

**USING WORD EXPERT STRATEGY IN TEACHING WRITING OF FIRST  
GRADE AT SMA GUPPI GOWA**



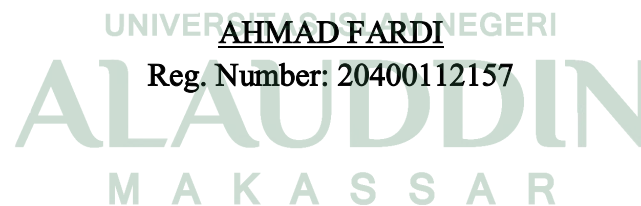
A Thesis

Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana  
Pendidikan (S.Pd) of English Education Department  
Tarbiyah and Teaching Science Faculty  
Alauddin State Islamic University  
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## ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah Rabbil Alamin, the researcher would like to express his deepest gratitude to the Almighty Allah SWT. who has been giving mercy, blessing, inspiration, and good healthy all the time to conduct the writing thesis. Also the researcher does not forget to send great respect to the prophet, Muhammad SAW. Peace be upon him, who has guided the human being from the worst to the peace or from bad condition to the better life.

During the writing of the thesis, the researcher received much assistance from a number of people, for their valuable guidance, correction, suggestion, advice and golden support. Without them, the writing of this thesis would never be possibly completed. Therefore, the researcher would like to express the greatest thanks and appreciations for those people, they are:

1. The researcher's beloved parents, **Farida** and **Didik Joko Santoso** who always love, pray, motivate, and support for the researcher's success.
2. **Prof. Dr. H. Musafir Pababbari, M.Si.**, as the Rector of Alauddin State Islamic University of Makassar, period 2015-2019.
3. **Prof. Hamdan Juhannis, MA., PhD.** as the Rector of Alauddin State Islamic University of Makassar, period 2019-2023.

4. **Dr. H. Muhammad Amri, Lc., M.Ag.** as the Dean of Tarbiyah and Teaching Science Faculty of Alauddin State Islamic University of Makassar, period 2015-2019.
5. **Dr. H. Andi Marjuni, M.Pd.I.**, as the Dean of Tarbiyah and Teaching Science Faculty of Alauddin State Islamic University of Makassar, period 2019-2023.
6. **Dr. Kamsinah, M.Pd.I.**, and **Dr. Sitti Nurpahmi, S.Pd., M.Pd.**, the Head and the Secretary of English Education Department of Tarbiyah and Teaching Science Faculty of Alauddin State Islamic University (UIN) Makassar who have helped, guided, and supported the researcher.
7. The most profound thanks goes to **Dr. Hj. Mardiana, M.Hum.** as the first consultant and **Muh. Rusydi Rasyid, S.Ag., M.Ag., M.Ed.** as the second consultant who give the researcher guidance, correction and overall support since the preliminary stage of manuscript until the completion of this thesis.
8. Special thanks to lecturers of English Department and all staffs of Tarbiyah and Teaching Science Faculty for their help, support, and guidance during the researcher has been studying at Alauddin State Islamic University (UIN) of Makassar.
9. The researcher's beloved aunties **Irmawati, S.Pd**, and **Nurlaela, S.Pd** who always give motivation and support.

10. The Researcher would like to thank to his close friends **Syarif Alqadri S.Pd,**  
**Bayu Ardian and Muh Irfan Arief.** who always beside his, nice sharing for anything and support to finishing this research.
11. The Headmaster of SMA Guppi Gowa English teacher who has given opportunity to conduct this research in the school.



11. The Headmaster of SMA Guppi Gowa English teacher who has given opportunity to conduct this research in the school.
12. All of the students at the first grade of SMA Guppi Gowa especially in class X.B and X.B, thanks for your participation and support in the research, so the researcher can finish this thesis.
13. All people who have helped and those whom the researcher cannot mention one by one.

The researcher realizes that the writing of this thesis is far from the perfectness. Remaining errors are the researcher's own. Therefore, constructive criticism and suggestions will be highly appreciated.

Finally, willingly the researcher prays, May all our efforts are blessed by Allah SWT. Amin.

Makassar, / $\sigma$  -  $\alpha$   $\rho$  - 2019

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## ABSTRACT

**Title** : Using Word Expert strategy in teaching writing of first grade at SMA Guppi Gowa  
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The main objective of this study was to find out the effectiveness of students' ability in writing describing things that was taught by using Word Expert Strategy. There were two variables in this research; they were independent variable (Word Expert Strategy) and dependent variable (teaching writing). This research was conducted at SMA Guppi Gowa. In this research, the population was students in the first grade. The numbers of population was 100 students. In taking the sample, Class XA and XB, the researcher used purposive sampling technique. There were 20 students in Class XA and 20 students in Class XB. The total samples were 40 students.

Quasi-experimental method with non equivalent control design was applied in this research with two stages, first stages was pre-test and the second stages was post-test. Class XA was chosen as experimental class that was taught by using Word Expert Strategy, and Class XB was chosen as control class that was taught by using Conventional method. The instrument used to collect data was writing test.

After several meetings, this research found out that the use of Word Expert Strategy is significantly effective to improve the students' skill especially in writing. There was a significant difference between students post-test in experimental class and controlled class. The mean score of post-test (3.69) in experimental class was greater than the mean score of post-test (2.98) in controlled class from t-test. The mean score of pre-test for experimental class (2.56) and the mean score of pre-test for controlled class (2.51). The researcher found that the value of t-test (28,4) was greater than the t-table (2.042) at the level of significance 0.05 with the degree of freedom (df) = 38.

Based on the result analysis, the researcher concluded that the use of Word Expert Strategy was effective in enhancing the first grade students' writing skill of SMA Guppi Gowa. Therefore Word Expert Strategy was recommended to use in teaching English especially in teaching writing.

# CHAPTER I

## INTRODUCTION

This chapter presents Background, Research Problem, Research Objective, Research Significance, Research Scope, and Operational Definition of Terms.

### *A. Background*

Language as a main tool of communication is very important to learn. Language makes us easy to interact each other. Because of it, many languages are used in the world. English as international language becomes a study which is forced to be learnt. It is not only used for communication but also used for keeping up with the development of technology and science. Many occupations need someone who has mastered English skills. English has four skills; they are speaking, listening, reading, and writing. All of the skills are highly required.

Some countries use English as second language. In Indonesia, English is used as a foreign language. That is why English becomes a difficult study to learn. People think that they do not need English to communicate in their daily activities because they can use their own language. For students, they only get a few times to learn or practice English in school. So, they are not interested and always be shy to use English. For people who work in the typing house, they usually reject the typing about English. It causes they have to spell letter by letter every type it. So like that for students, they are lazy to write because what that they read is different with what that they have to write. They do not have enough vocabulary

and they are afraid to make something wrong with the grammar, too. Therefore they think that writing is boring activity and it is uninteresting for them.

Referring to above condition, the writer believes that writing is a skill that needs extra works to be mastered. The purpose of teaching writing is to improve students' ability to function effectively in such written context. Writing, for obvious reasons, is one of the most visible products of education, and incorrect usage and spelling have been taken to be signs or a personal scholastic failure and an alleged widespread deterioration of writing ability and indication of inadequacies in whole school systems. So, it is not surprising that some countries or school system have begun to assess systematically the efficacy of the teaching and learning of writing (Takala, 1988:4).

Writing plays an important role in which speaking cannot fulfill a lot of practices to apply their writing ability. Writing is an effective way to communicate and express our thoughts, feelings, and opinions to others. Writing has function to communicative needs. Crimmon (1983) said that writing is hard work. Therefore students need entertaining and making fun. There are a variety of ways to use writing in our everyday live. For example we can write about the cake receipt. Writing skill helps the learners gain independent, comprehensibility, fluency and creativity in writing. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but others speakers of that language can read and understand it.

Based on the result of preliminary study in SMA Guppi Gowa, especially in the first grade students which was done through interview to some students, the students got some common problems in English writing. The students cannot write correctly because they lack of grammar understanding. Some students know the name and the form of tenses but they are confused the use of these tenses into a text based on the genre of text. Furthermore, the students' lack of ideas.

Dealing with these problems, the researcher will try to use Word Expert strategy in teaching writing to develop the students' writing skill. The researcher is curious to whether this strategy could give significant influence toward students' writing ability or not. Therefore the researcher decides to carry out Word Expert Strategy due to either amount of problems related to the students' writing ability are detected has been become the most significant role in learning English. Moreover, the teachers are so required to help their students in improving their students' writing ability in order to make them convey excellent in English. To specify, the researcher will concern to choose this Word Expert strategy due to this is an interesting as well as an active learning strategy and this is an easy going way interesting with learning by looking word in the card. In addition, the students will learn and improve their writing through by looking the word in the card as word expert.

