ability is important because it allows you to communicate effectively, advance in your career, grow personally, succeed academically, and express yourself creatively.

The importance of writing is Commanded in Al-Qur'an Surah Al-Qalam:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ١

*“Nun. By the pen and what they inscribe,”*<sup>5</sup>

The first verse in this surah, Allah SWT swears by the “pen” (Al-Qalam), which is an important tool for writing and recording. The word, “Nun” at the beginning of the verse is one of the *Muqatta'at* letters that often appear at the beginning of surahs in the Quran, and it's meaning is known only to Allah. In the context of this verse, Allah's oath by the pen emphasizes the importance of writing and recording in human life, whether in religious matters or other aspects of life.

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<sup>3</sup> Warner, John. (2018). *Why They Can't Write: Killing the Five-Paragraph Essay and Other Necessities*. Johns Hopkins University Press.

<sup>4</sup> Nunan, D. (2003). *Practical English language teaching*. McGraw-Hill Education.

<sup>5</sup> (Q.S. Al-qalam:1)



There are some general difficulties that students may face in writing: 1) Difficulty getting started: Students may struggle to start writing because they don't know what to write or how to begin; 2) Lack of experience: students may lack experience in writing and not know how to organize their ideas into a structured and coherent piece of writing; 3) Limited vocabulary: Students may have a limited vocabulary, making it difficult for them to express their ideas appropriately; 4) Grammar and spelling: students may struggle with correct grammar and spelling. These errors can interfere with the reader's understanding and can affect the quality of the writing; 5) Difficulty with writing format and structure of writing, such as paragraph placement, use of conjunctions, and development of ideas; 6) Lack of confidence: students may not have confidence in their writing ability, which can hinder their progress and reduce the quality of their writing; 7) Not being able to manage time well: students may not be able to manage their time well and may not allow enough time to complete their writing task properly.

Based on preliminary observation at the ninth grade of SMPN 2 Towuti they have a problem in writing. There are several problems because they often have difficulties in writing, such as 1) Limited vocabulary and grammar: They often have limitations in vocabulary and grammar that make it difficult for them to express their ideas in writing. 2) Lack of writing skills: This makes it difficult for them to develop their writing. 3) Lack of interest in writing: They may feel that writing is a boring or difficult activity, which can make them unmotivated to learn to write. 4) Lack of context: Writing also requires a good

understanding of context. They have difficulty in understanding the context of the writing they have to write whether it is in terms of topic, audience, or genre.

To overcome the writing difficulties in SMPN 2 Towuti, the research will apply *send a problem technique* as the solution. Barkley (2004), state that *send a problem technique* is a strategy that involves students in which each group of students receives a problem, tries to solve it and then passes it on to the next group and then passes through many groups producing different solutions to the same problem. After enough groups actively participate in the process of receiving problems and are sufficiently prepared to answer problem, these groups then analyze, evaluate, and report the best solution in front of them class. Through this send a problem problem-based learning technique, students are expected to be motivated to take an active part in the ongoing learning process.<sup>6</sup>

The researcher chose this send a problem technique because the researcher wanted to apply the writing learning technique with learning steps that could increase students' involvement in the writing skills of learning English, so as to improve students' writing skills in achieving learning objectives. Therefore, to improve the quality of teaching and learning activities, especially to improve students' writing abilities, in this study the researcher was interested in conducting research with the title "Implementing *Send a Problem*

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<sup>6</sup> Barkely, E.F. et al., (2004). Collaborative Learning Techniques: A Handbook for College Faculty. Jossey-Bass.

*Technique to Increase Students Writing Ability at the 9<sup>th</sup> Grade of SMPN 2 Towuti”*

**B. Problem Statement**

The researcher formulated the research questions as followed:

1. Does Implementing Send a Problem technique increase student writing ability at the 9<sup>th</sup> grade of SMPN 2 Towuti?
2. What is the student’s perception toward the implementing of Send a Problem technique for learning writing?

**C. Object of Research**

The objective of this research are:

1. To find out whether or not Implementing Send a Problem technique increase student writing ability at the 9<sup>th</sup> grade of SMPN 2 Towuti.
2. To find out the students’ perception toward the implementing of send a problem technique for learning writing.

**D. Significance of The Research**

The significance of the study can be described as follow:

1. Theoretical Significant

This research is expected to contribute to the theory of teaching writing through the send a problem technique and can provide strategies in writing descriptive text through the send a problem technique.

## 2. Practical Significance

### a. For Students

Students were motivated in English learning by using Send a Problem technique and students are able to fixed the problem they get.

### b. For Teacher

This research is expected to contribute to teachers as an interesting and fun learning method in improving students writing and can be a supporting way to improve the teaching and learning process.

### c. For Researcher

Researcher who are interested in this research to get information about writing by using Send a Problem and researcher can again knowledge and experience in teaching English using Send a Problem technique.

### d. It is hope can give more information and knowledge from this research

## **E. Scope of The Research**

The scope of the research focused of the use of Send a Problem Technique in writing descriptive text for Students ninth grade at SMPN 02 Tuwuti. This send a problem function is used to help students improve their writing skills in any language, particularly English, because this Send a Problem Technique using discussion activities. Specially to improve grammar, content, vocabulary, mechanic, and organization.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previews of Related Research Finding

There are many researchers had done studies about teaching English by using send a problem technique:

Tri Astuti, 2022. in her research entitled *“Improving student Discussion Activities Trough Send a Problem Learning Technique on The Theme of Socio-Cultural Change in Social Students Subjects in Class IX.B SMP Negeri 3 Banjit Way Kanan Regency”*. The result of the research is the increase in student learning outcomes affects the learning process carried out by the teacher with evidence in the Cycle I of teacher performance getting an average score of 67.38, increasing again in Cycle II to 78.92 and increasing again in the Cycle III to 88.46 or in very good criteria. The average increase in teacher performance in learning is 12.54%. In other words, that the activeness of students in discussing and participating in learning and student learning outcomes has increased with the using of the Send-A-Problem Technique.<sup>7</sup>

The similar of this research and my research is using Send a Problem Technique. The different is theme of Socio Culture in social Students and my research use send a problem technique for increase writing ability in English lesson on the theme of describing people and things.

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<sup>7</sup> Tri Astuti. (2022). *Improving Student Discussion Activities Through Send-A-Problem Learning Techniques on the Theme of Socio-Cultural Changes in Social Students Subjects in Class IX.B SMP Negeri 3 Banjit Way Kanan Regency*. Tadzikrah:Journal of Basic Education,3(2),16-31.

Rahmawati, et, al. 2022. in their research entitled “*Improving Students’ Argumentation Article Writing Skill of SMA Negeri 5 Makassar Through Send a Problem Technique*”. The result of the research is the increase in writing ability is evidenced by the class average which is increase sing at each stage. In the pre-cycle, students’ writing ability reached a class average of 44.1. In cycle 1, students’ writing ability reached an average of 64, then in cycle 2 it increased writing ability with a class average reached 84. The level of mastery of student learning in the pre-cycle was 0%, in cycle 1 was 20%, while the level of mastery in cycle 2 was 100%. In the pre-cycle stage until entering cycle 1 and cycle 2, it shows a very significant increase and the number that reaches the KKM has increased.<sup>8</sup> The similar of this research and my research is using Send a Problem Technique for improving students writing ability. The different this research use Argumentation Artikel and my research use Descriptive text.

Tri Pujian, et al. 2019. in their research entitled “*The Effectiveness of Send a Problem Technique to Teach Writing on The Eight Grade of SMP N 2 Banyumas*”. The result of the research is writing scores show that students who are taught using Send a Problem (60.5) have higher scores than students who are taught using guided writing (57.3). the experimental group’s score range was 48-76 while that of the control group was 45-68. After independent t-test was applied, it was known that  $T_{Cal} (2,65) > t_{table} (2,0)$  meaning that

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<sup>8</sup> Rahmawati, R., Muliadi, M., & Rabiah, S. (2022). *Improving Students' Argumentation Article Writing Skills of SMA Negeri 5 Makassar Through Send A Problem Technique*: Arrays. Maktab: Journal of Education and Technology, 1 (2), 623–630.

send a problem was more effective to teach writing rather than guided writing.<sup>9</sup> The similar of this research and my research is using Send a Problem Technique to improve students writing ability. The different in this research use class control and class experiment and my research not use class control and class experiment.

Based on some of relevant research result, it shows that in general the send a problem technique is able improve student learning outcomes.

## **B. Theoretical Review**

### **1. The Concept of Writing**

#### **a. Definition of Writing**

Writing well in English involves using clear language and encouraging meaningful messages. If the writing message can be understood, it means that the writer succeeded in conveying his meaning. Writing is an effective tool for thinking because it gives children a way to control their thoughts. According to Brown, writing is the very process of putting ideas down on paper to transform thoughts into words, to sharpen main ideas, to given them a structure of coherent organization. While converting ideas from the brain into written form, the teacher has to make sure all of his students pass the criteria of good writing.<sup>10</sup>

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<sup>9</sup> Tri, P., Ngadiso, & Dewi, R. *The Effectiveness of Send A Problem Technique to Teach Writing on The Eighth Grade of SMP Negeri 2 Banyumas*; J-LEE: Journal of Law, English and Economics, 01 (01), November 2019.

<sup>10</sup> Brown, H.D, "Language Assessment Principles and Classroom Practices", (New York: Longman, 2014)



The function of writing is giving information, education or entertainment. To master in writing cannot learn instance, someone must give all the soul and enjoy when learn it, because writing is not just about a writer, but is about people who read that result in form written. Writing has a process like study, experiences of writer, training and also ideas to expressing into a written. And one way to have a good skill in writing is always increase with exercise in writing.<sup>11</sup>

Based on definition above, the researcher concluded that writing is one of the ways to give information to the readers. Besides that, writing is also on way to express the idea of what is in the writer's mind into a media such as paper, gadget, and others that can interpret by themselves and the reader. In addition, a writer must use imagination to prepare a piece of writing easily.

#### b. Components of Writing

In improving writing skill, there are five components of writing namely: content, organization, vocabulary, grammar and mechanics.<sup>12</sup>

##### 1) Content

The content of the writing must be easy so that the reader can understand the information. The content must have a complete composition that is coherent, sustainable, and easily understood by the reader.

---

<sup>11</sup> Febri Anggrain, *Brainstroming Technique In Teaching Writing* (MTs YPI Darul Huda Lubuk Harjo: English Language Education and Literature Vol. 5 No.2 Halaman: 71-74)

<sup>12</sup> J.B. Heaton, *Writing English Language Text, New Edition* (Longman Inc: New York, 1998), 135

## 2) Grammar

Grammar in writing has a very important role. Grammar determines whether the sentence is true or false. So that the writer is more careful in writing and also helps the writer to use formal language.

## 3) Vocabulary

Vocabulary is one of the components to express words and form them into sentences. A good vocabulary selection is also very influential in writing, because it can help the writer to express what he wants to make it easier to understand.

