

**INCREASING THE STUDENTS' WRITING DESCRIPTIVE TEXT BY
USING COMMUNITY LANGUAGE LEARNING (CLL) METHOD**

(A Classroom Action Research of the second year Class VIII B SMP Bajiminasa Makassar)



A THESIS

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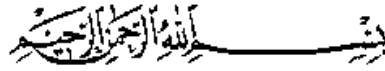
EKA HANDAYANI

10535 3096 08

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

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The Writer

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CHAPTER I

INTRODUCTION

A. Background

English is one of the international languages used by many people in the world. English as the first foreign language taught at school from the elementary level up to the university level in Indonesia. Using English is the easiest way to communicate with people from other countries. Because English was obviously as international language involves many aspects in human life, such as politics, socials, cultures, economics, and technology.

For the Junior High School graduates, they are expected to reach at the functional level. In this case, they are expected to be able to communicate or participate in the creation of text in spoken and written in their daily life. In short, at Junior High level, learners are expected to learn daily expressions, especially fixed expressions and idioms that are needed in daily lives to accompany their actions when playing at school yards, when attending classes, when interacting with their friend, etc.

The purpose of teaching English for SMP students is to develop communicative competence in spoken and written form to achieve the literacy level which can be realized through four language skills: listening, speaking, reading, and writing. The SMP students are expected to be able to create many kinds of functional text and monolog in the form of *procedure*, *descriptive*, *recount*, *narrative*, and *report* (Depdikbud, 2006: 278). The text created should

consist of grammatical sentences, acceptable expressions, and culturally acceptable in the English culture.

Related to learning English, There are four language skills including listening, speaking, reading, and writing which should be mastered by language learners. Writing is placed on the last stage among the four skills. The stage of the skill shows that students have to be familiar with the first three skills. (Barli, 1995: 112) states that the most difficult language skill is writing which requires a higher level of productive language control than the other skills. That is why writing is regarded as the most difficult language skill to learn for a language learner.

Writing is the production of the written word in the form of text and it must be read and comprehended in order for communication to take place (Barli, 1995: 142). In other words, in writing, a writer communicates his/ her ideas by considering a known or unknown reader who will get their ideas and their meanings in the form of correct written text. In addition, a writer not only has to consider the content of the written text but also the reader who will read the text. As stated by Oshima (1998: 2) that whenever a writer writes, he/ she has to consider the people who will read what he/she has written. By knowing the reader, it will help the writer to communicate clearly and effectively.

Writing is indeed difficult. According to Francie (1990: 10), there are some difficulties related to writing. Firstly, there is *psychological* difficulty in which the writer has to decide what information the reader needs and how best to express this. It means that there is no immediate interaction between the writer

and the reader. Secondly, there is *linguistic* difficulty in that the language used in written language is different from that is used in speech. In this case, the writer has to know the conventions of written language. Thirdly, there is *cognitive* difficulty in which that the students have to organize their thought on paper. Sometimes, they lose ideas when they are obliged to write and they do not know what to say.

From the reason above, the researcher concluded that there were two main causes: from teacher and students. Firstly, the teacher still used traditional strategy in which she only demanded the students' writing product and she only gave fewer portions for writing whereas writing is a complex activity. The teacher just demanded the product of the students' writing that must fulfill the written language rules. Moreover, she did not give enough attention to teach the students how to write in English correctly. The students were seldom trained to make a better writing by using varied technique. The strategies used are monotonous. Writing class generally ignore the writing process. The teacher asked the students to write in a certain topic. The time given was limited. Then, she gave them scores and next gave them back. She did not consider that writing is a complex activity in which it needs time for revising the content, grammar and conducting consultation. Secondly, the students still did not master on writing skill. It could be seen that the students did not organize their writing well. Their ideas were not coherent. They sometimes lost their ideas. So, they could not continue their writing. They did not also use tense in the right context, because they were still confused to use tense correctly. They are lack of vocabulary and their

understanding of mechanic is low. They seldom read their writing after they finished writing. That was why, their writing were not coherent. They also thought that time for writing was limited. Because of these they got difficulties in writing and the result of their writing were still far from what were expected.

Teaching English should deal with the four skills namely: reading, writing, speaking and listening. These skills are equally important; they should be learned and mastered in equal degrees. The students should not only learn and master one skill but ignore the other skills.