According to McTague (2010), in word expert strategy the teacher makes a list of word and then students explain the word by the definition of the word or

description of the word. Finally, each students shows their assignment to their friend. It means that in the Word Expert strategy, teacher makes sure that students will be active and interested in learning writing.

Based on the explanation above the researcher is interesting to conduct a research entitled” *Using Word Expert strategy in Teaching Writing towards Students* at the First Grade of SMA Guppi Gowa.

### **B. *Research Problem***

Based on the previous background, the researcher formulates the problem as follows: Is Word Expert strategy effective in improving writing skill of the first year students at SMA Guppi Gowa?

### **C. *Research Objective***

The objective of this research to find out whether Word Expert strategy is effective in teaching writing to the first grade of SMA Guppi Gowa.

### **D. *Research Significance***

The result of this research is expected to be useful both theoretical and practical as follows:

#### **1. Theoretical Significance**

This research can be used to give us anempirical evidence about implementation theory based on problem that faced above that is teaching students’ writing by using Word Expert strategy. The results of this research are expected to give empirical evidence in applying Word Expert Strategy that can improve students’ learning especially in writing at the first year students’ at SMKN 3 Takalar



## 2. Practical Significance

This research served three practical significances in teaching and learning writing. First is significance for the students. After this research, the researcher expects that all of the students will be able to have more knowledge about writing. Second is significance for the teachers. This research is expected to help the teachers guiding the students in improving their writing ability. In addition, in teaching writing, the teachers can use this strategy as a reference to teach writing so the learning process can be more guided. The last is significance for the institution. By this research, the researcher hopes that it is able to overcome some problems in a certain institutions especially for those who have a serious problem in teaching writing.

### **E. *Research Scope***

This research will only focus on writing in describing thing on students of SMA Guppi Gowa, and the writer will present several words to be used in their writing.

### **F. *Operational Definition of Terms***

To make the understanding about the title of this research easier, the researcher will explain some technical terms in the title:

#### 1. Writing

Writing is an active creation to develop the ideas on the paper which consider the grammar and content of the text so that the readers can follow the writer's message as well as in oral form.

Writing is a part of the language skills which must be taught maximally by the teacher to the student. Writing is a primary means of recording speech, even though it must be acknowledge as a secondary medium of communication. Writing is very important that can be used as media of communication where it can help us to have a good socialization, can express our idea, feeling, and opinion. So, we can have a good interaction with our society.

## 2. Word Expert Strategy

Word Expert strategy is a strategy in which students become knowledgeable about specific word and strategy to construct word cards, thus gaining experience in interpreting definitions or description of the word into a text, and then they teach one another the words. In word expert strategy the teacher makes a list of word and then students explain the word by the definition of the word or description of the word. Finally, each students shows their assignment to their friend. It means that in the Word Expert strategy, teacher makes sure that students will be active and interested in learning writing.

## CHAPTER II

### LITERATURE REVIEW

This chapter presented the review of related literature dealing with some related Research Findings, Some Pertinent Ideas, Theoretical Framework and Hypothesis.

#### ***G. Previous Research Findings***

In this section, the researcher tried to present the review of several related literatures dealing with some related research findings, and some pertinent ideas, there are:

Arsyil Azim Syah (2016) in his research about *The Effectiveness of Using Word Expert Strategy in Teaching Vocabulary to The First Grade Students in SMKN 2 Bungoro Pangkep Regency*. Based on the finding and discussion in his research, he concluded that using word expert strategy was effective in teaching vocabulary. It was proved by the mean score of post-test (80.48) in experimental class was greater than the mean score of post-test (61.44) in control class. The standard deviation of post-test (7.33) in experimental class and the standard deviation of post-test in control class (11.42). From t-test, the researcher found that the value of t-test (6.28) was greater than t-table (2.021) at the level of significance 0.05 with degree of freedom (df) = 48.

VellyIvoni Yolanda (2014) conducted a research on “*Enriching Vocabulary by Combining Word Expert Strategy with LINC (List, Imagine, Note, and Construct) Strategies for Young Learner*”. Based on the discussion in her research, she concluded that the word expert strategy combining LINC was effective in teaching vocabulary. The teacher should be able to attract the students’ attention and the teacher should be knows students’ ability. She suggested the teacher should try these strategy in the learning and teaching vocabulary.

In teaching English Writing the researcher will try to apply Word Expert strategy as a technique to teach the students in writing skill.

There are differences between the research above and this research. Those are about the treatment, material, place and subject of the research. The researcher will give treatment in experimental class using Word Expert strategy. The media that will be used in class activities are pictures and real things. Word Expert in this case will apply on the first year students of SMA Guppi Gowa in teaching students’ writing ability.

#### **H. Some Pertinent Ideas**

##### 1) The Definition of Writing

Kane (2000: 13), writing is a process of involving and to know how to handle words and sentence and paragraph. We created ourselves by words. Our growth as human beings depends on our capacity to understand and to use language. Writing is one of the way of growing, communicating what you want to communicate in other

(by writing) people can understand. In oxford advance learner's dictionary (1995: 480) writing is actively of writing, writing of printer word activity to express our feeling, ideas, which done by using hand, paper, pen or pencil. Meyers (2005: 2), writing is away to discover and communicate ideas on the paper or on the computer screen. Writing is also an action-a process of discovering and organizing your ideas, putting them on a paper reshaping and revising them. Bram (1995: 3) defined that writing is production or producing written message. It is an active process to organize and formulate the ideas on the paper. Therefore, before students write, they need to determine what the writer shall have something meaningful to convey. Harmer in how to teach in writing (2004:86) " writing is a process that what we write is often heavily influence by the constraints of genders, and then these elements here to be present in learning activities. Kern, (2000: 172) statedthat "writing is functional communication, making learners possible to create imagined worlds of their own design". Graham and Perin in Sakinah (2013: 10), writing well is not just an option for young people it is a necessity. Writing skill is predicator of academic success and basic requirement for participation in civic life in the global economy, while writing is not a simple language skill to perform because of it is large areas that must be involved. In production a piece of writing, linguistic, competence, and extra linguistic competence are always involved. The fact is that writing is not only a means of expression, but it is also an essential criterion of competence in any field. This means

that to write is to seek expression or to have something to say through the application of linguistic system.

## 2) Types of Writing

The type of writing system which exists in the native language is an important factor in determining to easy of speech with which students learn to write (Finocchiaro, Mary, 1974:85) there are two type of writing:

### a. Practical Writing

This type deals with the fact and functional writing. It is purposed to special goal that we can find in letter, papers, summaries, outlines, essays, etc

### b. Creative or Imaginary Writing.

This type usually exists in literature. Such as novel, novel romance, poem, short story, science function, etc.

## 3) Some Technique in Writing

Raimes in Nasrah (2003: 5), writing programs are classified into these levels; they are controlled writing, guided writing, and free writing.

### a. Controlled Writing

Controlled writing is all the students' writing for which a great deal of the content and form is supplied. Controlled writing is used in all the levels of composition teaching and not just at the early stages before students had gained enough fluency to handle free writing. We let the student speak their new language as

much as possible; we gave them help as they go along, correction grammar, supplying an idiom English suggestion word.

b. Guided Writing.

Guided writing considered as learning to write in the same as learning to think. If the students' can be learn to organize thought and ideas in the same ways, they will be able to write English properly.

There is unstated but widespread belief in profession that teacher could make a difference in the writing of their students providing nature of composing process and providing variety of technique and strategies. In this stage, the students were given more freedom to select the lexical items and structural patterns for their written exercise.

c. Free writing

Free writing is a way of finding out what is in your head by thinking on paper. In free writing, the students could generate, organize, and express own ideas in their own sentence. Controlled writing was used as a full tool at composition before students had gained to handle free writing.

4) Component of Writing

There are five significant components of writing according Heaton in Iffah Muiyaddah (2015: 13-15). They are content, organization, Vocabulary, language use and mechanics.

a. Grammar

The Grammar is concern about the ability to write correct and appropriate sentence. The write has to give attention for preposition, auxiliary, such as using of verb, nouns, adjective, conjunction, and article. It is very important to the writer to clarify the correct usage of point grammar because the reader will be difficult to understand it. It has a great influence. So, we have to read and review what we have written.

b. Content

The content of writing is about the ability to think creatively and develop thoughts, excluding all irrelevant information. It should be clear to readers. So, readers can understand what the messages convey and gain information from it. Besides that, the content of writing should be well unity and completeness because the characteristic of good writing is to have unity and Completeness.

c. Vocabulary

Vocabulary is an essential part of writing composition. The writers need vocabulary mastery well to express or write their ideas. The effect of using vocabulary in writing must be relevant to the topic to let the readers perceive it. Someone who lack of vocabulary will be difficult to compose what they are going to express, but appropriate vocabulary will help writers to compose writing.

d. Mechanics

It is related with the ability to use correctly words to the written language, such as using of capitalization, spelling. It is very important to lead the readers to



understand or organized what the written means to express. The use of favorable in writing will make the readers easy for the group conveying ideas or messages of writing. The explanation as follows: 1) Capitalization, the use of capitalization can clarify the ideas. If the sentences are not capitalized correctly, ambiguous and misunderstanding will appeared. It also helps to differentiate from sentences to others. The words which are capitalized at the beginning, such as, the name of people, the name of places, organization, first and last word of title, etc. 2) Punctuation, punctuation can help the readers to identify the unit of meaning and suggest how the units of it relate to each other. Such as, comma, question mark, apostrophe, etc. 3) Spelling, using of spelling has three rules; they are suffixed addition, plural formation, and the change of certain words.