## 4) Mechanics

There are two parts of mechanics namely capitalization and punctuation. The function is able to clarify the meaning of the writing. Capitalization functions to clarify capital letters in writing. Mechanics are also used to distinguish formal sentences and certain other things.

## 5) Organization

The writer must organize a message or idea into a sentence. And it must be sequential from beginning to end, so as form writing that is easy to understand

## c. Writing Process

According to Richard, the process of writing accurses in several stages<sup>13</sup>

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<sup>13</sup> Jack Ricard Willy A Renandya, *Methodology in Language Teaching and Anthology of Current Practice, Longman Dictionary of language Teaching and Applied Linguistics* (2002), 315

### 1) Planning

Planning was an important stage in management, especially in the management of class activities, to encourage students to always feel their thoughts. Therefore, students are expected to be able to express their ideas and the ability to write.

### 2) Drafting

At this stage, researchers focus on the effectiveness and fluency of students in writing, not only focus on grammar but must pay attention to the neatness of writing. One good writing unit is the ability of researchers to visualize the audience.

### 3) Revising

When students revise, the researcher reviews the feedback to the respondent. Learners re-examine what was written to witness and communicate meaning effectively to the reader. Revising is not only checking but is done to improve global content and organizational errors in writing ideas so the writer intends to explain to the reader.

### 4) Editing

At this stage, students compile texts when students prepare the final draft for the evaluation of instructors. Students can edit the work of their own or their counterpart grammar, spelling, punctuation, diction, sentence structure, and supporting accuracy such as quotes, and the like.

## d. The Characteristic of Good Writing

Good writing is writing that has all the components of writing and also must be easily understood by the reader and has meaning and must follow grammatical rules. The reader must be able to get the meaning of the writing without having to re-read the writing. Here are some characters that are good and right according to Cushing.<sup>14</sup>

- 1) Good writing has an idea or ideas that are clear and easy to understand.
- 2) Has clear goals and intentions.
- 3) The use of grammar and punctuation that is good and right and grammatically appropriate.
- 4) Process information specifically and not complicated.
- 5) Has settlement at the end of the writing as well as the closing of the writing.

e. Kinds of Writing

There are kinds of writing:<sup>15</sup>

- 1) Narrative is text that narrate a world event, which can have the character of informative or entertaining
- 2) Recount is text that contains a sequence of activity or events in the past.
- 3) Description is text that content description object
- 4) Exposition is text that is content with an argument, point of views; a problem or particular thing

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<sup>14</sup> Sara Ceigle Cushing (2002), *Assessing Writing*, (Cambridge: Cambridge University Press).

<sup>15</sup> Pardiyono, *12 Writing Clues for Better Writing Competence*. (Penerbit Andi),163.

5) Procedure is text that contains the way of sequence action to something.

f. Types of Writing Performance

Brown (2004: 220) classifies types of writing performance into four classifications:<sup>16</sup>

1) Imitative Writing

Imitative writing; it deals with imitating existing texts that are read by the teacher, and then students are asked to write down what they hear.

2) Intensive Writing

Intensive writing: As one might think, intensive writing as described here has nothing to do with intensive writing but is controlled. Under this definition, students are supposed to copy sentences and words, rewrite text and passages, and sequence sentences, among others.

3) Responsive Writing

This genre can be implemented for students who have mastered the basics of grammar. Writing activities include short narratives and descriptions, short reports, summaries, interpretation of charts, and so on.

4) Extensive Writing

This genre is more complicated than the three previously mentioned genres. In this paper, the writer should be able to organize ideas logically, use details to support the main idea, and show syntactical and lexical variations.

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<sup>16</sup> H.D Brown (2004), *Language Assessment; Principle and Classroom Practice* (United State of America: Longman).

## 2. The Concept of Send a Problem Technique

### a. Definition of Send a Problem Technique

The send a problem learning technique is one of the problem-based cooperative learning technique. This technique is carried out by forming students in heterogeneous group or grouping student with an even level of ability in each group. Then each group is given a problem by the teacher and continued by providing solutions to students who are beside them to follow up on what the best solution is from the next group. According to Barkley (2004), state that *send a problem* technique is a strategy that involves students in which each group of students receives a problem, tries to solve it and then passes it on to the next group and then passes through many groups producing different solutions to the same problem. After enough groups actively participate in the process of receiving problems and are sufficiently prepared to answer problem, these groups then analyze, evaluate, and report the best solution in front of them class. Through this send a problem problem-based learning technique, students are expected to be motivated to take an active part in the ongoing learning process.<sup>17</sup>

### b. Steps of Send a Problem Technique

The Send a Problem technique according to Kagan (1992), can be applied in learning, with the following steps.<sup>18</sup>

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<sup>17</sup> Barkely, E.F. et al., (2004). Collaborative Learning Techniques: A Handbook for College Faculty. Jossey-Bass.

<sup>18</sup> Kagan, S. (1992). *Cooperative Learning Resources for Teachers*. San Capistrano, CA: Resources for Teachers, Inc. side of the folder and exchanged

- 1) Place students in small group,
  - 2) Ask each group to think about a situation related to the topic and write this on a card or piece of paper (either from student or selected by teacher) the problem is attached to the outside of the folder and exchanged with other group,
  - 3) Give the three groups up to five minutes to consider the problem and brainstorm various solution or provide responses to the problem. Solution or responses are listed and enclosed in file/folder,
  - 4) This file is forwarded to the next group and the process is repeated. Remind the group not to look at the file, or to read the solution or responses identified by the group earlier.
  - 5) Repeat this process until the group has solved problems,
  - 6) The group should be given their original problem to review all suggested idea and develop a prioritized list of solution or answer. This list then presented to the class for discussion and to decide which response they really believe to use.
- c. The Advantages and Disadvantages of Send a Problem Technique
- 1) The Advantages of Send a Problem Technique
    - a) Help students to understand the basic scheme
    - b) Students can work together with their group mates to solve a problem
    - c) Helping students to be more careful and thorough in solving a problem



d) All students are active and involved in learning activities

2) Lack of Send a Problem Technique

a) Requires a long time for students to work on the problem

b) Only for certain subject

3. The Concept of Descriptive text

a. Definition of Descriptive Text

Descriptive text is created by the students based on the description of an object. The context is the description of particular thing, animal, person, or others, for example: place, people, or thing.<sup>19</sup>

According to Zemach and Rumisek, descriptive text explains how someone or something looks or feels and a process to explain how something is done.<sup>20</sup> Based on the Rega Dita Pratiwi, text descriptive text was used to describe animals, people, and certain objects. In other words, descriptive text is the text that aims to provide detailed descriptions and information about the place or person to be explained.<sup>21</sup>

In summary, descriptive text means describing and telling the details about something whether people, place, mood, situation, event, make the readers can imagine or feels it because descriptive details enable the readers to visualize elements in the story, a writer shows the readers through the senses of sight, hearing, smell, taste, and touch, as well as through emotional feelings.

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<sup>19</sup> Mursyid, *Learning DescriptiveText, English for Special Purposes*, n.d.

<sup>20</sup> L.A. Zemach, D.E. and Rumisek, *Academic Writing: From Paragraph to Essay* (New York: Oxford: Macmillan Publisher Ltd, 2005).

<sup>21</sup> Rega Dita Pratiwi, *The Impact of Team Pair Solo Technique and Round Robin Technique on Students Ability in Writing Descriptive Text*, *Journal of English Language Teaching* 2, (2013), 1–8.

## b. Characteristic of Descriptive Text

There are some characteristics of description text that set it apart from other types of text. Ahmad Thommy divides the characteristics of description text into three major categories, which are as follows:<sup>22</sup>

- 1) The use of the simple present tense in word arrangement. This tense is used in almost every sentence. It means that descriptive text depicts the real subject or object from the writer's perspective. Its goal is to make the readers imagine the presence of something described.
- 2) Descriptive text frequently discusses a specific object. It means that no human participants are required for the text. It concentrates its description on the topic being explained.
- 3) The descriptive text paints a vivid picture of a person, thing, or location. This text typically employs an adjective phrase to depict the object at hand.

Based on the explanation above, it is possible to conclude that descriptive text characteristics are simple present tense. It is describing humans and some objects, as well as using the adjective phrase to visualize a person, a place, or a thing.

According to Dietsch, there are three general purposes of Description namely:<sup>23</sup>

- 1) To create imagery, a mood, or an aura of a place.
- 2) To stimulate understanding and convince.
- 3) To urge the listener to action

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<sup>22</sup> Ahmad Thommy, *Writing Genre in English*, (Surakarta: Era Intermedia 2008), 15.

<sup>23</sup> M Dietsch, Betty, *Reasoning and Writing Well: A Rhetoric, Research Guide, Reader, and Handbook*. (Ohio: Graw Hill Marion Technical College, 2006).

### c. Generic Structure of Descriptive Text

There are two generic structures in descriptive text, they are identification and description.<sup>24</sup>

#### 1) Identification

On this part, the paragraph must contains the identifications of the object.

It includes introduction and general description about the object. The identifications of the object are written on the first paragraph.

#### 2) Description

The next paragraph contains specific characteristics of the object such as qualities, parts, material, colour, size, and other specific characteristics that are needed to deliver so that the readers could imagine the described object easily.

#### 3) The Kinds of Descriptive Text

According to Lubber stated that descriptive has 3 parts kinds, namely:<sup>25</sup>

##### a) Description of a People

People are different, and writing descriptions of people is different.

Let's examine each:

##### 1.) Identification

Identification consists only of certain specific information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).

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<sup>24</sup> Ibid.

<sup>25</sup> Juliant Lubber, *Descriptive Text*, (2016), <http://juliantlubber.blogspot.com/2014/04/descriptive-text.html>.

## 2.) Impression

Unlike the identification, the impression may not identify a person, but it does deliver an overall idea of someone. The writer has a general feeling about the subject. Although impression is usually less complete than identification, it may be more effective in capturing an individual's striking or distinctive traits.

## 3.) Character Sketch

More complete descriptions of people are usually called character sketches; they may also be referred to as profiles, literary portraits, and biographical sketches. A character sketch is like a type rather than an individual, revealing the characteristics of the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotees.

### b) Description of a Place.

The description must be structured so that the reader can imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. And then the arrangement of the details in your description depends on your subject and purpose.

### c) Description of a Thing

To describe a thing the writer must have a good imagination about that thing that will be described. Describe contains specific characteristics of the object such as qualities, parts, material, colour, size, and other specific

characteristics that are needed to deliver so that the readers could imagine the described object easily.

Besides, to make our subjects as interesting to our readers as they are to us: using proper nouns and effective verbs.

#### 1.) Using Proper Noun

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of proper nouns, which, as we know, are the names of particular persons, places, and things.

#### 2.) Using Effective Verb

Effective verbs can add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting.

### **C. Conceptual Framework**

The researcher designs the conceptual framework to conduct the writing descriptive text by using Send a Problem Technique.

The purpose of this research is to find out the students' ability in writing skill.