The facts show that, that the students of SMP Bajiminasa Makassar still need an increasing for their English subjects especially in writing. This is proved by the researcher's pre observation at SMP Bajiminasa Makassar that from the students' mean score in their English subject at the previous semester still in the low score namely 65 while the mean score of Minimum criteria standard of English subject is 70. So, the English teachers are expected to think and make some efforts in helping the students to enhance their writing skills. Teachers must give variation of teaching strategies in writing class. In this case, the writer discusses one variation in teaching writing by using tables to help the students in finding ideas.

Based on the description above, this research focuses on the writing skill by using community language learning method. Therefore, the writer tried to improve the students' writing skills by using community language learning method. It helps students compose their best final draft of a paper because community language learning method is the evaluation of creative work or

performance by other people in the same field in order to maintain or enhance the quality of the work or performance in that field (Hill, 2005) . The writer assumes that this strategy is interesting because the students can improve their writing. Based on the explanation above, the writer is interested to conduct a research under the title *“Increasing the Students’ Writing Descriptive Text by Using Community Language Learning (CLL) Method”*

B. Problem statement

Relating to this issue stated in the background, the researcher formulated the research problem statement as follow:

1. How does Community Language Learning (CLL) Method increase the students’ writing descriptive text in content at the VIII B Students’ of SMP Bajiminasa Makassar?
2. How does Community Language Learning (CLL) Method increase the students’ writing descriptive text in organization at the VIII B Students’ of SMP Bajiminasa Makassar?

C. The objective of the study

Concerning the problem statement above the research aims:

1. To find out the increasing of the students’ content of writing skill by using community language learning method at the VIII B Students of SMP Bajiminasa Makassar.

2. To find out the increasing of the students' organization of writing descriptive text by using community language learning method at the VIII B students of SMP Bajiminasa Makassar.

D. Significance of the study

The outcomes of the research are expected to become useful and helpful information for the English teachers in teaching writing and it also hoped to motivate the writer as well as the readers to investigate the research in mastering writing by using community language learning (CLL) method.

E. Scope of the study

The scope of the research will be limited on teaching writing at class VIII B Students' of SMP Bajiminasa Makassar by using Community Language Learning (CLL) Method to Increasing the students' writing skill in descriptive text which focused on content and organization.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Community Language Learning (CLL) Method

Community Language Learning (CLL) Method in writing developed by Curran himself wrote little about his theory, of language. His student La Forge (1983) had attempted to be more explicit about this dimension of Community Language Learning theory, and we draw on his account for the language theory underlying the method. La Forge reviews linguistic theory as a prelude to presenting the CLL model of language. He seems to accept that language theory must start, though not end, with criteria for sound features, the sentence, and abstract models of language.

Richards, (1986:113). Community Language Learning is a tips, hints, method, and the whole process of learning that can sharpen the understanding of memory, and learning as an enjoyable and meaningful process. Community Language Learning is based on educational theories. Richards,(1986:113) for the first time, design a new method namely Community Language Learning, as the one way to learn effectively, fun, and interesting. It's also adopted into accelerated learning. Community Language Learning is a method that gives us way and method in learning efficiently increasing comprehension and developing our mind, and the important thing, change our learning habit become interesting and fun.

Krashen, and Terrel .(1983). Draw the concept “theirs to ours and ours to theirs” as the ways of human dynamics that implemented into Community Language Learning teaching principles as follows :

Everything speaks; everything from the classroom environment is sending message about learning.

Everything is on purpose; everything that happens in teaching and learning process has an intend purpose. Experience before label; learning happens best, when the students have experience before to acquire the labels for what they learned, acknowledge every effort; the teachers have to support and motivate every student’s effort, if it’s worth learning, it’s worth celebrating! Celebration is the feed back for teaching and learning process that can increase the students’ positive emotional and spirits.

These central aspects of Curran's learning philosophy address not the psycholinguistic and cognitive processes involved in second language acquisition, but rather the personal commitments that learners need to make before language acquisition processes can operate. CLL learning theory hence stands in marked contrast to linguistically or psycholinguistic based learned theories, such as those informing Audio lingualism or the Natural Approach

Based on the definition above, we tries to conclude that community language learning is a learning method where learners or students work in group to obtain the best result of the study. The students involve working together in small group, always create a good conditions, sharing knowledge; help each other to solve the difficulty in learning process. Teacher acts as facilitator, just guide the

students in solving the learning problem.