#### e. Organization

Organization is the ability to develop ideas and topic which relevant a united form. On the other hand, it concern in ways of researcher to arrange and organize the ideas or messages in writing. there are many ways in the process of organizational writing involves coherence, order of importance, general to specific, specific to general, chronological order, and spatial pattern.

#### 5) The Forms of Writing

Wishon and Burks in Mahfud (2012: 18-19) divided form of writing into four divisions namely narration, description, exposition and argumentation.

#### a. Narration

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

b. Description

Description reproduces the way things look, smell, taste, feel, or sound. It may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even of units of time—days, times of day, or seasons. It may be used also to describe more than the outward appearance of people, it may tell about their traits of character or personality.

c. Explanation

Explanation is used in giving information, making explanations, and interpreting meanings. It includes editorials, essays, and informative and instructional material. Used in combination with narrative, exposition supports and illustrates. Used apart from narrative, it stands alone as an essay. Used alone or with narrative, exposition may be developing in a number of ways as follows:

1. *Process*: exposition may be used to explain a process that is to tell how something is made or done.

2. *Definition*: an explanation of what a word or a term means is another kind of exposition. The simplest form is a statement and this applies to dictionary definition.
3. *Analysis*: it divides a subject into parts and examines those parts.
4. *Criticism*: it involves evaluation, which is analyzing and weighing strengths and weaknesses.

d. Argumentation

Argumentation is used in persuading and convincing. It is closely related to exposition and it is often found combined with it. The aim is to make a case or to disprove a statement or proposition. It may present arguments to persuade the reader to accept an idea or point of view.

2. Definition of Word Expert

A Word expert Strategy is one of various strategies that can be used in teaching students vocabulary. According to Lansdown (1991), word expert is a word learning strategy that allows students to understand the meaning of words and then they give a description of the word.

According to Margaret Richer (2005), word expert is a strategy that makes students construct cards that they use to teach other students their assigned words into a description text based on the definition, type, form, or function of the words. To use the word expert strategy to teach writing, to make it fun and interesting, this strategy allows each student to be a word expert for some of the words to be learned.

during a class. And can make students be creative and critical to explain the words in their own explanation.

According to Becky McTague (2010), word expert strategy is the teacher makes a list of word and then students are assigned a few words to search the meaning. Finally, each student makes the assigned expert cards and teach words to each other. It means that in the word expert strategy, teacher makes sure that students be active and interesting in learning vocabulary. Based on the word cards, the students can write a simple text. It means that the topic of the text is based on the word in word cards.

As terms come up during a science unit, the teacher can recruit individual students to develop word expert for each specific word. In this approach, the teacher provides the student with a definition of the term or assists the student in creating a definition. In teaching English writing, the researcher tries to apply word expert as a creative strategy in teaching writing in order to make students easy to understand and explain the word into a simple description text.

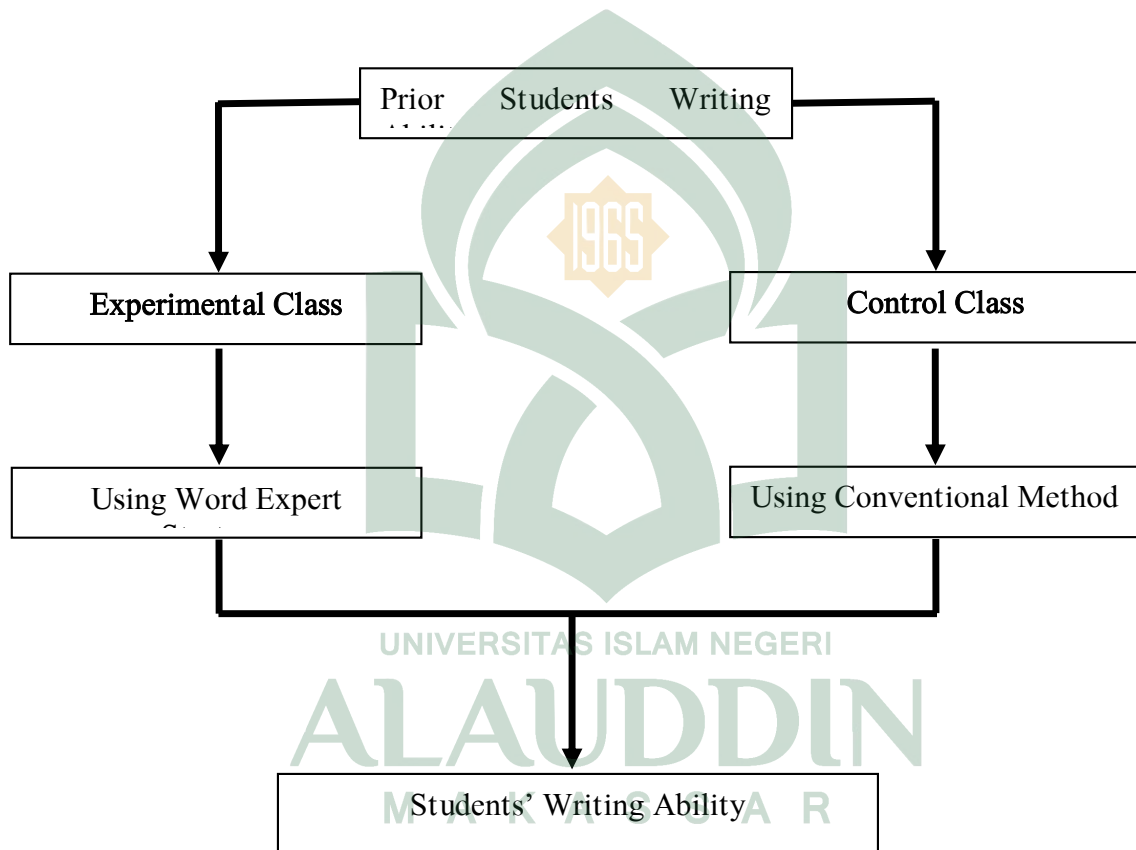
#### 1. Steps of using word expert

In addition, the researcher have a few steps to use word expert in teaching English writing, they are;

- a. The researcher gave motivation before starting materials.
- b. The researcher gave some explanation about the learning process.
- c. The researcher gave some pictures as the theme of material.

- d. The researcher divided the students into five groups.
- e. The researcher commanded to each group to choose one picture and explain the word in simple description by written form.
- f. The groups randomly read their text to performance in front the class.

**I. Theoretical Framework**



**Figure:** Theoretical framework

The figure describes about the Theoretical Framework on learning teaching process in the class. In experimental class, the researcher implemented writing by using Word Expert strategy the students. Meanwhile, in control class the students

were taught by using Conventional method. This conventional method is also known as traditional method. It is the most common teaching behavior found in schools worldwide that the teacher usually uses to teach the students in classroom. In the last, the result of the test by using Word Expert strategy and using conventional method were shown the output of the students. The output refers to the students' writing ability after being given treatment by the researcher.

### **J. Hypothesis**

Based on the theory previously, the researcher formulated the hypothesis of this research as follows:

1. Null hypothesis ( $H_0$ ) = Word Expert strategy was not effective in teaching students' writing.
2. Alternative hypothesis ( $H_a$ ) = Word Expert strategy was effective in teaching students' writing.

### CHAPTER III

#### RESEARCH METHOD

This chapter presented Research Method, Population and Sample, Research Instrument, Procedure of Collecting Data and Data Analysis Technique.

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

###### 1. Research Design

The researcher applied quasi-experimental design with non equivalent control group design. Students were divided into two groups namely experimental group and controlled group. Both groups were given pre-test and post-test to measure students' writing skill. Experimental group was given treatment by writing using word expert strategy, whether controlled group only used the conventional method as the comparing with the experimental group. By this consideration, the researcher identified the difference of achievement between experimental and controlled group (Sugiyono, 2014: 116)

The design was presented as follows:

Where:

E	O <sub>1</sub>	X	O <sub>2</sub>
C	O <sub>3</sub>		O <sub>4</sub>

- E = Experimental class
- C = Control Class
- O<sub>1</sub> = Pre-test of experiment class
- O<sub>3</sub> = Pre-test of control class
- X = Treatment
- O<sub>2</sub> = Post-test
- O<sub>4</sub> = Post-test

## 2 Research Variables

The kinds of variable related to research consisted of independent and dependent variable. According to Arikunto (2006), independent variable is the variable that is influence by another variable to achieve what is expected by researcher, whereas, the dependent variable is the result that is expected through the implementation of independent variable. The independent variable in this research was Word Expert Strategy and the dependent variable is students' Writing Ability.