The conceptual framework can be seen in the diagram bellow:

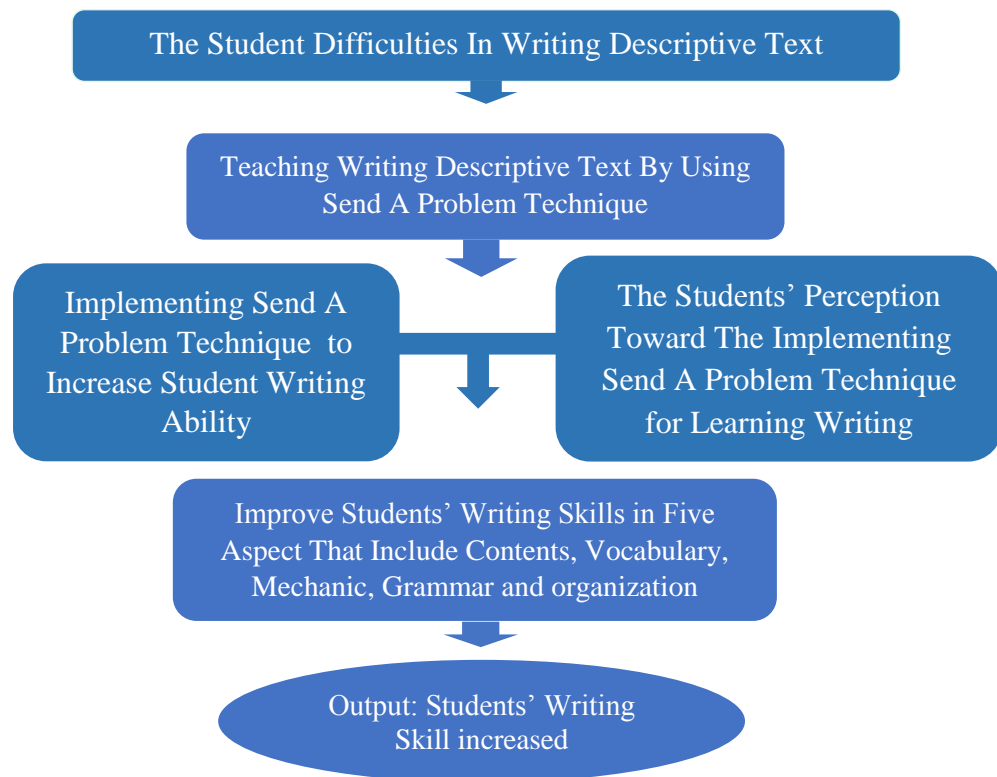


Figure 1.1

#### D. Hypothesis

Based on the above stated theory, the hypothesis of this research is formulated as follows.

1.  $H_1$ : Using Send a Problem is increase in writing skill for students ninth grade SMP Negeri 2 Towuti.
2.  $H_0$ : Using Send a Problem is not increase in writing skill for students ninth grade SMP Negeri 2 Towuti.

### CHAPTER III

#### RESEARCH METHOD

##### A. Research Method

In this research method, researcher applied Mixed Method Combined Qualitative and Quantitative Data. Qualitative data is interviewed Students and Quantitative data is applied Pre-experimental approach while the Quantitative data is described descriptively. Pre-experimental is research that is focused on one group or one class only for sampling that is given pre-test and post-test and treatment without class comparison. It uses to find out whether a send a problem technique can increase students' writing ability. The researcher administered a pre-test to determine the students' proficiency in writing about descriptive text, and after using the send a problem technique, the students took a post-test to determine their proficiency in writing about descriptive text.

Design from research can be described as follows:

$$O_1 \times O_2$$

Notes:

$O_1$  : Pre-test (Before Treatment)

X : Treatment by using Send a Problem Technique

$O_2$  : Post-test (After treatment)



## B. Time and Location

### 1. Research Time

Activities	Time
Pre-test	Tuesday, 3 October 2023
Treatment	Tuesday-Friday, 3-6 October 2023
Post-test	Saturday, 7 October 2023

Table 3.1

### 2. Location of The Research

This research study was conducted at SMP Negeri 2 Towuti, which is location in Bantilang, Towuti Sub-district, East Luwu District, South Sulawesi Selatan.

## C. Variables of Research

The variable of this research consists of two variables, namely:

### 1. Independent Variable: Send a problem technique

The send a problem learning technique is one of the problem-based cooperative learning technique. This technique is carried out by forming students in heterogeneous group or grouping student with an even level of ability in each group. Then each group is given a problem by the teacher and continued by providing solutions to students who are beside them to follow up on what the best solution is from the next group.

### 2. Dependent Variable: Students writing skill.

Students' writing skill is specific abilities which help researcher put their thought in to words in meaningful form and mentally interact with the message. It has purpose not only for media but also giving information. Many people do write activity by using mobile phone to sending a message. It has

purpose that giving information. Writing can be said to be act of forming symbols.

#### **D. Population and Sample**

##### **1. Population**

The population studied in this research is the ninth grade of SMPN 2 Towuti. The total population is approximately 40 students who are divided into 2 classes.

##### **2. Sample**

The researcher determines the purposive sampling technique to use in this research. Several factors influence the researcher's decision to employ this technique. The sample for this research is 20 students from the IXA in the ninth grade of SMPN 2 Towuti. The researcher chose the IXA because the class was recommended by the teacher at the school. This class has low English Proficiency, especially in writing skills.

#### **E. Instrument of the Research**

There were two instruments that this research used, here as follow:

##### **1. Writing Test**

Writing test were used to collect the students' descriptive text writing before and after treatment. The test's goal is to collect information about the students' abilities to write descriptive text. Before beginning the treatment, the researcher conducts the entering pre-test of writing descriptive text to determine their past experience in writing descriptive text, and then gives the treatment to the students, who then do the post-test of writing descriptive text.

After that, collect the data from the pre-test and post-test and use it to evaluate the students' descriptive text writing.

## 2. Interview

Interview aims to obtain students' perceptions of the application of send a problem technique for learning writing. The interview contains two questions to get more specific and relevant responses from students.

## **F. Procedure of Collecting Data**

Some techniques used to collect data in this study are:

### 1. Pre-test

In the pre-test, the researcher gave a pre-test at the first meeting. The researcher gave a pre-test to students before giving treatment to get data on their prior capabilities in English writing. The students described pictures in 2-3 paragraphs within 60 minutes.

### 2. Treatment

The researcher treatment to the students after the pre-test. The researcher taught material about the simple present tense. After that, the teacher teaches about descriptive text, focusing on describing people and thing, with using send a problem technique. Next, the teacher asked the students to make describing people and thing based on the picture. The treatment was provided after the pre-test and was done in one meeting. The details of this step are as follows:

Opening class

- a. The teacher started the lesson by greeting, praying, and checking the attendance list of students and motivated students.
- b. The teacher gave warming up

#### Running class

- a. The first meeting and the second meeting
  - 1) The researcher explained to students what they learned about.
  - 2) The researcher showed a picture and explain about “Describing People”
  - 3) The researcher explained about descriptive text, the purpose, and the generic structure and gave example of descriptive text and ask students to discuss it.
  - 4) The researcher divided the students into 5 groups.
  - 5) The researcher formulated the problem that should be solved by the students. This problem is a type of Collaborative PBL.<sup>26</sup>
    - Identify the physical description of picture given.
    - Identify the character of the people.
    - Use the general structure of descriptive text (Especially simple present tense).
    - The composition of descriptive text (Identification and Description)
  - 6) The researcher distributed pictures to each group to describe.

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<sup>26</sup> Hmelo-Silver, C. E. (2004). *Problem-based learning: What and how do students learn?* *Educational Psychology Review*, 16(3), 235-266.

- 7) Each group described and wrote down the results of their description on a piece of paper.
  - 8) Each group had five minutes to describe the picture and brainstorm various solutions or provide responses to the picture, the solution or response was written on a piece of paper.
  - 9) After five minutes of describing the picture, the picture and pieces of paper was given to the next group.
  - 10) Each group may not see and read the results of the previous group's description.
  - 11) This process was repeated until each group has finished explaining the picture.
  - 12) The picture that has been described gave back to the original group to review all suggested idea and develop a prioritized list of solution or answer.
  - 13) That list then presented to the class for discussion and to decide which response they believe to use.
  - 14) The topic for the first meeting was "Describing Idol" and the second meeting was "Describing the President"
- b. The third meeting and fourth meeting
- 1) The researcher explained to the students what they learned
  - 2) The researcher showed a picture and explained about "Describing Thing"

- 3) The researcher explained a little about descriptive text, the purpose and the generic structure.
- 4) The researcher divided the students into 5 groups.
- 5) The researcher formulated the problem that should be solved by the students. This problem is a type of collaborative PBL.<sup>27</sup>
  - Identify the characters description of picture.
  - Identify the character of of object such as qualities, parts, materials, color and size.
  - Used the general structure of descriptive text (Especially simple present tense)
  - The composition of descriptive text (Identification and Description)
- 6) The researcher asked each group to choose the picture to describe.
- 7) Students choosed one of picture and wrote down the characteristic of that picture.
- 8) The researcher instruction each group to describe the picture and wrote the results of their descriptions into a piece of paper, both in terms of specific characteristics of the object such as qualities, parts, material, color and size.
- 9) Each group had five minutes to describe the picture and brainstorm various solutions or provide responses to the picture, the solution or response is written on a piece of paper.

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<sup>27</sup> Ibid

- 10) After five minutes of describing the picture, the picture and pieces of papers are given to the next group.
- 11) Each group may not see and read the results of the previous group's description.
- 12) This process was repeated until each group has finished explaining the picture.
- 13) The picture that described was given back to the original group to review all suggested idea and develop a prioritized list of solution or answer.
- 14) That list then presented to the class for discussion and to decide which response they believe to use.
- 15) The topic in the third meeting was "Thing in the classroom" and the fourth meeting was "Thing in the kitchen"

#### Closing

- a. The researcher checked the student answer.
- b. Before the researcher closed the class, the researcher reviewed the material, gave suggestions, conclusions and then close the meeting with prayer.

#### 3. Post-test

The post-test was distributed to the students after treatment. The researcher evaluated the students with the same test material in the pre-test. This text aimed to determine the student's writing development after gave the treatment.

## G. Technique of Data Analysis

### 1. Classifying the Score

There was some criteria use by the searcher for the students' score.

The criteria as follow:<sup>28</sup>

- a. Content.
- b. Organization.
- c. Vocabulary.
- d. Grammar.
- e. Mechanic.

**Table 3.2 Scoring of Content**

No	Score	Classification	Criteria
1	27-30	Excellent	Clear focus, and interesting detail, complete, rich well focus, main idea stand out secondary ideas do not usurp to much attention.
2	15-26	Good	Clear and focus, even teach the overall result may not be especially captivating. Support is attempt but in may be limited or obvious in substantial, too general.
3	12-14	Fair	Lack of logical sequencing and development ideas confusing or disconnected, lacking 1 purpose or not.
4	9-11	Poor	Not fluent, does not communicated information is very limited, boring.

<sup>28</sup> J. B. Heaton, *Ok-Writing-English-Language-Tests-j-b-Heaton.Pdf*, Ed. Jeremy Harmer and Roy Kingsbury, New Edition (United State of America, 1975).