1) The Eight Type of Learning and Teaching Activities Community Language Learning (CLL) Method.

As with most methods, CLL combines innovative learning tasks and activities with conventional ones. They include.

a. *Translation.*

Learners form a small circle. A learner whispers a message or meaning he or she wants to express, the teacher translates it into (and may interpret it in) the target language, and the learner repeats the teacher's translation.

b. *Group Work.*

Learners may engage in various group tasks, such as small-group discussion of a topic, preparing a conversation, preparing a summary of a topic for presentation to another group, preparing a story that will be presented to the teacher and the rest of the class.

c. *Recording.*

Students record conversations in the target language.

d. *Transcription.*

Students transcribe utterances and conversations they have recorded for practice and analysis of linguistic forms.

e. *Analysis.*

Students analyze and study transcriptions of target language sentences in order to focus on particular lexical usage or on the application of particular grammar rules.

f. *Reflection and observation.*

Learners reflect and report on their experience of the class, as a class or in groups. This usually consists of expressions of feelings - sense of one another, reactions to silence, concern for something to say, etc.

g. *Listening.*

Students listen to a monologue by the teacher involving elements they might have elicited or overheard in class interactions.

h. *Free conversation.*

Students engage in 'free conversation with' the teacher or with other learners. This might include discussion of what they learned as well as feelings they had about how they learned.

2) Advantage and Disadvantages of Community Language Learning (CLL) Method

Just like any other methods in language teaching the Community Language Learning method also has some advantage and disadvantages. Those advantage and disadvantages are summarized as follows:

a. Advantage of Community Language Learning (CLL) Method

a) Since this method is a student-oriented method it can help students become independent in doing their activities in the classroom.

b) Having a strong cooperation with other students in learning a target language can help create a healthy atmosphere, reduce the low self-esteem

of the slow learners and increase the self-confident.

c) The students learn to communicate and use the cognitive knowledge from the very beginning in order to practice the rules of the target language before they formulate their individual sentences or utterances.

d) This method offers certain insights to teachers by reminding them to lower the learners' anxiety, to create as much supportive group as possible in the classroom, to allow students to initiate language, and to show learners the autonomous learning as a preparation to face the day when the teacher is no longer around to guide them.

e) Even though this method allows students to move according to their own speed, the fast learners may push and help the slow ones.

f) This method allows students to identify themselves to language they are learning.

g) This method allows students to have the freedom and initiative as much as they want that makes this method as a unique and fascinating learning experience.

b. Disadvantages of Community Language Learning (CLL) Method

a) In the beginning when the teacher uses a tape recorder as an audio instrument and the students build their own sentences and utterances, the process can only go well if the students have a certain knowledge about the structure and vocabulary of the target language. If the teacher keeps on giving the translation of the students' sentences, the presentation in the classroom tend to be "translation presentation".

- b) The presentation of this method in the classroom is process-based and not content-based which makes it difficult to build the outline of this method.
- c) The possible fixed material to be used in all classrooms may be the instructions given about the structure of the target language.
- d) The recording process can create difficulties to those who are not familiar to the it and may waste valuable time in doing it.
- e) The new role of the teacher may cause a certain feeling of frustration to those who do not get the teacher-student relationship that they expected before.
- f) The evaluation test to see the progress that students have may be more complicated to be done than in ordinary classroom that does not use this method.
- g) The success of this method depends largely on the translation expertise of the counselor. The counselor must not make any mistakes in doing the translation because if certain aspects of language are mistranslated there could be a less effective understanding of the target language.

B. The Concept of Writing

1. Definition of Writing

In writing, the writer must always use graphic symbols namely letters or combinations of letters that relate to the sound made when speaking. Writing is however, not just the production of graphic symbols. There is necessity that the

symbols (the letters) be put together to form words, sentence, and paragraphs under certain conventions. Writing is not just to write a single word, no is it write just single sentence. In a sentence, the word must be related to each other and in paragraph; the sentences must be knitted together.

(Byrne, 1988 in Dalle, 1994:4). The meaning of writing according to the Oxford Learner's Pocket Dictionary (2005) is produce something in written form so that people can read. According to Oshima and Hogue (1997: 35) states' writing is developing of the activity. It means that when we want to write down for the first time, we should know about what will we want to write.