### **B. Population and Sample**

This part presented population and sample taken in research. Total population of first grade of SMA Guppi Gowa is 48 students but when conducting research several students did not attend all of the process. Then the real population of this research was 40.

#### **Population**



Tiro (2011) defined population as the whole certain aspect of characteristic, phenomenon, or concept that becomes a limelight. Population in this research was the first grade students' of SMA Guppi Gowa is 48 students (grade 10). The number of the class of population was two classes.

### **Sample**

The researcher chose two of the registered classes the first grade students' of SMA Guppi Gowa. The numbers of respondents chosen as the sample are about 20 students in experimental class and 20 students in control class. Total of respondents both of experimental and control class are 40 students. Total population of first grade of SMA Guppi Gowa is 48 students but when conducting research several students did not attend all of the process. Then the real population of this research was 40.

### **C. Research Instrument**

According to Arikunto (2013: 192), instrument is a device when the researcher does a research applies any method.

The researcher applied test to asses and examine the writing skill of students. The tests were used for *pre-test* and *post-test*. The pre-test was given to asses and examine the students writing skill without using word expert in the previous treatment, while post-test was given after treatment of applying using

word expert models or items as the manners to asses and examine the students' writing skill. Both post-test were used to find out the development of the teaching writing skill after the treatment by using word expert strategy. The instrument that was used in this study was writing test because the researcher was focused on writing test. A test is to measure knowledge, skill, feeling, and intelligence, attitude of individual or group (gay 1981:109).

#### **D. Data Collection Procedure**

##### **1. Pre-test**

In the first meeting, pre-test given to the experimental class is to measure the students' ability in writing. Type of the test is writing test. The researcher distributed the test and answer sheet to the students in both experimental and control class .The students had to write what they choose based on the text topic in the test paper.

##### **2. Treatment**

After being given the pre-test, the students were treated by using Word Expert strategy. The treatment will be held within 6 meetings. Before giving treatment, the researcher explained what the students need to do and motivates them. The researcher provided some methods and tips in writing test.

The steps in treatment process are:

- a. The researcher gave motivation before starting materials.
- b. The researcher gave some explanation about the learning process.

- c. The researcher gave some word card as the theme of material.
- d. The researcher divided the students into five groups.
- e. The researcher commanded to each group to choose one card and explain the word in simple description by written form.
- f. The groups randomly read their text to performance in front the class.

3. *Post-test*

A Post-test was given after treatment to the experimental class aims to measure whether the use of Word Expert strategy is effective to improve the students' writing ability and the post-test will be given to the control class using conventional method. Type of the post-test was same with pre-test but different topic

**E. Data Analysis Technique**

Scoring the result of students test can be evaluated based on five aspects of writing below:

1. Grammar

**Table 1: The Criteria in Writing Rubric for Grammar**

No	Classification	Score	Criteria
1	Excellent	6	Few (if any) noticeable and error of grammar or word order
2	Very Good	5	Some error of grammar and word order which do not, however interfere with

			comprehension.
3	Good	4	Error grammar and word order, fairly frequent, accessional reading. Necessary for full comprehension.
4	Fair	3	Error of grammar and word order frequent. Error of intergeneration sometimes required on readers' part.
5	Inadequate	2	Error of grammar and word order very frequent, the readers often have really on own interpretation.
6	Unacceptable	1	Error of grammar or word orders

## 2. Vocabulary

**Table 2: The Criteria in Writing Rubric for Vocabulary**

No	Classification	Score	Criteria
1	Excellent	6	Use of vocabulary and idiom rarely (of at all) distinguishable from that of educated native writer.
2	Very good	5	Occasions uses inappropriate terms of relies on circumlocutions, expression of ideas hardly impaired.

3	Good	4	Uses wrong or inappropriate words fairly frequently expression of ideas may be limited because of inadequate vocabulary.
4	Fair	3	Limited vocabulary and frequent errors clearly hinder expression of ideas.
5	Inadequate	2	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.
6	Unacceptable	1	Vocabulary limitation so extreme as to make Comprehension virtually impossible.

### 3. Mechanics

**Table 3: The Criteria in Writing Rubric for Mechanics**

No	Classification	Score	Criteria
1	Excellent	6	Few (if any) noticeable lapses in punctuation or spelling.
2	Very good	5	Occasional lapses in punctuation or spelling which do not, however interfere with comprehension.
3	Good	4	Error punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.
4	Fair	3	Frequent errors in spelling or punctuation; lead

			some times to obscurity.
5	Inadequate	2	Error in spelling or punctuation so frequentations that reader must often rely on own interpretation.
6	Unacceptable	1	Error in spelling or punctuation so severe as to make comprehension virtually impossible.

#### 4. Fluency

**Table 4: The Criteria in Writing Rubric for Fluency**

No	Classification	Score	Criteria
1	Excellent	6	Choice of structure of vocabulary consistently appropriate, like that of educated native writer.
2	Very good	5	Occasionally lack consistency in choice of structure and vocabulary which does not, however, impair overall ease of communication.
3	Good	4	'Patchy', with some structures or vocabulary items noticeably inappropriate to general style.
4	Fair	3	Structure or vocabulary items sometime not only inappropriate but also misused structure or vocabulary little sense of ease of communication.
5	Inadequate	2	Communication often impaired by completely inappropriate or misused structures or vocabulary

			items
6	Unacceptable	1	A 'hotchpotch' of half-learned misused structures and vocabulary items rendering communication almost impossible.

## 5. Form

**Table 5: The Criteria in Writing Rubric for Form**

No	Classification	Score	Criteria
1	Excellent	6	Highly organized; clear progression of ideas well linked, like educated native writer.
2	Very good	5	Material well organized; links could occasionally be clearer but communication not impaired.
3	Good	4	Some lack of organization; re-reading for clarification of ideas.
4	Fair	3	Little or no attempt at connectivity, though reader can deduce organization.
5	Inadequate	2	Individual ideas may be clear, but very difficult to deduce connection between them.
6	Unacceptable	1	Lack of organization several that communication is seriously impaired.

(Heaton in Sumarlin, 2012:31-35)

The data obtained from the pre-test and post-test were analyzed through these steps:

6. Finding out the main score of each total score in the pre-test and post-test of the group, ( Gay, mills & Airasian 2006:320):

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

Where:

X = Mean Score

$\sum x$  = the sum of all score

N = the total number of subject

7. Finding out the students' standard deviation by using following formulat:

$$SD = \sqrt{\frac{SS}{N}}$$

Where:

SD = Standard Deviation

SS = the sum of square

N = total number of the subjects

(Gay, 1981: 297-298)

8. Finding out the significant difference between the pre-test and post-test by calculating the value of the t-test by using the following formula:



$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where:  $\bar{x}_1$  = Mean Score of experimental class

$\bar{x}_2$  = Mean Score of control class

$SS_1$  = Sum square of experimental class

$SS_2$  = Sum square of controlled class

$n_1$  = Number of sample experimental class

$n_2$  = Number of sample controlled class

(Gay, & Airasian, 2006: 349)

9. Finding out significant influence by using the following formulate:

$T_{\text{test}} \geq T_{\text{table}}$  : having significant influence

$H^1 : \mu^1 > \mu^2$  or p-value  $\leq \alpha$  0.05

$T_{\text{test}} \leq T_{\text{table}}$  : having no significant influence

$H^0 : \mu^1 = \mu^2$  or p-value  $\geq \alpha$  0.05

(Gay, 1981: 331)

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter presents the findings of the research and its discussion. The finding of the research consists of the description of the result of data collected through the test and the discussion covers the details interpretation of the research.

#### A. Findings

##### 1. The Data Analysis of Writing Test

- a. The students' pre test of controlled and experimental group in writing test.

After calculating the result of writing test, the score of pretest to controlled and Experimental group were presented as follows:

**Table 1**  
**The Students' Pre Test of Control Group**

No	Classification	Score	Grammar	Vocab	Mechanics	Fluency	Form
1	Excellent	6	-	-	-	-	-
2	Very good	5	-	2	-	-	-
3	Good	4	3	6	2	-	2

4	Fair	3	7	9	5	8	4
5	Inadequate	2	8	3	11	10	9
6	Unacceptable	1	2	-	2	2	5
Total			20	20	20	20	20

Table 2 showed that from 20 students, there was no student got excellent in five aspect of writing skill based on grammar, none student was classified as very good, 3 students were classified as good, 7 students were classified as fair, 8 students were classified inadequate score, and 2 students were classified as unacceptable score. Base on vocabulary, 2 students were classified as very good, 6 students were classified as good 9 students were classified as fair, 3 students were classified as inadequate, and there was no student classified as unacceptable. Base on mechanics, there was no student was classified as very good, 2 students were classified as good, 5 students were classified as fair, 11 students were classified as inadequate, and 2 students were classified unacceptable. Base on fluency there was no student was classified as very good, none student was classified as good, 8 students were classified as fair, 10 students were classified as inadequate, and 2 students were classified unacceptable. Base on form there was no student was classified as very good, 2 students were classified as good, 4 students were classified as fair, 9 students were classified as inadequate score, and 5 students were classified unacceptable.