5	5-8	Very Poor	Not organization, not enough to evaluate because not meaningful.
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**Table 3.3 Scoring of Organization**

No	Score	Classification	Criteria
1	18-20	Excellent	Fluent expression, ideas clearly stated. Supporter 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 a strong conclusion
2	15-17	Good	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 be incomplete sequencing
3	10-13	Fair	Lack of logical sequencing and the development not fluent. The writing lacks direction, with ideas, detail
4	7-9	Poor	No communication, transition is very weak, leaving the connection between ideas fuzzy, incomplete or bewildering
5	5-7	Very Poor	No organization, not enough to evaluate, confusing sender

**Table 3.4 Scoring of Vocabulary**

No	Score	Classification	Criteria
1	18-20	Excellent	Effective word, choice, and usage specific and accurate.
2	15-17	Good	Adequate range occasional error of word/idiom, choice and usage the language communicated but rarely captures the reader imagination, while the overall meaning.

3	12-14	Fair	The writer struggle with a limit vocabulary, grouping for words.
4	9-11	Poor	Many errors words/idiom, choice and usage, language is so vague and abstract. So redundant, devoid or detail that only the broadest, many repetitions, often word simply do not feat the test, verb are week and view in number: is, are, were and dominated.
5	5-8	Very Poor	Almost the words use are wrong, colorless, not enough to evaluate and many wrong spelling.

**Table 3.5 Scoring of Grammar**

No	Score	Classification	Criteria
1	23-25	Excellent	Effective complex construction few error of agreement, tense, number, word order, function, Pronoun proposition.
2	20-22	Good	Effective but simple construction minor problem in complex construction several error of tense, word order, function, pronouns, and prepositions but meaning seldom or cured.
3	16-19	Fair	Major problem in simple construction, frequent error of negative, agreement, tense, word order/function. Pronoun, preposition, and of fragment does not communication.
4	9-15	Poor	Dominate by error of grammar, cannot be understand and evaluate.
5	5-8	Very Poor	Virtually no mastery of sentences construction rules.

**Table 3.6 Scoring of Mechanic**

No	Score	Classification	Criteria
1	5	Excellent	Demonstration mastery of convention, not problem of spelling, punctuation, capitalization, paragraph.
2	4	Good	Few errors of spelling, capitalization, paragraphing but not observe.
3	3	Fair	Some error spelling, punctuation, capitalization.
4	2	Poor	Many errors of spelling, punctuation, capitalization.
5	1	Very Poor	Illegible writing. <sup>29</sup>

2. Analyzing the data of Writing text

a. Scoring the students' correct answer pre-test and post-test

$$Score = \frac{\text{students' score}}{\text{maximum score}} \times 100$$

b. Classifying the students' score into the following criteria:

**Table 3.7 Classification Score**

No	Classification	Score
1	Excellent	86-100
2	Good	66-85
3	Fair	46-65
4	Poor	26-45
5	Very Poor	0-25

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<sup>29</sup> Ibid

c. Calculating the mean score of student's answer

The researcher calculated it by using SPSS 22. Besides, to know whether the pre-test and post-test were significantly different and also to know the acceptability of the hypothesis, the researcher used the criteria of hypothesis acceptability, which are:

If  $H_0 > H_1$  = Rejected the null hypothesis.

If  $H_0 < H_1$  = Received null hypothesis.

### 3. Analysis of Interview Result

the process of collecting data systematically to facilitate researchers in obtaining conclusions. Data analysis according to Bogdan in Sugiyono is the process of systematically searching for and compiling data obtained from interviews, field notes, and other materials so that they can be easily understood and the findings can be informed to others<sup>30</sup>.

According to Miles & Huberman (1992: 16) the analysis consists of three streams of activities that occur simultaneously, namely: data reduction, data presentation, drawing conclusions/verification<sup>31</sup>. Regarding the three lines in more detail are as follows:

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<sup>30</sup>Bogdan and Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabeta.

<sup>31</sup> Milles dan Huberman, *Analisis Data Kualitatif*, Jakarta: Universitas Indonesia Press, 1992, hlm. 16.

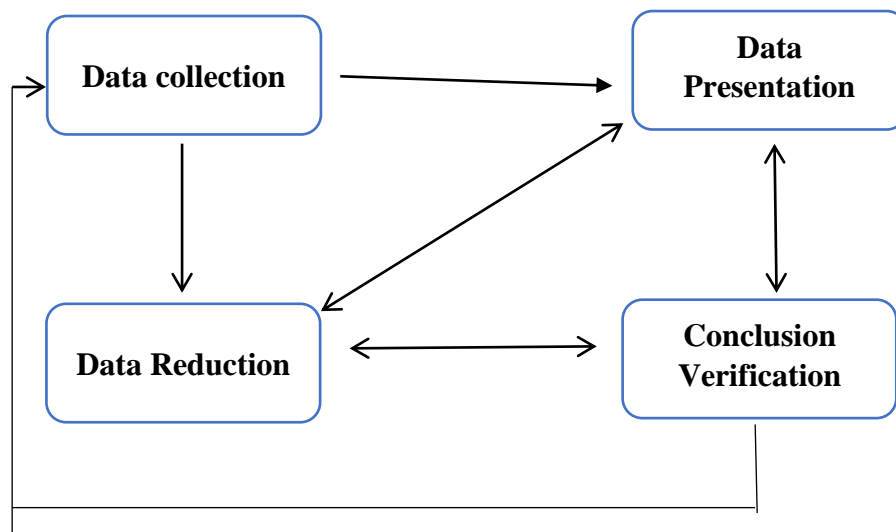


Figure 1.2

### 1. Data reduction

Data reduction is part of the analysis. Data reduction is a form of analysis that sharpens, classifies, directs, discards unnecessary, and organizes data in such a way that final conclusions can be drawn and verified. With data reduction researchers do not need to interpret it as quantification. Qualitative data can be simplified and transformed in a variety of ways, namely: through rigorous selection, through a brief summary or description, classifying it in a broader pattern, and so on. Sometimes it is also possible to convert data into numbers or ratings, but this is not always wise.

### 2. Data presentation

Miles & Huberman limits a presentation as a set of structured information that gives the possibility of drawing conclusions and taking action. They believe that better representations are a key means of valid qualitative analysis, which include: various types of matrices, graphs, networks and charts. Everything is designed to combine organized information in a coherent and

easy-to-reach form. In this way an analyzer can see what is going on, and determine whether to draw the correct conclusion or to proceed with the analysis in the advice suggested by the presentation as something that might be useful.

### 3. Conclusion verification

Drawing conclusions according to Miles & Huberman is only part of an activity from the complete configuration. The conclusions were also verified during the research. The verification may be as brief as the rethinking that went through the analyzer's (researcher's) mind while he is writing, a review of field notes, or it may be as thorough and laborious as reviewing and brainstorming among colleagues to develop intersubjective agreements or also extensive efforts to place copies of a finding in another data set. In short, the meanings that emerge from other data must be tested for their truth, robustness, and compatibility, that is, their validity. The final conclusion does not only occur during the data collection process, but needs to be verified so that it can really be accounted for.<sup>32</sup>

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<sup>32</sup> Ajif, P. (2013). Pola Jaringan Sosial Pada Industri Kecil Rambut Palsu di Desa Karangbanjar, Kecamatan Bojongsari, Kabupaten Purbalingga. 31-40.  
[https://eprints.uny.ac.id/18100/5/BAB III 09.10.033 Aji P.pdf](https://eprints.uny.ac.id/18100/5/BAB%20III%2009.10.033%20Aji%20P.pdf)

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Research Findings

In this case, the research looked at the students' pretest and post-test scores and the mean score and deviation standard of their pre-test and post-test. The data collected from students' pre- test and post-tests served as the primary instrument in this research. The pretest was administered before the treatment, and the post-test was administered following the treatment-analysis of students' scores before and after the pre-test and post-test.

##### 1. Pre-Test

In this section, the researcher displays the total score of students' ability on the pretest, the mean and standard deviation of the students' pretest, and the percentage of students' pretest scores. The researcher presented them in tables and used SPSS 22 to calculate the score.

**Table 4.1**  
**Score of Students' Writing Skills in Pre-Test**

No	Students	The writing aspects					Score	Classification
		C	O	V	G	M		
1	S1	13	10	11	5	3	42	Poor
2	S2	8	5	11	17	2	43	Poor
3	S3	10	8	10	6	3	37	Poor
4	S4	10	8	10	6	3	37	Poor
5	S5	13	14	17	12	3	59	Fair
6	S6	11	9	11	6	3	40	Poor
7	S7	13	10	11	6	3	43	Poor
8	S8	12	9	14	8	3	46	Fair
9	S9	10	8	15	9	3	45	Poor
10	S10	10	8	10	6	3	37	Poor
11	S11	11	9	11	6	2	39	Poor

12	S12	7	7	10	8	2	34	Poor
13	S13	6	7	9	7	2	31	Poor
14	S14	7	9	11	7	3	37	Poor
15	S15	6	10	11	7	2	36	Poor
16	S16	10	8	10	8	3	39	Poor
17	S17	7	7	10	8	2	34	Poor
18	S18	6	7	9	5	2	29	Poor
19	S19	7	8	9	5	2	31	Poor
20	S20	13	10	12	19	4	58	Fair
Total		190	171	222	161	53	797	
Mean Score							39.85	

The research result showed the average score of students writing ability in some components of Content, Organization, Vocabulary, Grammar, and Mechanics, with a mean score of 39,85 before giving treatment.

**Table 4.2 Descriptive Statistics of Student's Pre-Test Scores**

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	31	59	39,85	7.869
Valid N (list-wise)	20				

Table 4.2 shows the descriptive statistics of students' Pre-Test scores. It explains that the highest student score is 59, and the lowest is 31. It also stated that the mean score of the students' pre-test was 39,85 with a standard deviation of 72.55.

a. Content

**Table 4.3 Students' Frequency and Percentage of Content in Pre-Test**

Classification	Score	Pre-Test	
		Frequency	Percentage%
Excellent	27-30	0	0%
Good	15-26	0	0%
Fair	12-14	5	25%
Poor	9-11	7	35%
Very Poor	5-8	8	40%
Total		20	100%



Table 4.3 informs the students' frequency and percentage of content in the Pre-Test before giving the treatment. It can be seen that there are five samples got the Fair category with a percentage is 25%, seven samples got the Poor category with a percentage is 35% and eight samples got the Very poor category with a percentage is 40%.

In the Content aspect, the description given is too short and lacking in detail. Descriptive texts are supposed to provide richer information and allow the reader to clearly imagine what is being described. For example, of students result:

*“This is stove, stove have burner and knob for fire, stove is black color, made of metal and iron, stove for cooking.”*

b. Organization

Table 4.4. Students' Frequency and Percentage of Organization in Pre-Test

Classification	Score	Pre-Test	
		Frequency	Percentage%
Excellent	18-20	0	0%
Good	15-17	0	0%
Fair	10-14	5	25%
Poor	7-9	14	70%
Very Poor	5-6	1	5%
Total		20	100%

Table 4.4 displays the students' frequency and percentage of Organization in the Pre-Test before giving the treatment. There are five samples receive the Fair category with a percentage is 25%, fourteen samples got Poor with a percentage 70% and one got the Very Poor category with a percentage 5%.