Leo (2007: 72) writing as a process of expressing ideas or things in words should be done at our leisure. Writing can be very enjoyable as long as we have the ideas and the means to achieve it. Rahman (2010: 85) writing is one way to express an idea, opinion, and feeling in writing form is too communication to transmit messages in which are produced in written.

Lindblom (1983:1) defines writing learning to focus our mind on important matters, and learning about them. By writing activity a person can find the solution of difficult problem, master the fact even by writing, a person can also communicate through the way that is impossible through other means. Writing is a productive skill (Harmer, 1997), which involves through and emotion. It is a media of communication. Writing involves large areas including two main cases: linguistic and extra-linguistic systems. The former refers to thing or things to communicate. This means that writing is the act of expressing something through the application of linguistic system.

So, when writing there are two problematic areas namely what to write and how to write it. Which become to competences for a writer refer to knowledge of language and knowledge of referents (seleskovitch in Brislin, 1976). It is then understandable that linguistic skills are meant as the ability to manipulate the rules of language usage conventionally, while extra-linguistic system or knowledge of world refers to what the writer knows about the subject to write.

It means that to write is to seek expression or to have something to say through the applications of linguistic system. So, writing is of two problematic areas: what to write and how to do it.

Writing is complex, in addition to the knowledge of vocabulary, grammar, and syntax. A writer must also have good knowledge of other writing mechanics such as the use of punctuations, such as capitalization, question mark, commas, etc. These mechanics are used to reveal syntactic structure (Fromkin and Rodman, 1983: 60). In this matter, Buhari (1989: 12) state that, in writing it is necessary to know how to punctuate a text in order to make the readers get good impression and clear line of thinking.

3. The Necessity of Writing

Hairston (1986: 2) states that writing is important for some reasons as follows:

- a. Writing is a tool for discovering, we stimulate our thought process by the act of writing and take into information and image, and we have our conscious mind.
- b. Writing generates new ideas by helping us to make connection and

relationship.

- c. Writing helps us to recognize our ideas. We can arrange them in coherent form.
- d. Writing helps us to absorb and process information when we write a topic, we learn it better.
- e. Writing enables us to solve the problems by putting the element of them into written form; we can examine and manipulate them.
- f. Writing on a subject makes us active learners rather than passive learners of information.

4. The Characteristics of Good Writing

Mayer (1992: 9) states that the characteristics of good writing are:

- a. Good writing reflects that the writer's ability to use the appropriate voice. Even though all good writing conveys the sound of someone of talking to someone else, the voice heard through the writing must also sort the purpose and audience of the occasion.
- b. Good writing reflects the writer's ability to cruise the first draft and revise it because, revision is the key of effective writing.
- c. Good writing reflects the writer's pride in the willingness to spell and punctuate accurately and to check word meaning and grammatical relationship within the sentence before submitting the finished product to the scrutiny of an audience.

5. The Component of Writing

Jacob et al. (1981: 31) point out five significant components in writing; they

are:

a) Content

The content of writing should be clear for the readers so that the readers can understand the message convey and gain information from it. In order to have a good content of writing, its content should be well unified and completed. This term is usually known as unity and completeness, which become characteristic of good writing.

a. Unity

The writing regards to have good unity, if it has some main ideas and the sentences contained in it develop that idea. The main idea is stated in the topic sentences and each or every supported sentences and related to that idea of the topic sentences. If a writer wants his writing is unified, he or she should not include the sentences that do not support the main idea of the topic sentences.

b. Completeness

Writing is said to have completeness if the main idea have been explained and developed fully completeness. The controlling idea with develop thoroughly by these of particular information. It is relative to know how complex or general the topic sentences by having a complete writing. It is expected that the content of writing will be clear and understandable for readers.

b) Organization

In organization of the writing concern with the ways through writer arranges and organizes the ideas in order the message in the words. There are many ways used by the writers to organize or arrange the writing this organization

is mainly recognized as order. There are two parts of organization in this case, they are below:

a. Coherence

Coherence means that sticking together and in coherence essay, all the idea sticks together. A coherence paragraphs is each idea in supporting sentence related to the topic sentence or the idea. One in which the ideas are put in the right order and never confused. This makes the writers through essay to follow sentence paragraph.

b. Spatial order

If the purpose of the paragraph is to tell them something looks most effective organization pattern is usually spatial, if the writers write a description of neighborhood, a room, or a holding that they want to the readers have a mental picture of what they are describing a house of building, they will probably describe the exterior and the interior of the building by moving systematically rather than haphazardly over the scene, convey the viewer of the overall plan arrangement of the scene.