**Table 2**  
**The Students' Pre Test of Experimental group**

No	Classification	Score	Grammar	Vocab	Mechanics	Fluency	Form
1	Excellent	6	-	-	-	-	-
2	Very good	5	-	2	-	-	-
3	Good	4	3	3	9	2	1
4	Fair	3	9	9	9	10	9
5	Inadequate	2	7	6	10	10	7
6	Unacceptable	1	1	-	1	4	2
<b>Total</b>			20	20	20	20	20

Table 4 showed that from 20 students, there were no students got excellent in five aspects of writing skills, Based on grammar, none student was classified as very good, 3 students were classified as good, 9 students were classified as fair, 7 students were classified inadequate score, and 1 students were classified as

unacceptable score. Base on vocabulary, 2 students were classified as very good, 3 students were classified as good, 9 students were classified as fair, 6 students were classified as inadequate, and none student was classified as unacceptable. Based on Mechanics there was no student classified as very good, none students were classified as good, 9 students were classified as fair, 10 students were classified as inadequate, and 1 student classified unacceptable. Base on fluency, there was no student classified as very good, 2 students classified as good, 4 students were classified as fair, 10 students were classified as inadequate, and 4 students were classified unacceptable. Base on form, there was no student classified as very good, 1 student classified as good, 9 students were classified as fair, 7 students were classified as inadequate score, and 2 students were classified unacceptable.

**b. The Students' Pre-test of Controlled and Experimental Group in Writing test.**

After calculating the result of writing test, the score of pretest in controlled and experimental group were presented as follows:

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MAKASSAR

**Table 3**  
**The Students' Post-Test of Control Group**

No	Classification	Score	Grammar	Vocab	Mechanics	Fluency	Form
1	Excellent	6	-	-	-	-	-
2	Very good	5	2	3	-	-	-
3	Good	4	6	5	5	3	3
4	Fair	3	7	8	8	7	9

5	Inadequate	2	5	4	3	10	8
6	Unacceptable	1	-	-	-	-	-
<b>Total</b>		20	20	20	20	20	20

Table 6 showed that from 20 students, there were no students got excellent and unacceptable in five aspects of writing skill. Based on grammar, 2 students were classified as very good, 6 students were classified as good, 7 students were classified as fair, and 5 students were classified inadequate score. Based on vocabulary, 3 students were classified as very good, 5 students were classified as good, 8 students were classified as fair and 4 students were classified a inadequate. Based on mechanics, there was no student classified as very good, 5 students were classified as good, 8 students were classified as fair and 7 students were classified as inadequate. Base on fluency, there was student classified as very good, 3 students were classified as good, 7 students were classified as fair and 10 students were classified as inadequate. Based on form, there was no students classified as very good, 3 students were classified as good, 9 students were classified as fair and 8 students were classified as inadequate score.

**Table 4**

**The Students' Post-Test of Experiment Group**

No	Classification	Score	Grammar	Vocab	Mechanics	Fluency	Form
1	Excellent	6	-	-	-	-	-

2	<b>Very good</b>	5	7	3	3	3	3
3	<b>Good</b>	4	8	8	12	8	10
4	<b>Fair</b>	3	5	10	6	10	7
5	<b>Inadequate</b>	2	2	1	1	1	2
6	<b>Unacceptable</b>	1	-	-	-	-	-
<b>Total</b>		20	20	20	20	20	20

Table 8 showed that from 20 students, there was no students got excellent and unacceptable in five aspects of writing skill. Based on grammar, 4 students were classified as very good, 9 students were classified as good, 5 students were classified as fair, and 2 students were classified as inadequate score. Based on vocabulary, 5 students were classified as very good, 9 students were classified as good, 5 students were classified as fair and 1 student was classified as inadequate. Based on mechanics, 5 students were classified as very good, 10 students were classified as good, 7 students were classified as fair and 1 student was classified as inadequate. Based on fluency, 3 students were classified as very good, 7 students were classified as good, 9 students were classified as fair and 1 student was classified as inadequate. Based on form, 2 students were classified as very good, 9 students were classified as good, 7 students were classified as fair and 2 students were classified as inadequate score.

- c. The Total and Mean Score of Pret-test and Post-test of Controlled and Experimental Group.

The result of data analysis in pre-test and post-test of controlled and experimental group was presented the total score and mean score, as follows:

**Table 5**  
**Total Score and Mean Score Based on Pre-test and Post-test of Controlled and Experimental Group**

Type of Test	Controlled Class		Experiment Class	
	Total mean	X	Total mean	x
Pre-test	50.2	2.51	51.2	2.56
Post-test	59.6	2.98	73.8	3.69

The table above showed that the total mean of controlled group students' score in pre-test was 50.2, while in post-test increased 59.6. The total mean score of experimental group students' score in pre-test was 51.2 and in post-test was 73.8. It revealed that the total mean of experimental group students' score in post-test was increasing after treatment rather than pre-test.



## 2. The Significant Difference between Experimental and Controlled Group

In order to know whether or not there was a significant difference between experimental and controlled group can be known by using t-test, as follow;

After finding out the t- test is 28.4, then the determining the t-table value to know whether the experimental and controlled group are significantly different. In determining t-table value, firstly finding out the degree of freedom (df) as follow:

$$\begin{aligned}df &= N_1 + N_2 - 2 \\ &= 20 + 20 - 2 \\ &= 38\end{aligned}$$

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Table 6

Distribution the Value of T-test and T-table

Variable	T-test	T-table
$X_2 - X_1$	28.4	2.021

The result of statistical analysis in the level of significant ( $p$ ) = 0.05 and t-test value = 28.4, while the value of t-table = 2.021. Therefore, it meant the t-test value was greater than t-table value (t-test = 28.4 > t-table = 2.021).

From the analysis above, the writer concluded that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted. It indicated that Word Expert Strategy can enhance the students' writing skill.

#### **D. Discussion**

Writing plays an important role in which speaking cannot fulfill a lot of practices to apply their writing ability. Also Bram (1995: 3) defined that writing is production or producing written message. It is an active process to organize and formulate the ideas on the paper.

Some definitions from experts that can support this thesis, they were first, According to McTague (2010), in word expert strategy the teacher makes a list of word and then students explain the word by the definition of the word or description of the word. Finally, each students shows their assignment to their friend. It means that in the Word Expert strategy, teacher makes sure that students will be active and interested in learning writing. .

According to Lansdown (1991), word expert is a word learning strategy that allows students to understand the meaning of words and then they give description of word.

According to Margaret Richer (2005), word expert is a strategy that makes students to construct cards that they use to teach other students their assigned words into a description text based on the definition, type, form, or function of the words.

To use the word expert strategy to teach writing, to make it fun and interesting, this strategy allows each student to be a word expert for some of words to be learned during a class. And can make students be creative and critical to explain the words in their own explanation.

Arsyil Azim Syah (2016) in his research, he found in his research that the mean score of post-test (80.48) in experimental class was greater than the mean score of post-test (61.44) in control class. The standard deviation of post-test (7.33) in experimental class and the standard deviation of post-test in control class (11.42). From t-test, the researcher found that the value of t-test (6.28) was greater than t-table (2.021) at the level of significance 0.05 with degree of freedom (df) = 48. It proved that the using of word expert was effective in teaching in the class process.

It was equivalent in using this strategy in teaching writing. It seemed in the result of this research. The mean score of experimental class improved significantly from 2.56 up to 3.69. The students writing skill at control class did not improve significantly, from 2.51 up to 2.98.

Based explanation of the gap between the two classes indicated that experimental class showed high increasing than the controlled class while controlled class scored did not much increase.

In summary, the researcher asserted that word expert technique is one of various techniques that can be used in teaching writing. Although word expert was used for the first time in the research especially in teaching writing but the result

was significant. It can be seen from result in the experimental class was better than controlled class. There were some points that make word expert strategy in teaching writing was effective. First, students were able to express their mind. Second, it could increase students' confidence by giving them the opportunity to demonstrate their mind in front of class. Third, it could help students to understand learning material while studying. The students are easy to overcome their problems in learning because they were able to share and look for solutions. Lastly, the students enjoyed in learning and gave full attention to the study material. It can be concluded there was significant different of writing skills between students who are taught by using word expert strategy and without using word expert strategy.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of two parts, the first deals with the conclusions of the findings, and the second part deals with suggestions.