In the Organization aspect, the description of the organization is poorly structured and does not give a clear idea of the elements present in the text. whereas in the aspect of the organization should include a logical and structured

arrangement of the information presented so that it helps the reader understand the text better. Example of students result:

*“Whiteboard are in the class, use for writing and drawing in the class, whiteboard is easy to erase.”*

### c. Vocabulary

Table 4.5. Students' Frequency and Percentage of Vocabulary in Pre-Test

Classification	Score	Pre-Test	
		Frequency	Percentage%
Excellent	18-20	0	0%
Good	15-17	2	10%
Fair	12-14	2	10%
Poor	9-11	16	80%
Very Poor	5-8	0	0%
Total		20	100%

Table 4.5 gives information the students' frequency and percentage of Vocabulary in the Pre-Test before giving the treatment. There are two samples acquired the Good category with a percentage 10%, two got Fair category with a percentage 10% and sixteen received the Poor category with a percentage 80%.

In the Vocabulary aspect, the vocabulary used is not right and many word errors. while in vocabulary, must use the right words so that there is no misunderstanding of the reader. Example of students result:

*“She is Nabila, she byutifull, she can sing, she natural skin, she is from Indonesia, she use whaite switer and jeans.”*

### d. Grammar

Table 4.6 Students' Frequency and Percentage of Grammar in Pre-Test

Classification	Score	Pre-Test	
		Frequency	Percentage%
Excellent	23-25	0	0%
Good	20-22	0	0%
Fair	16-19	2	10%
Poor	9-15	2	10%
Very Poor	5-8	16	80%
Total		20	100%

Table 4.6 describes the students' frequency and percentage of Grammar in the Pre-Test before giving the treatment. It can be seen there are two samples gained the Fair category with a percentage 10%, two got Poor category with a percentage 10% and sixteen samples received the Very Poor category with a percentage 80%.

In the Grammar aspect, there is a grammar that must be improved because it does not use the appropriate grammar so it does not produce good writing.

Example of students result:

*"Zayyan is idol korea from Indonesia, have many fans in Indonesia, and cheerful fans from korea."*

#### e. Mechanics

Table 4.7. Students' Frequency and Percentage of Mechanics in Pre-Test

Classification	Score	Pre-Test	
		Frequency	Percentage%
Excellent	5	0	0%
Good	4	1	5%
Fair	3	11	55%
Poor	2	8	40%
Very Poor	1	0	0%
Total		20	100%

Table 4.7 reveals the students' frequency and percentage of Mechanics in the Pre-Test before giving the treatment. There is one sample got acquired the Good category with a percentage 5%, eleven got Fair category with a percentage 55% eight got the Poor category with a percentage 40%.

In the Mechanics aspect, there are many errors in spelling, functions, capitalization. Example of students result:

*"Stove making for hot food, made from iron, and we can cooking anything in stove, theres fire out from stove."*

**Table 4.8 Descriptive Statistics of Writing Aspects in Pre-Test**

	N	Minimum	Maximum	Mean	Std. Deviation
Content	20	6	13	9.5	2.940
Organization	20	5	14	8.55	1.520
Vocabulary	20	9	17	11.1	2.049
Grammar	20	5	19	8.05	3.790
Mechanics	20	2	4	2.65	.587
Valid N (listwise)	20				

The table above displays the descriptive statistics for the Pre-Test in writing aspects. The minimum Content value is 6, the maximum value is 13, the mean is 9.5 and the standard deviation is 2.940. The Organization shows that the minimum value is 5, the maximum value is 14, the mean is 8.55 and the standard deviation is 1.520. The minimum Vocabulary value is 9, the maximum value is 17, the mean is 11.1 and the standard deviation is 2.049. Grammar stated that the minimum value is 5, the maximum value is 19, the mean is 8.05 and the standard deviation is 3.790. Mechanics revealed that the minimum value is 2, the maximum value is 4, the mean value is 2.65 and the standard deviation is 0.587.

## **2. Post-Test**

In this section, the researcher displays the total score of students' ability on the posttest, the mean and standard deviation of the students' posttest, and the percentage of students' post-test scores. The researcher presented them in tables and used SPSS 22 to calculate the score.

**Table 4.9**  
**Score of Students' Writing Skills in Post-Test**

No	Students	The writing aspects					Score	Classification
		C	O	V	G	M		
1	S1	17	15	16	16	4	68	Good
2	S2	16	15	17	16	5	69	Good
3	S3	14	14	15	12	3	58	Fair
4	S4	14	15	15	15	4	63	Fair
5	S5	27	20	20	18	5	90	Excellent
6	S6	12	10	15	14	3	54	Fair
7	S7	20	17	18	20	3	78	Good
8	S8	20	15	20	20	4	79	Good
9	S9	13	15	18	13	4	63	Fair
10	S10	12	10	15	14	3	54	Fair
11	S11	15	15	18	14	4	66	Good
12	S12	15	15	20	17	4	71	Good
13	S13	10	12	15	19	3	59	Fair
14	S14	12	15	18	15	5	65	Fair
15	S15	21	15	20	20	5	81	Good
16	S16	19	14	18	20	4	75	Good
17	S17	12	11	20	14	3	60	Fair
18	S18	13	14	13	15	3	58	Fair
19	S19	12	10	16	13	4	55	Fair
20	S20	18	15	20	22	5	80	Good
Total		312	282	347	327	78	1346	
Mean Score							67.30	

The research results showed the average score since the successful at several Components; Content, Organization, Vocabulary, Grammar, and Mechanics, with a mean score of 67.30 after giving the treatment.

**Table 4.10. Descriptive Statistics of Student's Pre-Test Scores**

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test	20	54	90	67.30	10.353
Valid N (list-wise)	20				

Table 4.10 showed the descriptive statistics of students' Post-Test scores. It explains that the highest students score is 90, and the lowest is 54. It also stated that the mean score of the students' Post-test was 67.30 with a standard deviation of 10.353.

a. Content

Table 4.11. Students' Frequency and Percentage of Content in Post-Test

Classification	Score	Post-Test	
		Frequency	Percentage%
Excellent	27-30	1	5%
Good	15-26	9	45%
Fair	12-14	9	45%
Poor	9-11	1	5%
Very Poor	5-8	0	0%
Total		20	100%

Table 4.11 describes the students' Frequency and Percentage of Content in the Post-Test after giving the treatment. There is one sample got the Excellent category with a percentage 5%, nine samples received the Good category with a percentage 45%, nine got Fair category with a percentage 45% and one samples received the Poor category with a percentage 5%.

In the Content aspect, the student who begins to improve refers to the improvement in the selection and presentation of relevant, detailed and interesting information for the reader. Example of students result:

*"TV is electronic machine. TV made from metal and iron. This TV is flat. Theres picture flower and sky. We watch for a movie or live news. We use remote to remove the channels.*

*The Television is rectangular and neat. It is usually kept in the living room. There are many broadcasts or channels that can be watched and we can hear and see the visual displayed."*

Overall, developments in content aspects in descriptive texts reflect improvements in quality and accuracy in the presentation of information to the

reader. This creates a more satisfying reading experience and increases understanding and appreciation of the subject being described.

b. Organization

Table 4.12. Students' Frequency and Percentage of Organization in Post-Test

Classification	Score	Post-Test	
		Frequency	Percentage%
Excellent	18-20	1	5%
Good	15-17	11	55%
Fair	10-14	8	40%
Poor	7-9	0	0%
Very Poor	5-6	0	0%
Total		20	100%

Table 4.12 informs the students' frequency and percentage of Organization in the Post-Test after giving the treatment. It can be seen that there is one sample got acquired Excellent category with a percentage 5%, eleven samples got Good with a percentage 55% and eight samples got Fair with a percentage 40%.

In the Organization aspect, the aspect of student organization in descriptive texts that began to increase refers to the improvement in the way the text is structured and organized. Good organization ensures that information is presented in a structured, logical and understandable way to the reader. Example of students result:

*"This cupboard is made of wood and painted brown color. The height of the cupboard is 1.5-2m. the wood used is hard and strong. Has two doors and small handle made of iron. That handle to open and close the cupboard.*

*The cupboard is usually used to store clothes or other items. We can also store folded clothes and there is space to hang clothes. This cupboard is usually located in a certain room, such as in a bedroom."*

With the development in organizational aspects in descriptive texts, readers can more easily follow the flow of thoughts and understand the information presented systematically.

c. Vocabulary

Table 4.13. Students' Frequency and Percentage of Vocabulary in Post-Test

Classification	Score	Post-Test	
		Frequency	Percentage%
Excellent	18-20	11	55%
Good	15-17	8	40%
Fair	12-14	1	5%
Poor	9-11	0	0%
Very Poor	5-8	0	0%
Total		20	100%

Table 4.13 reveals the students' frequency and percentage of Vocabulary in the Post-Test after giving the treatment. There are eleven samples gained the Excellent category with a percentage 55%, eight samples received the Good category with a percentage 40% and one sample got the Fair category with a percentage 5%.

In the Vocabulary aspect, the aspect of the student's vocabulary in descriptive texts that begins to increase refers to the increase in the use of more diverse, precise and rich words in the presentation of descriptions. The use of a good vocabulary allows the author to express more creatively about the subject being described. Example of students result:

*"His name is Wonwoo. His full name is Jeon Wonwoo. He is from South Korea. He is an Idol K-pop and a Model. He can singings and dancing. He has a K-pop group name SEVENTEEN and He position in the group is a rapper.*

*He looks cold and indifferent. He is handsome. He has fair skin. He has blond hair. His hair a little long. He ayes look firm and sharp. he has pointed nose and small lips. He used sunglass in his head. He used accessories like necklaces, rings and earrings. He wears a long white t-shirt and jeans."*



An increase in the vocabulary aspect in descriptive texts provides an advantage in increasing the clarity, precision, and appeal of the text. A more varied and rich vocabulary helps the author express nuances, imagery and details better, thus creating a more memorable reading experience and bringing the subject described to life.

d. Grammar

Table 4.14. Students' Frequency and Percentage of Grammar in Post-Test

Classification	Score	Pre-Test	
		Frequency	Percentage%
Excellent	23-25	0	0%
Good	20-22	5	25%
Fair	16-19	5	25%
Poor	9-15	10	50%
Very Poor	5-8	0	0%
Total		20	100%

Table 4.14 gives information the students' frequency and percentage of Grammar in the Post-Test after giving the treatment. It can be seen that there are five samples got acquired the Good category with a percentage 25%, five samples received the Fair category with a percentage 25% and ten samples received the Poor category with a percentage 50%.