6. The Stage of Writing Process

Ulfiati (2010: 17-18) states that the writing process is generally divided into three stages, they are planning, drafting, and revising.

a. Planning

Planning is any orderly used to bring about a desire result. As the first stage in the writing process, planning is a series of strategies designed to find and produce information in writing. When you begin any writing project, you need to

discover what is possible you need to locate and explore a variety of subject, and you need to invent alternative ways to think and write about each subject, and you need to consider all ideas.

b. Drafting

Drafting is procedure for drawing up a preliminary sketch. As the second stage in the writing process, drafting is a series of strategies designed to organize and develop a sustained place of writing. Once planning has enable someone to identify several subject and encouraged someone to gather information on those subject from different perspective, then you need to find connections among these clutters and discover the relationship that links the connections.

c. Revising

Revising is a procedure for improving or connecting a writing progress. As the third and finals state in the writing process, revising is a Seri of strategies designed to re-examine and re-evaluate the choice that has created a piece of writing. After having completed a text and decides what actions will be done for writing, or someone may be able to begin local revision, concrete effort to perfect the smaller elements in a piece of writing you have already created.

7. Types of Writing

a. Description

Whison, et.a,l (1980:128) state that a descriptive text gives sense impressions about feeling, sound, taste, and lock of things. It helps the reader through his/her imagination to visualize a scene or a person or to understand a sensation or an emotion. Depdiknas (2004:136). Explain that a descriptive text is a

text that gives information about a particular person, thing, or an animal. Descriptive is a piece of writing or speech that says what someone or something is like, competence based English, (2007:40).

b. Narration

A narration tells a story, a series of connected incidents or an action. In a narrative the incidents that make up the story are usually told in one order in which they would really happen. Narrations are imaginary stories but sometimes narration can be factual too. Narration includes fairy stories, fables, mystery stories, science fiction, any romance, and horror. Depdiknas (2007:21)

When writing a narrative text, it is best to relate events chronologically. The first paragraph should set the scene and most exciting part should come at the end. Then, the general outline for stories should be as follows: (1) before the event, (2) the event, and (3) after the event.

c. Argument

For argument, we must discover a tone that uses fact when it is relevant. We present opinion modestly and reasonably. Allow time and space for doubts and build a segment argument by paragraph steps that the reader can follow.

d. Comparison And Contrast

Comparison and contrast is a kind of essay developed by comparison emphasizes similarities or likeness between people, place, or obstruction.

But these researches just want to observe one type of writing. It is descriptive text.

8. The Concepts of Descriptive Text

Whison, et.al. (1980;128) states that a descriptive text gives sense impression about feeling, sound, taste, and look of things. It helps the reader, through his/her imagination, to visualize a scene or a person or to understand a sensation or an emotion. Depdiknas (2004: 136); (2005: 4) explains that descriptive text is a text that gives information about a particular person, thing, or an animal.

A descriptive text is not a report but it is a part of it. In report, we find a description but a descriptive text is not a report.

1) The generic structures of descriptive texts

a. Identification.

In creating a descriptive text, the first thing to do is to make identification. It introduces or identifies the phenomenon to be described. It tells about the name, the address, or the location of the object.

- *Identification in describing a person.*

All person names are considered not unique. All Indonesian people know that, for examples, Dhyna, Fadlan, Wiwik,etc. are personal names. They need no definition. It is no definition. It is not necessary to defined, for instance, Dhyna is a girl who lives in Makassar. What we needs to introduce in identification is everything sorting that person out of others such as nationality, origin, job or occupation, relationship to other persons, address, and other thins out of physical appearance.

- ***Identification in describing a place***

Identification in describing a place needs to introduce that place. This can be done by telling everything about place: the call or name of the place, location, how we can get there, etc.

Example;

Ujung Batu is a part of Barru regency. It is a beautiful place. We can get there by any kind of land vehicles.

From the examples above, it is clearly understood that *identification* in a descriptive text has purpose as to introduce the phenomenon to be described.

b. Description

Description is the second element of the generic structures of descriptive text. It tells about what the phenomenon, introduced in the *identification*, looks like. It is to say that identification is the opening of the descriptive text, while *description* is the body of it.