#### *A. Conclusions*

Based on the data analysis, research finding, and discussion in the previous chapter, the researcher concludes that teaching writing through Word Expert Strategy was effective to improve students' skill in writing in describing things because there was a significant difference between the progress in writing of students after applying Word Expert Strategy and before applying Word Expert Strategy. By Word Expert Strategy, students was actively involved in learning process, in directly this Method helped them to avoid making the same mistakes n their own task, and also helped students make progress in writing. It was proved that there was significant difference between the result of students' pre-test and post-test. The result of pre-test was 51.2 and post-test 73.8 it means that post-test is higher than pre-test and also the value of t-test (28.4) was greater than the value of t-table (2.021).

## **B. *Suggestions***

In relation to the conclusion above, the researcher would like to suggest the following points:

1. In the teaching writing, the teacher should use some different techniques and ways to attract the students' attention to learn writing describing things.
2. The researcher suggests to the English teacher to be more creative in presenting materials in teaching writing as one alternative among other teaching techniques because it helps the students to be more interested, active, and enjoy in learning.
3. The use Word Expert Strategy is very effective to improve students' writing describing things. Therefore, the researcher suggests to the English teacher especially in SMA Guppi Gowa to use Word Expert Strategy as a technique or method in teaching writing.
4. This research will be useful information and contribution for the next researcher especially about students' comprehension and reference in writing.
5. For the next researchers who want to use Word Expert Strategy, it would be better if the next researchers conduct it in a longer period.

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VellyIvoni Yolanda (2014) conducted a research on “*Enriching Vocabulary by Combining Word Expert Strategy with LINC (List, Imagine, Note, and Construct) Strategies for Young Learner*”

### *Appendix I*



## LESSON PLAN

Nama Sekolah: SMA Guppi Gowa

Kelas/Semester : X / 1

Tema : Pre-Test (Describing Things)

Pertemuan ke : 1

Aspek/ Skill : Writing

Alokasi Waktu : 2 X 30 menit

### **A. Kompetensi Dasar**

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive*.

### **B. Indikator**

Menuliskan text tentang *Car* (mobil) dengan baik dan benar.

### **C. Materi Pokok**

- Generic structure of descriptive text

- Language usage of descriptive text

#### **D. Sumber Belajar**

- Internet
- Buku teks yang relevan

#### **E. Langkah-langkah Pembelajaran**

##### 1) Kegiatan Guru (Peneliti)

- Peneliti memberikan siswa lembaran soal.
- Peneliti meminta siswa untuk menulis nama dan identitas.
- Peneliti menjelaskan kepada siswa cara mengerjakan soal.
- Peneliti meminta siswa untuk mengerjakan soal.

##### a. Kegiatan Siswa

- Siswa mengerjakan soal yang telah diberikan secara perorangan sesuai dengan instruksi yang telah diberikan oleh guru.
- Setiap siswa membuat *descriptive* text dengan topik yang telah ditentukan.



## LESSON PLAN

Nama Sekolah: SMA Guppi Gowa

Kelas/Semester : X / 1

Tema : Treatment (Descriptive Text)

Pertemuan ke : 2 dan 3

Aspek/ Skill : Writing

Alokasi Waktu : 2 X 30 menit

### **A. Kompetensi Dasar**

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive*.

### **B. Indikator**

- Mengidentifikasi konsep tentang writing
- Mengidentifikasi penggunaan bahasa dalam penulisan *descriptive text*.

- Menuliskan *descriptive text* benda-benda disekitar dengan baik dan benar.

### C. Materi Pokok

- Generic structure of descriptive text
- Language usage of descriptive text

### D. Sumber Belajar

- Internet
- Buku teks yang relevan

### E. Metode Pembelajaran

Word Expert

### F. Langkah-langkah Pembelajaran

1. Siswa mendiskusikan konsep tentang *writing (good writing)*.
2. Siswa mendiskusikan tentang *descriptive text* (struktur penulisan, menulis text dengan baik, struktur penggunaan tata bahasa dalam penyusunan *descriptive text*).
3. Peneliti dan siswa mendiskusikan tentang contoh *descriptive text*.
4. Peneliti mengenalkan dan menjelaskan kepada siswa tentang konsep Word Expert
5. Peneliti memberikan siswa *paper sheet* dengan tema *writing descriptive* dan meminta mereka berpikir mengenai tema yang di berikan.
6. Peneliti meminta siswa untuk mengerjakan soal secara berpasangan dan meminta mereka untuk mebagi hasil pemikiran mereka mengenai soal tersebut.
7. Peneliti meminta siswa untuk menuliskan hasil pemikiran mereka bersama pasangannya di lembar jawaban. Setiap pasangan harus membuat tulisan mereka sesuai dengan format *writing descriptive text*, yaitu *identification and description*. Siswa mengerjakan *descriptive text* dengan benar.



LESSON PLAN

Nama Sekolah: SMA Guppi Gowa

Kelas/Semester : X / 1

Tema : Post-Test (Descriptive Text)

Pertemuan ke : 4

Aspek/ Skill : Writing

Alokasi Waktu : 2 X 30 menit

**A. Kompetensi Dasar**

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive*.

**B. Indikator**

Menuliskan *descriptive* text tentang *plane* (pesawat) dengan baik dan benar

### C. Materi Pokok

- Generic structure of descriptive text
- Language usage of descriptive text

### D. Sumber Belajar

- Internet
- Buku teks yang relevan

### E. Langkah-langkah Pembelajaran

#### 1) Kegiatan Guru (Peneliti)

- Peneliti memberikan siswa lembaran soal.
- Peneliti meminta siswa untuk menulis nama dan identitas.
- Peneliti menjelaskan kepada siswa cara mengerjakan soal.
- Peneliti meminta siswa untuk mengerjakan soal.

#### 2) Kegiatan Siswa

- Siswa mengerjakan soal yang telah di berikan secara perorangan sesuai dengan instruksi yang telah di berikan oleh guru.
- Setiap siswa membuat *descriptive* text dengan topik yang telah di tentukan.

*Appendix II*



**RESEARCH INSTRUMENT**



**“Using Word Expert Strategy in Teaching Writing of First Grade  
at SMA Guppi Gowa”**

**Item : Pre-Test**

**Petunjuk Pengisian:**

1. Instrumen penelitian ini adalah alat yang digunakan untuk mengetahui kemampuan menulis adik-adik sebelum penerapan Word Expert Strategy dalam menulis terhadap siswa (the students' writing ability) di sekolah Anda.
2. Hasil tes ini tidak akan mempengaruhi nilai adik-adik dalam mata pelajaran Bahasa Inggris karena hasil tes ini semata-mata digunakan untuk kepentingan penelitian.

3. Atas partisipasi, dukungan dan kerjasamanya peneliti mengucapkan terima kasih.
4. Isilah identitas Anda sesuai dengan kotak yang di sediakan.
5. Dalam pengerjaan tes, Anda di perbolehkan membuka kamus.
6. Anda diberikan waktu selama 60 menit untuk mengerjakan tes ini.
7. Selamat mengerjakan dan jangan menyontek!



*Appendix III*

**RESEARCH INSTRUMENT**  
UNIVERSITAS ISLAM NEGERI



*“Using Word Expert Strategy in Teaching Writing of First Grade at  
SMA Guppi Gowa”*

M A K A S S A R

**Item : Pre-Test**

Name	Score	Classification
Reg. Number		
Class		

Write down a describing things about car by using your own words!





*Appendix IV*



UNIVERSITAS ISLAM NEGERI  
**RESEARCH INSTRUMENT**  
*“Using Word Expert Strategy in Teaching Writing of First  
Grade at SMA Guppi Gowa”*  
ALAUDDIN  
M A K A S S A R

**Item : Post-Test**

**Petunjuk Pengisian:**

1. Instrumen penelitian ini adalah alat yang di gunakan untuk mengetahui kemampuan menulis adik-adik sebelum penerapan Word Expert Strategy dalam menulis terhadap siswa (the students' writing ability) di sekolah Anda.

2. Hasil tes ini tidak akan mempengaruhi nilai adik-adik dalam matapelajaran Bahasa Inggris karena hasil tes ini semata-mata di gunakan untuk kepentingan penelitian.
3. Atas partisipasi, dukungan dan kerjasamanya peneliti mengucapkan terima kasih.
4. Isilah identitas Anda sesuai dengan kotak yang di sediakan.
5. Dalam pengerjaan tes, Anda di perbolehkan membuka kamus.
6. Anda di berikan waktu selama 60 menit untuk mengerjakan tes ini.
7. Selamat mengerjakan dan jangan menyontek!



UNIVERSITAS ISLAM NEGERI

**ALAUDDIN**

**RESEARCH INSTRUMENT**

MAKASSAR

*Appendix V*



*“Using Word Expert Strategy in Teaching Writing of First Grade at SMA Guppi Gowa”*

**Item : Post-Test**

Name	Score	Classification
Name : .....		
Reg. Number : .....		
Class : .....		