In the Grammar aspect, the aspect of student grammar in descriptive texts that are starting to improve include increasing the use of correct sentence structures, choosing the right verbs, and fewer grammatical errors. This improvement results in text that is clearer, more structured, and easier for readers to understand. Example of students result:

*"Her name is Citra Kirana or we can call her Ciki. She is an actress and influencer. She also a model from Indonesia. She is married with Rezky Aditya and have a son. Ciki acts the famous movie at 2023 whit the title "Air Mata di Ujung Sajadah".*

*She is beautiful. She tall and has fair skin. She looks gorgeous with wears a headscarf and sunglass. She wears one set tunic brown color. She wears shoe sandals and she wears shoulder bag white color.”*

Improvements in the grammatical aspect of descriptive text provide an advantage in ensuring that the message the writer wants to convey can be clearly understood by the reader.

e. Mechanics

Table 4.15. Students' Frequency and Percentage of Mechanics in Post-Test

Classification	Score	Post-Test	
		Frequency	Percentage%
Excellent	5	5	25%
Good	4	8	40%
Fair	3	7	35%
Poor	2	0	0%
Very Poor	1	0	0%
Total		20	100%

Table 4.15 displays the students' frequency and percentage of Mechanics in the Post-Test after giving the treatment. It can be seen there are five samples received the Very Good category with a percentage 25%, eight samples got Good with a percentage 40% and seven Fair category with a percentage 35%.

In the Mechanics aspect, the aspect of students Mechanical in descriptive texts that are starting to improve include improvements in the use of punctuation, spelling, capitalization, and text formatting in general. Good mechanics ensures that the text looks professional, is easy to read, and is free from errors that could interfere with the reader's understanding. Example of students result:

*“His name is Wonwoo. His full name is Jeon Wonwoo. He was born on 17 July 1996. Now his 28 years old. He is from South Korea. He is an Idol K-pop and a Model. He can singings and dancing. He has a K-pop group name SEVENTEEN and He position in the group is a rapper.*

*He looks cold and indifferent. He is handsome. He has fair skin. He has blond hair. His hair a little long. He ayes look firm and sharp. he has pointed nose and small lips. He used sunglass in his head. He used accessories like necklaces, rings and earrings. He wears a long white t-shirt and jeans."*

Proper use of punctuation, correct spelling, consistent capitalization, clear formatting, and correction of mechanical errors help create attractive and well-organized texts, enhancing the overall quality of the descriptive text.

**Table 4.16 Descriptive Statistics of Writing Aspects in Post-Test**

	N	Minimum	Maximum	Mean	Std. Deviation
Content	20	10	27	15.60	4.186
Organization	20	10	20	14.10	2.469
Vocabulary	20	13	20	17.35	2.231
Grammar	20	12	22	16.35	2.943
Mechanics	20	3	5	3.90	.789
Valid N (listwise)	20				

The table 4.16 displays the descriptive statistics for the Post-Test in Writing aspects. It can be seen that the minimum Content score is 10, the maximum score is 27 with the mean score is 15.60, and the standard deviation is 4.186. In addition, the Organization shows that the minimum score is 10, the maximum value is 20, the mean score is 14.10 and the standard deviation is 2.469. Furthermore, the minimum Vocabulary score is 13, the maximum score is 20 with the mean score is 17.35 and the standard deviation is 2.231. Also, Grammar stated that the minimum score is 12, the maximum score is 22 with the mean score is 16.35 and the standard deviation is 2.943. Finally, Mechanics revealed that the minimum score is 3, the maximum score is 5 with the mean score is 3.90 and the standard deviation is .789.

### 3. The Comparison of Students' Scores in Pre-Test and Post-Test

**Table 4.17. Comparison of Students' Pre-Test and Post-Test Results**

No	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1	Excellent	86-100	-	-	1	5%
2	Good	66-85	-	-	9	45%
3	Fairly	46-65	3	15%	10	50%
4	Poor	26-45	17	85%	-	-
5	Very Poor	0-25	-	-	-	-
Total			20	100%	20	100%

The table comparison of the Pre-Test and Post-Test results is shown in Table 4.17. In Pre-Test, there are three students got Fairly score, with a percentage is 15% and seventeen students received a Poor score, with a percentage 85%. In the Post-Test, it can be seen that there is one student gained the Excellent score, with a percentage 5%, nine students got the Good score with a percentage 45% and ten students got Poor score with a percentage 50%.

**Table 4.18. The Paired Samples Statistics of Pre-Test and Post-Test**

	N	Mean	Std. Deviation	Std. Error Mean
Pretest	20	39.85	7.869	1.759
Posttest	20	67.30	10.353	2.315

Table 4.18 displays the paired sample statistics for the Pre-Test and Post-Test. The students Pre-Test means score was 39.85. The Post-Test mean score was 67.30, Pre-Test and Post-Test standard deviations were 7.969 and 10.353, respectively. Before the test, the standard error mean was 1.759, After the test, it was 2.315. These paired samples statistics showed the Post-Test data was higher than the Pre-Test data.

**Table 4.19 Paired Samples Correlations of Pre-Test and Post-Test**

	N	Correlation	Sig.
Pair 1 pretest & posttest	20	.700	.001

The correlation between the pre-test and post-test for paired samples is shown in Table 4.19. As can be seen, the value is 0.700, and the significant value is 0.001. A correlation coefficient of 0.700 indicates a very strong positive correlation. This mean that there is strong relationship between students' writing ability before and after the treatment, with higher scores in one variable being associated with higher scores in the other.

**Table 4.20 Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	-27.450	7.424	1.659	-30.925	-23.976	-16.538	19	.000

Table 4.20 displays the result of the paired samples test for the Pre-Test and Post-Test. The value of  $t_c$  ( $t_{count}$ ) was 16.538, with the df (degree of freedom) value 19. In contrast, the  $t_t$  ( $t_{table}$ ) for the standard of significance level 0,05 (5%) on df (degree of freedom) value was 19. Based on the result of a hypothetical test using a t-test to establish the difference between Pre-test and Post-Test scores. The result from the t-test in this research showed the significance value was 0.000 is smaller than the P value standard 0.05 ( $0.000 < 0.05$ ). The hypothesis is as follows:

$H_1$ : Using Send a Problem is increase in writing skill for students' ninth grade SMP Negeri 2 Towuti.

$H_0$ : Using Send a Problem is not increase in writing skill for students' ninth grade SMP Negeri 2 Towuti.

On the other hand, alternative hypothesis ( $H_1$ ) was accepted, and null hypothesis ( $H_0$ ) was rejected. Thus, it can be concluded that implementing Send a Problem technique to increase students' writing ability at the 9<sup>th</sup> grade of SMPN 2 Towuti. It can be recommended that students use the Send a Problem technique to improve their writing ability.

### **3. The result of the Interview**

Based on the results of interviews with students, the following was the description of the research question:

a. "What do you think about the send a problem technique?"

The interview results below:

*S1: This technique really helps me who has difficulty understanding how to describe something.*

*S2: This send a problem technique is fun to apply. This technique can help us to learn to write in a better way through cooperation.*

*S3: this send a problem technique helped us to get our ideas out and helped us to be more confident in answering or finding solutions to the problems given.*

Based on the result of interview conducted with three students, it was found that their opinions on the send a problem technique were very helpful for them in describing, fun and helped them learn to write in a better way, they could also express ideas and be more confident in answering, through cooperation they could find solutions.

b. *"Can Send a Problem Technique improve your writing skill?"*

The interview results below:

*S1: yes, this technique gave me an understanding of writing skills.*

*S2: yes, this technique helps improve my writing skills.*

*S3: I think yes, every time I use this technique, I know a lot about how to describe, a lot of vocabulary that I didn't know at first, and my writing skills improve.*

Based on the results of interview conducted with 3 students, it was found that their writing skills improved. This technique provides an understanding that is easily captured by students, with this send a problem technique students know how to write better, in addition to how to describe they also receive a lot of new vocabulary.

Based on the results of interview conducted with three students, several advantages and disadvantages experienced by students when applying the send a problem technique were found. The advantages include, among others, they can solve problems together, students have a new understanding of the technique of improving writing skills, students think more critically and effectively. While the shortcomings experienced by students such as, students have difficulty at the beginning in applying this technique, ideas issued by group friends that are less interesting and less time in solving the problems given.

## **B. Discussion**

From the results of data collection done by the researcher, research has shown that the use of Send a Problem Technique in teaching descriptive text can help students in SMPN 2 Towuti to develop their writing skills primarily in the five

components of Content, Organization, Vocabulary, Grammar, and Mechanics. send a problem technique that is distributed can improve 5 aspects of writing in students;

Content: The Send a Problem technique can effectively improve various aspects of content in writing by providing constructive feedback and opportunities to improve and deepen the content. Students learn to develop ideas, select relevant information, add depth, ensure accuracy, and set clearer writing goals.

Organization: The Send a Problem technique can effectively improve organizational aspects in writing by providing opportunities for students to receive feedback on structure, paragraph development, logistical sequence, consistency, and use of transitions. Through the process of revising and improving based on feedback, students learn to better structure and organize their ideas, resulting in more organized and coherent writing.

Grammar: The Send a Problem technique contributes to improving the grammar aspect of writing by providing feedback that allows students to identify and correct grammatical errors, maintain time consistency, improve sentence structure, and pay attention to punctuation and spelling. The revision process involving feedback from other groups helps students to improve and strengthen their understanding of grammar rules, improving the accuracy and professionalism of their writing.

Vocabulary: The Send a Problem technique can positively affect the vocabulary aspect of writing by providing feedback that allows students to improve word



choice, use synonyms, adjust the level of formalization, increase the precision of comprehension, and understand the context in which words are used. The revision and feedback process broadens students' understanding and improves their skills in choosing and using words more effectively in their descriptive texts.

**Mechanic:** The Send a Problem technique contributes to improving the mechanics aspect of writing by providing specific feedback on spelling, punctuation, formatting, consistency of style, and general writing mechanics. The revision and feedback process allows students to identify and correct mechanical errors, improving the accuracy, consistency, and visual quality of their writing.

A significant difference in using Send a Problem technique can be shown in increasing students' writing skill before and after treatment. The average students score before treatment is 39.85, and the average after treatment is 67.30.

By looking at the pre-test scores in the five components, it was evident that the students were still lacking in Vocabulary, still having difficulty in sentences, and still had a lot of errors in Grammar. Some of them struggled to find their ideas. After Pre-Test, some students have not met the aspect of writing. However, after treatment during the four meetings, the researcher noticed an aspect of development writing in Post-Test students. Their Post-Test results suggest that all students experience the development and increase in value in each component.

Before treatment, students seem to have difficulty in writing, especially when developing new paragraphs, tend to be less organized and lack clarity in the writing submitted. Many students also have difficulty in conveying ideas clearly

and logically. After giving treatment by using Send a Problem Technique for students, the researcher found that the students' writing skill was better before doing treatment. The process of teaching learning in the classroom showed that the using Send a Problem Technique was improve writing skill students because this technique can help student to develop their creativity in conveying ideas and depictions in their writing because In the Send a Problem Technique, students work in small groups and share their writing with each other in turn. It encourages teamwork among students, builds communication skills, and enriches their perspectives through collaboration. Through this method, students are also given images or topics that encourage their imagination to produce descriptive writing.