Description can be sub-divide into several terms according to what it tells about the phenomenon. One that tells about physical appearance can be termed as description of (physical) features.

Learning process is the main activity in the school. There is interaction between teacher and students and valuable educative. Teaching and learning process is done and guided to reach the maximal result. To reach the maximal result, the teacher must be able to design the learning model based on the material subject and to practice the students' thinking.

Writing is very important to add someone knowledge in learning process, so that people must learn deeply about how to improve writing skill, in other that we can compete with many people around the world, in this case researcher try to use quantum learning method to improve writing skill, because this method can engage someone motivation and knowledge in writing.

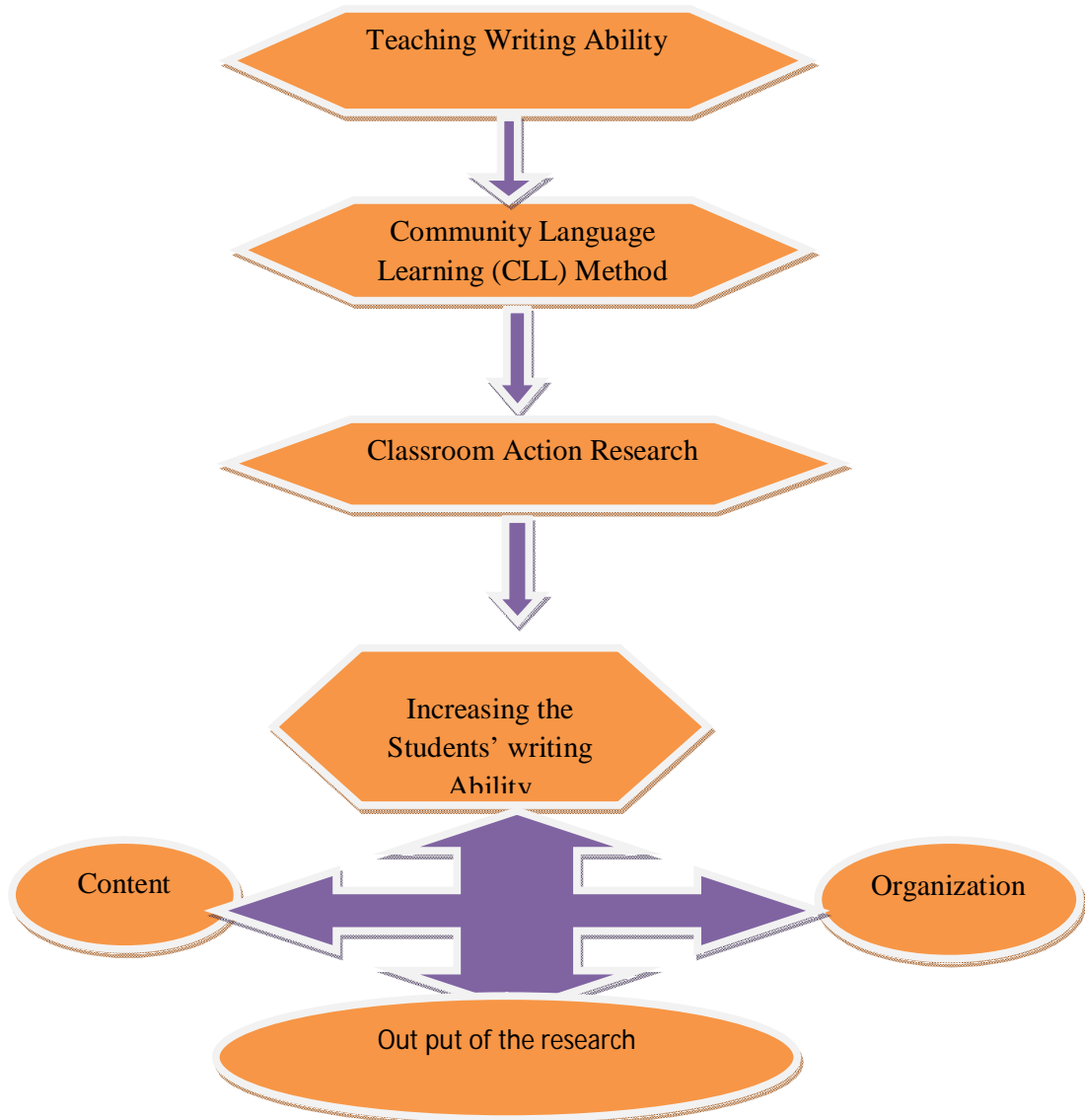
9. Resumē

Writing skill is particularly very important for students. In their schooling days, they very often need to write reports and some other kinds of writing. For the writing activities cannot be avoided, and they even never study without writing. Therefore, students need to have good writing skill, and it is the teacher's responsibility to improve their capabilities to write any kind of text.