Write down a describing things about plane by using your own words!



UNIVERSITAS ISLAM NEGERI  
**ALAUDDIN**  
M A K A S S A R

*Appendix VI*

**Table 7**

**The students' pre Test of Control Group**

<b>Respondent</b>	<b>Grammar</b>	<b>Vocab</b>	<b>Mechanic</b>	<b>Fluency</b>	<b>Form</b>	<b>Total</b>	<b>Mean Score</b>
01	2	3	2	2	2	11	2.2

Respondent	Grammar	Vocab	Mechanic	Fluency	Form	Total	Mean Score
02	3	3	2	2	3	13	2.6
03	2	4	2	3	3	14	2.8
04	2	2	1	2	2	9	1.8
05	3	2	2	1	2	10	2
06	4	4	3	3	3	17	3.4
07	3	3	2	3	2	13	2.6
08	2	2	1	2	1	8	1.6
09	4	4	4	3	3	18	3.6
10	4	3	3	3	2	15	3
11	1	3	2	1	1	8	1.6
12	2	3	2	2	1	10	2
13	2	5	4	3	4	18	3.6
14	3	3	3	2	2	13	2.6
15	3	5	3	3	4	18	3.6
16	1	4	2	2	2	11	2.2
17	2	4	3	2	2	13	2.6
18	2	3	2	2	1	10	2
19	2	3	2	2	1	10	2

Respondent	Grammar	Vocab	Mechanic	Fluency	Form	Total	Mean Score
20	3	3	2	3	2	13	2.6
Total	49	67	47	46	43	251	50.2
	X=2.45	X=3.35	X=2.35	X=2.3	X=2.15		X=2.51



*Appendix VII*

**Table 8**

**The students' pre Test of Experiment**

Respondent	Grammar	Vocab	Mechanic	Fluency	Form	Total	Mean Score
01	3	5	3	3	3	17	3.4
02	3	4	3	3	2	15	3
03	1	3	2	1	2	9	1.8
04	3	2	3	2	2	12	2.4
05	4	3	3	2	4	16	3.2
06	2	3	3	4	3	15	3
07	3	3	3	4	3	16	3.2
08	2	3	3	2	3	13	2.6
09	2	2	2	1	2	8	1.8
10	2	4	2	2	2	12	2.4
11	3	3	3	2	3	14	2.8
12	2	2	2	1	1	8	1.6
13	3	2	2	2	2	11	2.2
14	3	3	2	2	3	13	2.6
15	3	2	2	1	1	9	1.8
16	2	4	2	2	3	13	2.6
17	4	3	2	2	2	13	2.6
18	4	2	1	2	3	12	2.4

Respondent	Grammar	Vocab	Mechanic	Fluency	Form	Total	Mean Score
19	2	3	2	3	3	13	2.6
20	3	5	3	3	2	16	3.2
<b>Total</b>	<b>54</b>	<b>61</b>	<b>48</b>	<b>44</b>	<b>49</b>	<b>256</b>	<b>51.2</b>
	<b>X=2.7</b>	<b>X=3.05</b>	<b>X=2.4</b>	<b>X=2.2</b>	<b>X=2.45</b>		<b>X=2.56</b>



*Appendix VIII*

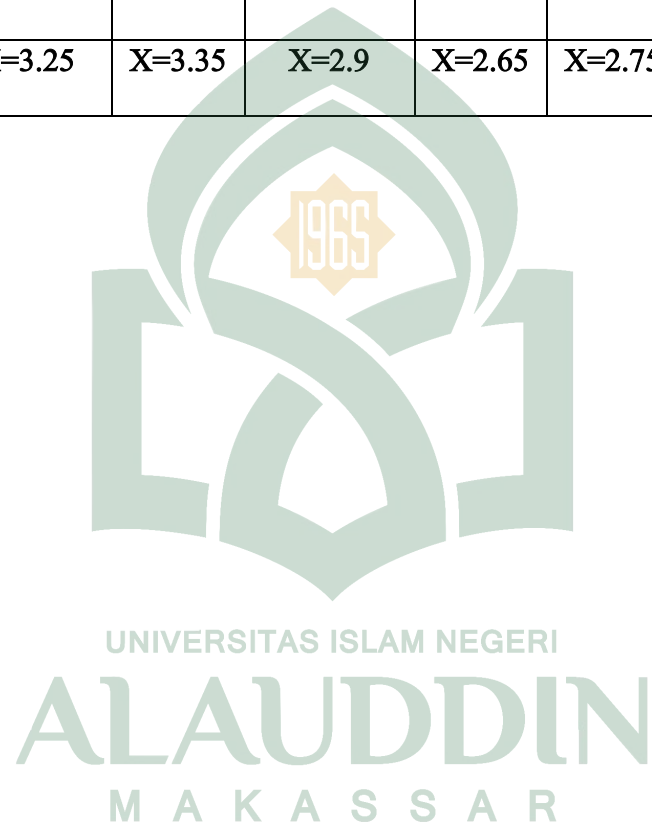
**Table 9**

**The students' post-Test of Control Group**

Respondent	Grammar	Vocab	Mechanic	Fluency	Form	Total	Mean Score
01	2	3	2	2	2	11	2.2
02	3	2	2	2	3	12	2.4
03	3	4	3	4	3	17	3.4
04	4	2	2	3	3	14	2.8
05	3	4	3	2	4	16	3.2
06	5	5	4	4	2	20	4
07	3	3	2	3	3	14	2.8
08	2	5	4	3	2	16	3.2
09	3	3	2	2	3	13	2.6
10	3	4	3	2	2	14	2.8
11	4	3	3	2	3	15	3
12	2	4	3	2	4	15	3
13	5	3	4	3	2	17	3.4
14	4	4	3	4	4	19	3.8
15	4	3	4	3	2	16	3.2
16	2	2	2	3	2	11	2.2
17	2	3	4	3	3	15	3
18	4	3	3	2	2	14	2.8



Respondent	Grammar	Vocab	Mechanic	Fluency	Form	Total	Mean Score
19	3	2	2	2	3	12	2.4
20	4	5	3	2	3	17	3.4
Total	65	67	58	53	55	298	59.6
	X=3.25	X=3.35	X=2.9	X=2.65	X=2.75		X=2.98



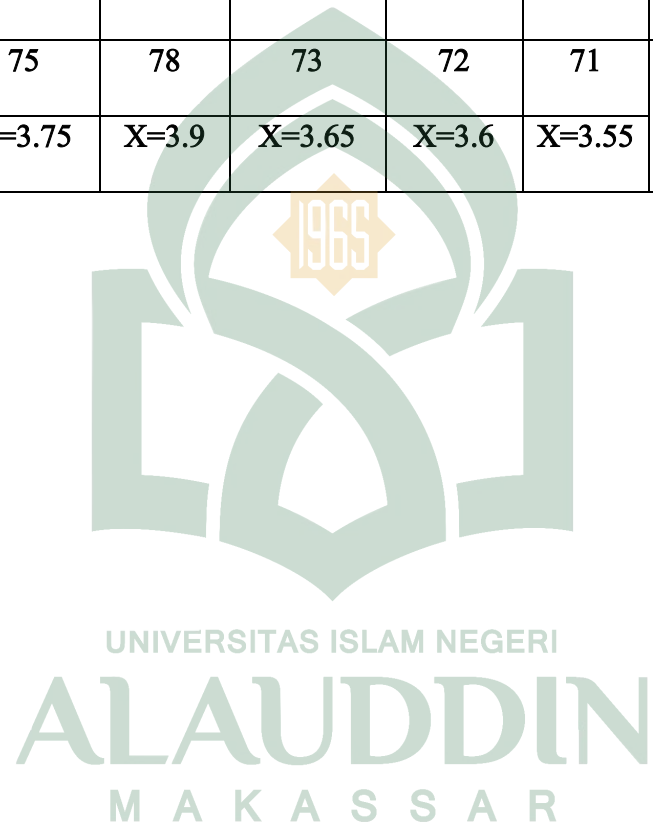
*Appendix IX*

**The students' post-Test of Experiment Group**

Table 10

Respondent	Grammar	Vocab	Mechanic	Fluency	Form	Total	mean Score
01	4	4	3	3	4	18	3.6
02	3	4	4	4	3	18	3.6
03	3	2	2	3	4	14	2.8
04	4	3	4	3	4	18	3.6
05	4	4	5	5	4	22	4.4
06	2	3	4	3	4	16	3.2
07	4	5	3	4	3	19	3.8
08	5	4	4	4	3	20	4
09	3	3	3	5	3	17	3.4
10	4	5	4	4	4	21	4.2
11	3	4	3	3	3	16	3.2
12	4	5	3	4	5	21	4.2
13	2	3	4	3	2	14	2.8
14	3	5	3	2	2	15	3
15	5	3	4	3	3	18	3.6
16	4	4	3	4	4	19	3.8
17	4	4	4	4	3	19	3.8