From the results of interviews conducted with several students, it shows that the use of the send a problem technique can improve students' writing skills for the better, with the collaboration carried out by students can provide solutions that can improve critical and creative thinking skills. In the end, students are more confident in expressing opinions or expressing ideas clearly and logically.

From the results of previous research by Tri Pujian which is evaluated send a problem technique in writing, it can improve the students' writing skill.<sup>33</sup> Also, Rahmawati Used this method in writing argumentation article. The result found that it is effective to increase the students writing ability.<sup>34</sup> The research

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<sup>33</sup> Tri, P., Ngadiso, & Dewi, R. *The Effectiveness of Send A Problem Technique to Teach Writing on The Eighth Grade of SMP Negeri 2 Banyumas*; J-LEE: Journal of Law, English and Economics, 01 (01), November 2019.

<sup>34</sup> Rahmawati, R., Muliadi, M., & Rabiah, S. (2022). *Improving Students' Argumentation Article Writing Skills of SMA Negeri 5 Makassar Through Send A Problem Technique*: Arrays. Maktab: Journal of Education and Technology, 1 (2), 623–630.

shows that by using send a problem as a teaching technique there is a significant increase in improving students' learning abilities, where students are more active, creative, critical and more logical.

The use of Send a Problem technique can increase students' engagement by giving them the opportunity to actively participate in the learning process. Also, the provision of a clear purpose for writing, can help to organize the thinking in students' writing, reducing the sense of confusion or vagueness in expressing ideas. Students can feel motivated to think critically, creatively, and variedly in writing, and they can also develop their understanding of learning and students can solve problems by discussing. Finally, Send a Problem technique can encourage students to collaborate more and create a more active environment.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

Based on the study results, The researcher concluded that:

1. Implementing send a problem technique can increase students' writing ability at the 9<sup>th</sup> grade of SMPN 2 Towuti. It can be proved by the mean score of Post-test (67.30) is greater than the pre-test (39.89). the significance value was 0.000 is smaller than the P value standard 0.05 ( $0.000 < 0.05$ ). It means that the alternative hypothesis ( $H_1$ ) has been accepted, while the null hypothesis ( $H_0$ ) rejected.
2. The students perception toward the implementing of Send a Problem technique for learning writing is students consider send a problem as an effective way to learn because it can raise learning interest and motivation, as well as provide real challenges to solve problem. Also, students feel more involved in the writing process.

#### **B. SUGGESTION**

Based on the explanation in the previous chapter, the researcher presented a suggestion are:

1. For the students, they can use Send a Problem Technique to improve their writing skills score and the students can study independently by using this technique to improve their writing skill.

2. For the teachers, should be more creative in creating attractive and interesting class for teaching writing. Besides, the teacher also has to pay attention to the students. The teacher should have many ideas to implement Send a Problem as a technique that cannot only help students in writing but it also motivates them in learning other skills.
3. For other researchers, the researchers can develop the use Send a Problem technique in teaching English, and also for the other researchers who want to conduct the research in teaching writing could use the result of this research as a source for conducting the research and as additional references for further relevant research certainly with different material and sample. The other researchers can also consider the weaknesses of the result from this research to conduct better research.

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## Appendix 1

### PPP LESSON PLAN

<b>CLASS/LEVEL</b>	<b>9<sup>th</sup> at SMP Negeri 2 Towuti/Basic</b>
<b>MEETING</b>	<b>1<sup>st</sup> (First) and 2<sup>nd</sup> (Second)</b>
<b>TOPIC</b>	<b>Describing People</b>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"><li>• Students are able to know about descriptive text</li><li>• Students are able to say/mention and write about describing people in English</li></ul>
<b>VOCABULARIES</b>	<b>Appearance, part of body, character, profession, clothes, job, expression etc.</b>
<b>MATERIALS</b>	<b>Handouts, worksheet, Picture, white board, whiteboard marker etc.</b>
<b>TIME</b>	<b>60 minutes</b>
<b>POTENTIAL PROBLEM</b>	<b>Low ability in English = explaining the material not fully in English. Dominant Indonesian language</b> <b>Distracted behaviour = Attendance list setting rules for every group/class</b> <b>Students are reluctant to speak = make students practice in pair, group, student centered</b> <b>Huge class = prepare many handouts</b> <b>Enthusiasm to speak up and confusion</b> <b>Lack of vocabulary and writing</b>
<b>SKILL</b>	<b>Writing and speaking</b>

**Present :** Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
<b>Greeting</b> <ul style="list-style-type: none"> <li>The teacher will open the class by greetings to the students <p>T : Assalamualaikum Wr. Wb</p> <p>T : How are u today ?</p> </li> <li>Introducing all the students by checking the attendance list of students</li> <li>Before start, praying first</li> </ul>	T-STs	5 minutes
<b>Attention Grab</b> <p>T : if I say clap one, clap two ,clap three</p> <p>Ss : clap once, clap twice and silent</p>	T-STs STT	2 minutes
<b>Lead in</b> <ul style="list-style-type: none"> <li>The teacher will give a clue for students about what will they learn for today by given mini game “My Self”</li> <li>The teacher and students play together</li> <li>The teacher asks to students what we learn for today</li> </ul>	T-STs	8 minutes
<b>Presenting the material</b> <ul style="list-style-type: none"> <li>The researcher will explain about descriptive text, the purpose, and the generic structure and will give example of descriptive text and ask students to discuss it.</li> <li>The teacher will try to give a simple material for students to make them easy to understand the material.</li> <li>Explain about characteristic of people in english</li> <li>Translate and teach students how to pronounce the characteristic of people</li> </ul>	T-STs	10 minutes

<ul style="list-style-type: none"> <li>• Share the handouts of the material</li> <li>• Do checking understanding to students</li> </ul>		
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**Practice:** Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<p><b>Ice Breaker</b></p> <ul style="list-style-type: none"> <li>• The teacher gives pictures to student</li> <li>• Each picture has one exhibition</li> </ul> <p>Me = touch your heart You = touch the friend next to you We = you must jump and say Yei</p> <ul style="list-style-type: none"> <li>• The teacher asks students to line up</li> <li>• The teacher demonstrates it with students</li> </ul> <p><b>Practicing</b></p> <ul style="list-style-type: none"> <li>• The researcher divided the students into 5 groups.</li> <li>• The researcher distributes pictures to each group to describe</li> <li>• Each group will describe and write down the results of their description on a piece of paper.</li> <li>• Each group has five minutes to describe the picture and brainstorm various solutions or provide responses to the picture, the solution or response is written on a piece of paper.</li> <li>• After five minutes of describing the picture, the picture and pieces of paper are given to the next group.</li> <li>• Each group may not see and read the results of</li> </ul>	STS	30 minutes

<p>the previous group's description.</p> <ul style="list-style-type: none"> <li>• This process will be repeated until each group has finished explaining the picture.</li> <li>• The picture that has been described will be given back to the original group to review all suggested idea and develop a prioritized list of solution or answer.</li> <li>• Each group will discuss the list of solution.</li> <li>• This list then presented to the class for discussion and to decide which response they believe to use.</li> </ul>		
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**Produce:** Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
<p><b>Produce</b></p> <ul style="list-style-type: none"> <li>• The researcher and students will correction the answer together.</li> <li>• Still in the same group</li> </ul> <p><b>Do checking understanding</b></p> <p><b>Conclusion</b></p> <p><b>Motivation</b></p> <p><b>Closing</b></p>	STT	10 minutes

### PPP LESSON PLAN

<b>CLASS/LEVEL</b>	<b>9<sup>th</sup> at SMP Negeri 2 Towuti/Basic</b>
<b>MEETING</b>	<b>3rd (third) and 4<sup>th</sup> (fourth)</b>
<b>TOPIC</b>	<b>Describing Thing</b>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Sudents are able to know about descriptive text and contains specific characteristics of the object</li> <li>• Sudents are able to say/mention and write about describing thing in english</li> </ul>
<b>VOCABULARIES</b>	<b>Material, color, size, parts, qualities, texture etc.</b>
<b>MATERIALS</b>	<b>Handouts, worksheet, Picture, white board, whiteboard marker etc.</b>
<b>TIME</b>	<b>60 minutes</b>
<b>POTENTIAL PROBLEM</b>	<p><b>Low ability in English = explaining the material not fully in English. Dominant indonesian language</b></p> <p><b>Distracted beviour = Attendance list setting rules for every group/class</b></p> <p><b>Sts are reluctant to speak = make sts practice in pair, group, sts centered</b></p> <p><b>Huge class = prepare many handouts</b></p> <p><b>Enthusiasm to speak up and confusion</b></p> <p><b>Lack of vocabulary and writing</b></p>
<b>SKILL</b>	<b>Writing and speaking</b>

**Present:** Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
<b>Greeting</b> <ul style="list-style-type: none"> <li>The teacher will open the class by greetings to the students</li> <li>T : Assalamualaikum Wr. Wb</li> <li>T : How are u today ?</li> <li>checking the attendance list all the team teaching to students</li> <li>Before start, praying first</li> </ul>	T-STS	5 minutes
<b>Attention Grab</b> T: if I say clap one, clap two, clap three Ss: clap once, clap twice and silent	T-STS	2 minutes
<b>Lead in</b> <ul style="list-style-type: none"> <li>The researcher will give a clue for students about what will they learn for today by given mini game “Pictionary”</li> <li>The teacher and students play together</li> <li>The researcher asks to students what we learn for today</li> </ul>	STT	8 minutes
<b>Presenting the material</b> <ul style="list-style-type: none"> <li>The researcher explains a little about descriptive text, the purpose, and the generic structure.</li> <li>The researcher will try to give a simple material for students to make them easy to understand the material.</li> <li>Explain about characteristic of people in english</li> <li>Translate and teach students how to</li> </ul>	T-STS	10 minutes

pronounce the characteristic of thing		
<ul style="list-style-type: none"> <li>• Share the handouts of the material</li> <li>• Do checking understanding to students</li> </ul>		

**Practice:** Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> <li>• The researcher divided the students into 5 groups.</li> <li>• The researcher asks each group to choose the picture to describe.</li> <li>• Students will choose one of picture and write down the characteristic of that picture.</li> <li>• The researcher instructs each group to describe the picture and write the results of their descriptions into a piece of paper, both in terms of specific characteristics of the object such as qualities, parts, material, color and size.</li> <li>• Each group has five minutes to describe the picture and brainstorm various solutions or provide responses to the picture, the solution or response is written on a piece of paper.</li> <li>• After five minutes of describing the picture, the picture and pieces of paper are given to the next group.</li> <li>• Each group may not see and read the results of the previous group's description.</li> <li>• This process will be repeated until each</li> </ul>	STS	30 minutes



<p>group has finished explaining the picture.</p> <ul style="list-style-type: none"> <li>• The picture that has been described will be given back to the original group to review all suggested idea and develop a prioritized list of solution or answer.</li> <li>• Each group will discuss the list of solution.</li> <li>• That list then presented to the class for discussion and to decide which response they believe to use.</li> </ul>		
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**Produce:** Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
<p><b>Produce</b></p> <ul style="list-style-type: none"> <li>• The researcher and students will correction the answer together.</li> <li>• Still in the same group</li> </ul> <p><b>Do checking understanding</b></p> <p><b>Conclusion</b></p> <p><b>Motivation</b></p> <p><b>Closing</b></p>	STT	10 minutes

## Appendixes 2

### Pre-Test

Name :

Class :

Material: Describing (People and Things)

Time : 30 Minutes

Instructions:

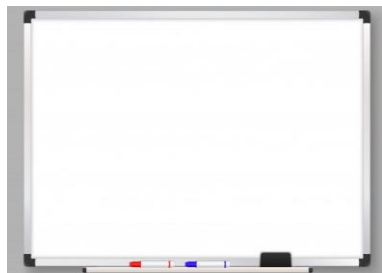
Choose one picture below and describe it least in two paragraphs. Pay attention to the generic structure of your descriptive text!



a.



c.



b.



d.

## Post-test

Name :

Class :

Materia : Describing (People and Things)

Time : 30 Minutes

Instructions:

Choose one picture below and describe it least in two paragraphs. Pay attention to the generic structure of your descriptive text!



a.



c.



b.



d.

### Appendix 3

#### SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Dr. Masruddin, S.S.,M.Hum  
Jabatan/Pekerjaan : Dosen  
Instansi Asal : IAIN Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:

*Implementing Send A Problem Technique To Increase Students Writing Ability At The 9<sup>th</sup> Grade Of Smpn 2 Towuti*

dari mahasiswa:

Nama : Amalia Yunus  
Program Studi : Pendidikan Bahasa Inggris  
NIM : 19 0202 0094

(sudah siap/belum siap) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

.....

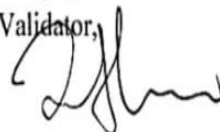
.....

.....

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo,

Validator,



Dr. Masruddin, S.S., M.Hum

NIP.198006132005011005



Malili, 19 September 2023

Kepada  
Yth Kepala SMPN 2 Towuti  
Di-  
Kab. Luwu Timur

Berdasarkan Surat Rekomendasi Tim Teknis Tanggal 18 September 2023 Nomor : 332/KesbangPol/IX/2023, tentang Izin Penelitian.

Dengan ini disampaikan bahwa yang tersebut namanya di bawah ini :

Nama : AMALIA YUNUS  
 Alamat : Dsn. Rante Angin, Desa Rante Angin, Kec. Towuti  
 Tempat / Tgl Lahir : Rante Angin / 17 Juli 2001  
 Pekerjaan : Pelajar/Mahasiswa  
 Nomor Telepon : 085244745503  
 Nomor Induk Mahasiswa : 19 0202 0094  
 Program Studi : Pendidikan Bahasa Inggris  
 Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO

Bermaksud melakukan Penelitian di daerah/Instansi Bapak/Ibu sebagai syarat penyusunan Skripsi dengan Judul :

**"IMPLEMENTING SEND A PROBLEM TECHNIQUE TO INCREASE STUDENTS' WRITING ABILITY AT THE 9th GRADE OF SMPN 2 TOWUTI"**

Mulai : 18 September 2023 s.d. 18 Desember 2023

Sehubungan hal tersebut di atas, pada prinsipnya Pemkab Luwu Timur dapat menyetujui kegiatan tersebut dengan ketentuan :

1. Menaati semua Peraturan Perundang-Undangan yang berlaku, serta mengindahkan adat Istiadat Daerah setempat.
2. Menyerahkan 1 (satu) exemplar copy hasil "Laporan Kegiatan" selambat-lambatnya 7 (tujuh) hari setelah kegiatan dilaksanakan kepada Bupati Luwu Timur Cq. Kepala Dinas Penanaman Modal dan PTSP Kabupaten Luwu Timur.
3. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak menaati ketentuan tersebut di atas.

Demikian disampaikan untuk diketahui.

A.n Bupati Luwu Timur  
Kepala DPMPTSP



**Andi Habil Unru,SE**  
Pangkat : Pembina Utama Muda (IV.c)  
Nip : 19641231 198703 1 208

Tembusan :

1. Bupati Luwu Timur (sebagai Laporan) di Malili;
2. Kepala Badan Kesatuan Bangsa dan Politik di Malili;
3. Kepala Dinas Pendidikan dan Kebudayaan di Malili;
4. Dekan INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO di Tempas



**PEMERINTAH KABUPATEN LUWU TIMUR  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
UPT SP SMP NEGERI 2 TOWUTI**

Alamat : Jl. Pendidikan, Desa Bantilang, Kec. Towuti, Kab. Luwu Timur Kode Pos 92983, Email : smp2towuti2@gmail.com



**SURAT KETERANGAN  
No. 423/005/SMPN.02/TWT-LT/I/2024**

Yang bertandatangan di bawah ini Kepala Sekolah SMP Negeri 2 Towuti, menerangkan bahwa :

Nama : AMALIA YUNUS  
NomorIndukMahasiswa : 1902020094  
Pekerjaan : Mahasiswa  
Program Study : Pendidikan Bahasa Inggris  
Alamat : Dsn,Rante Angin, Ds.Rante Angin, Kec. Towuti

Telah selesai mengadakan penelitian di UPT SP SMPN 2 Towuti, pada tanggal 20 September s/d 20 Desember 2023, berdasarkan surat izin Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kab. Luwu Timur Nomor : 070/332DPMTSP-LT/IX/2023, pada tanggal 18 September 2023 sebagai persyaratan untuk penyusunan skripsi dengan judul :

**“IMPLEMENTING SEND A PROBLEM TECHNIQUE TO  
INCEREASE STUDENT’ WRITING ABILITY AT THE 9<sup>th</sup> GRADE OF  
SMPN 2 TOWUTI”**

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan agar dipergunakan sebagaimana mestinya.

Bantilang, 25 Januari 2024

Kepala Sekolah



**MURNIATI YANI, S.Pd**

Pangkat: Pembina Tingkat I. IV/b  
NIP: 19780504 200604 2 032



## Appendix 4

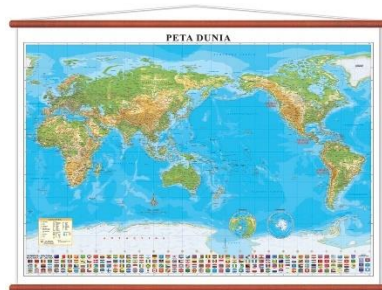
The First meeting, the researcher gave pictures of the Idols



The Second meeting, the researcher gave pictures of the President



**The Third meeting, the researcher gave pictures of thins in the classroom**



**The Forth meeting, the researcher gave pictures of the Kitchen**





## Appendix 5

The researcher was given a pre-test



The first meeting is treatment I, Describing People (Describing Idols)



**The second meeting is treatment II, Describing People (Describing President)**



**The third meeting is treatment III, Describing Thing (Describing thing in the classroom)**





**The fourth meeting is treatment IV, Describing Things (Describing Things in the Kitchen)**



**The Researcher Was Given Post-test**



**The Researcher takes group photo with Students'**



## Appendix 6

### Hasil Pre-test

Pre-test

Name : Vina Sari

Class : 9a

She is beautiful and she smile is sweet her name is Nabila. She 20 Year old. She is singer. She use hijab black and she use white sweater and jeans. She have small face and white skin. She use hat she use sweater picture doll. She in the city with her friends to take a picture.

Pre-test

Name : Anggun Sasmita

Class : 9A

B. This is whiteboard white color, Marker color red and blue and eraser for delete writing in whiteboard made from melamin and steel, there are made of wood.

whiteboard is there in the classroom or in office. can be use for writing and drawing. whiteboard is easy to erase - this whiteboard use special Marker.

### Pre - test .

Name : Aipiyan

Class : 9A

This is a stove. Stove is rectangular. stove have burner and knob for fire. it's black color. made of metal and iron.

stove use for cooking. We use it all day for making hot food. this stove use gas.

### Pre test

Nama: Inayah

Class : 9A

Whiteboard is use for writing, whiteboard made of melamine, and enamel steel. there are made of wood. whiteboards usually lightweight.

### Pre test

Name : Aswan

Class : 9.A

She is Nabila, She byutefull, she can sing, she natural skin, she is from indonesia, she use ~~white~~ white switer and jeans.



## Hasil Post-test

Post-test

Name : Vira sari

Class : 9a

This cupboard is made of wood and painted brown color. The height of the cupboard is 1.5-2m. The wood used is hard and strong. Has two doors and small handle made of iron. That handle to open and close the cupboard.

The cupboard are usually used to store clothes or other items. We can also store folded clothes and there is space to hang clothes. This cupboard is usually located in a certain room, such as in a bedroom.

Post-test NAME : Anggun Sasmita

CLASS : 9A

His name is Wonwoo. His full name is Jeon Wonwoo. He is from South Korea. He is an idol Kpop and a model. He can sing and dancing. He has a Kpop group name SEVENTEEN and He position in the group is a rapper.

He looks cold and indifferent. He is handsome.

He has fair skin. He has blond hair. His hair a little long. He eyes look firm and sharp.

He has pointed nose and small lips. He used

sunglass in his head - He used accessories like necklaces, rings and earrings. He wears a long

white t-shirt and jeans.

post-test.

Name : Alpiyan

Class : 9a

Her name is Citra Kirana or we can call her Ciki. She is an actress and influencer. Ciki also a model from Indonesia. She is married with Rezky Aditya and have a son. Ciki acts the famous movie at 2023 with the title "Air mata di Ujung Sajadah."

She is beautiful. She tall and has fair skin. She looks gorgeous with wears a handscraf and sunglass. She wears one set tunic brown color. She wears shoe sandals and she ~~wears~~ wears shoulder bag with white color.

Post Test

Name : Inayah

Class : 9A

This is Television or TV. TV is elektronik machine. TV made from metal and iron. In this TV there is picture flower and sky. We can watch for a movie or news. We use remote to remove the channels.

The television is rectangular and neat, it is usually kept in the living room, there are many ~~broadcasts~~ broadcasts or channel that can be watched and we can hear and see the visuals.



## BIOGRAPHY



**Amalia Yunus** was born in Rante Angin on July 17, 2001. She is the youngest of six children. Her father is named Yunus and her mother is named Sainab. She started her education at TK Al-Muslihat Bantilang Kindergarten, and graduated in 2007. She attended SDN 279 Rante Angin since 2007, moved when 4<sup>th</sup> grade to SDN 03 Nabire Papua and graduated in 2013. She continued her junior high school education at MTs Asy-syafi'iah Nabire in 9th grade she moved to MTs S. Hasan Yamani West Sulawesi and graduated in 2016. And continued her education at SMA 3 Luwu Timur, graduated in 2019. Finally, she continued her college education at IAIN Palopo. She took English Education Study Program in Education and Teacher Training Faculty. She wrote her thesis with the title “Implementing send a problem technique to increase students' writing ability at the 9th grade of SMPN 2 Towuti”.