Respondent	Grammar	Vocab	Mechanic	Fluency	Form	Total	mean Score
18	5	5	4	3	4	21	4.2
19	4	4	5	3	5	21	4.2
20	5	4	4	5	4	22	4.4
<b>Total</b>	<b>75</b>	<b>78</b>	<b>73</b>	<b>72</b>	<b>71</b>	<b>369</b>	<b>73.8</b>
	<b>X=3.75</b>	<b>X=3.9</b>	<b>X=3.65</b>	<b>X=3.6</b>	<b>X=3.55</b>		<b>3.69</b>



*Appendix X*

**The Mean Score**

**A. Control Class**

**1. Pre-Test**

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

$$\bar{X} = \frac{251}{5}$$

$$\bar{X} = 50.2$$

**2. Post-Test**

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

$$\bar{X} = \frac{298}{5}$$

$$\bar{X} = 59.6$$

**B. Experiment Class**

**1. Pre-Test**

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

$$\bar{X} = \frac{256}{5}$$

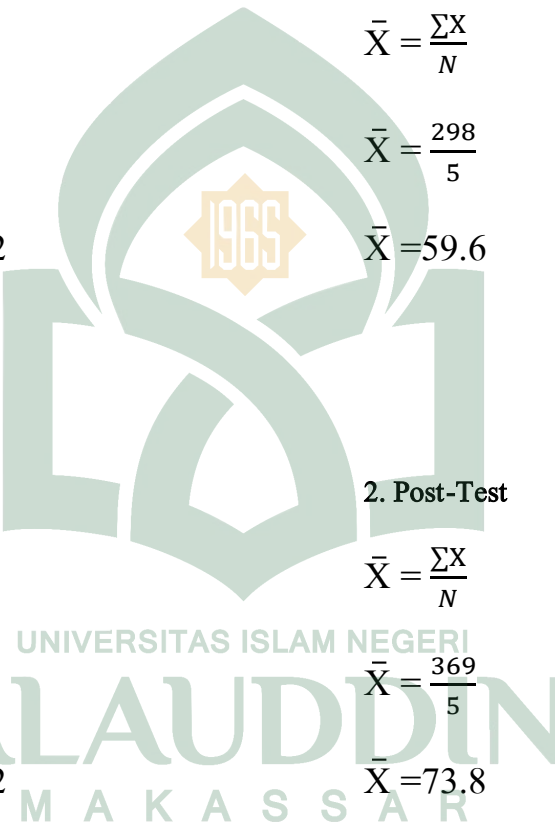
$$\bar{X} = 51.2$$

**2. Post-Test**

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

$$\bar{X} = \frac{369}{5}$$

$$\bar{X} = 73.8$$



Appendix XI

The Standard Deviation

A. Experiment Class

1. Pre-Test

2. Post-Test

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

Where,

Where,

$$SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n}$$

$$SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n}$$

$$SS_1 = 3391 - \frac{(251)^2}{20}$$

$$SS_1 = 6929 - \frac{(369)^2}{20}$$

$$SS_1 = 3391 - \frac{63001}{20}$$

$$SS_1 = 6929 - \frac{136161}{20}$$

$$SS_1 = 3391 - 3150.05$$

$$SS_1 = 6929 - 6808.05$$

$$SS_1 = 240.95$$

$$SS_1 = 120.95$$

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

$$SD = \sqrt{\frac{240.95}{20-1}}$$

$$SD = \sqrt{\frac{120.95}{20-1}}$$

$$SD = \sqrt{\frac{240.95}{19}}$$

$$SD = \sqrt{\frac{120.95}{19}}$$

$$SD = \sqrt{12.68}$$

$$SD = \sqrt{6.36}$$

$$SD = 3.56$$

$$SD = 2.52$$

Appendix XII

B. Control Class

1. Pre-Test

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

$$\text{Where, } SS_2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n}$$

$$SS_2 = 3434 - \frac{(254)^2}{20}$$

$$SS_2 = 3434 - \frac{64516}{20}$$

$$SS_2 = 3434 - 3225.8$$

$$SS_2 = 208.2$$

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

$$SD = \sqrt{\frac{208.2}{20-1}}$$

$$SD = \sqrt{\frac{208.2}{19}}$$

$$SD = \sqrt{10.95}$$

$$SD = 10.95$$

2. Post-Test

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

$$\text{Where, } SS_2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n}$$

$$SS_2 = 4554 - \frac{(298)^2}{20}$$

$$SS_2 = 4554 - \frac{88804}{20}$$

$$SS_2 = 4554 - 4440.2$$

$$SS_2 = 113.8$$

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

$$SD = \sqrt{\frac{113.8}{20-1}}$$

$$SD = \sqrt{\frac{113.8}{19}}$$

$$SD = \sqrt{5.98}$$

$$SD = 5.98$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$\text{Where } SS_1 = \sqrt{\sum X_1^2 - \left( \frac{\sum X_1^2}{n} \right)}$$

$$= \sqrt{(51.2)^2 - \left(\frac{(73.8)^2}{20}\right)}$$

$$= \sqrt{2621.44 - \left(\frac{5446.44}{20}\right)}$$

$$= \sqrt{2621.44 - 272.322}$$

$$= \sqrt{2349.118}$$

$$= 48.47$$

$$SS_2 = \sqrt{\sum X_1^2 - \left(\frac{\sum X_2^2}{n}\right)}$$

$$= \sqrt{(50.2)^2 - \left(\frac{(59.6)^2}{20}\right)}$$

$$= \sqrt{2520.04 - \left(\frac{3552.16}{20}\right)}$$

$$= \sqrt{2520.04 - 177.608}$$

$$= \sqrt{2342.432}$$

$$= 48.4$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$= \frac{73.8 - 59.6}{\sqrt{\frac{48.47 + 48.4}{20+20-2} \left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$= \frac{14.2}{\sqrt{\frac{196.87}{38} \left(\frac{2}{20}\right)}}$$

$$= \frac{14.2}{\sqrt{5.18(0.1)}}$$

$$= \frac{14.2}{0.5}$$

$$= 28.4$$



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Appendix XIII

1. t-Table

For level of significance ( $\alpha$ ) = 0.05

Degree of freedom (df) =  $(N_1 + N_2) - 2 = (20 + 20) - 2 = 38$

t – Table = 2.021

The Distribution of T-Table

<i>Df</i>	<i>P</i>			
	0.10	0.05	0.01	0.001
1	6,314	12,706	63,657	636,619
2	2,920	4,303	9,925	31,599
3	2,353	3,182	5,841	12,924
4	2,132	2,776	4,604	8,610
5	2,015	2,571	4,032	6,869
6	1,943	2,447	3,707	5,959
7	1,895	2,365	3,499	5,408
8	1,860	2,306	3,355	5,041
9	1,833	2,262	3,250	4,781
10	1,812	2,228	3,169	4,587
11	1,796	2,201	3,106	4,437
12	1,782	2,179	3,055	4,318
13	1,771	2,160	3,012	4,221
14	1,761	2,145	2,977	4,140
15	1,753	2,131	2,947	4,073
16	1,746	2,120	2,921	4,015
17	1,740	2,110	2,898	3,965
18	1,734	2,101	2,878	3,922
19	1,729	2,093	2,861	3,883
20	1,725	2,086	2,845	3,850
21	1,721	2,080	2,831	3,819
22	1,717	2,074	2,819	3,792
23	1,714	2,069	2,807	3,768
24	1,711	2,064	2,797	3,745
25	1,708	2,060	2,787	3,725
26	1,706	2,056	2,779	3,707

<i>Df</i>	<i>P</i>			
	0.10	0.05	0.01	0.001
27	1,703	2,052	2,771	3,690
28	1,701	2,048	2,763	3,674
29	1,699	2,045	2,756	3,659
30	1,697	2,042	2,750	3,646
<b>40</b>	1,684	<b>2,021</b>	2,704	3,551
50	1,676	2,009	2,678	3,496



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*Appendix XIV*

**Documentation**



## CURRICULUM VITAE



**Ahmad Fardi**, the researcher, was born in Bulukumba, South Sulawesi, 30<sup>th</sup> September 1993. He is the first daughter of M. Fawwaz and Aisjarah. He has two siblings, one brother and one sister. The most influential people in her life are his beloved family.

The researcher started schooling in 1999 at SD 187 Bontomanai. After graduating her elementary education in 2005, she continued to study in SMPN 3 Bulukumpa and passed in 2008. In the same year, he continued her study at SMAN 10 Makassar , for high school level and graduated in 2011.

Next two years, he enrolled in Alauddin State Islamic University of Makassar and being accepted as an English Education Department student in 2012 to 2019.

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