Writing is complex, but this does not mean that writing ability cannot be taught to get increasing . Many techniques are applicable in increasing the students' writing ability. Among the techniques is *community language learning (CLL) method*.

C. Conceptual Framework

The theoretical framework underlying this research is diagrammed as follows:



The diagram above indicates that the students are taught to write descriptive text by using Community Language Learning (CLL) Method. Teaching and learning process is main activity in this research, because there is interaction between the teacher and the students. Teaching and learning process is

held and guided to get the significance result. To get significance result in this research, the researcher plans a good learning process and makes students as central in learning process. Because of the goal of this research is to increasing the students' writing ability.

In this research, the researcher uses classroom action research (CAR). It aims to increasing students' writing ability by using community language learning method. CAR consists of some cycles and its steps are planning, action, observation, and reflection. This is very important to make students progress in their learning and it is considered as one of interesting enjoyable activities. This method can motivate students to learn about writing community language learning method is a complete problem solving process using practice as tools to help students increasing their creative thinking in writing process.

The conceptual framework that will be the basic from this research and can be visualized in figure above. The figure shows the activity process of the teaching and learning process through community language learning method in increasing the students' writing ability to write descriptive text.

The framework above shows the interrelations between variables and indicators. There are two variables namely focus on community language learning method in writing descriptive text as the independent variable that will increasing the students' writing ability and as the dependent variable both in content and language use. So, the main purpose of this learning and teaching process is increasing of the students' writing ability both in content and organization to write descriptive text.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research was conducted at the eighth grade of SMP Bajiminasa Makassar on February – April 2013. This research schedule was determined based on the school academic calendar. The aim of this research was to increasing the students' writing ability through Community Language Learning. The research was done some steps as preliminary observation; planning, implementation, observation ; the researcher used Classroom Action Research (CAR). It was stages those were: Planning, Action, Observation, Evaluation or Reflection. The researcher hold around two cycles and each cycle consists of fourth meeting. They are first and second cycle and each cycle was the series of activity which has close relation. Where, the realization of the second cycle was continuing and repairing from the first cycle described as follow:

Cycle I

a. Planning

- 1) Analyzed the curriculum for knowing the base competency that was delivered to the students.
- 2) Made lesson planning based on the syllabus, and prepared material of lesson planning and it should based on teaching of writing skill.
- 3) Made instrument evaluation that was used in classroom action research cycles.
- 4) Prepared observation form.

b. Action

The activities that had been done in this stage were:

- 1) The teacher divided the students into several groups, where every group contains 4 or 5 students.
- 2) The teacher showed photo artists to the students.
- 3) The representatives of every group choose one of the photos.
- 4) The teacher asked the students to discuss the photos with their group or their friends.
- 5) The representatives of every group explain about the result of their discussion.
- 6) The teacher asked the students to describe their photos by writing individually.
- 7) The students collected their writing.

c. Observation and evaluation

- 1) The situation of teaching and learning activity.
- 2) The students' activeness in learning by using check list.
- 3) The students' competence in applying "community language learning method".

d. Reflection

The result of evaluating analyze reflected to the cycle II. The researchers analyze first cycle to know whether the action of its cycle research success criteria base on the test result of the first action. Everything less in cycle I, the researcher

continued to the cycle II and was completed in cycle II, and also the complete things in cycle I was more increasing in to the cycle II.

Cycle II

It was life cycle I, cycle II also consist of Planning, Action, Observation, and Reflection as followed:

1) Planning

In this phase, the observer made:

- a. The lesson planned by applying Community Language Learning method.
- b. Instrument evaluation that had been used in Classroom Action Research cycle.
- c. Observation sheet.

2) Action

In this stage, action was done to improve the result based on the cycle 1 reflection. The stages had same procedure but different variation and material to reach target learning result.

3) Observation

In this phase, the observer observed:

- a. Students' participation and response during teaching and learning process.
- b. Students' competence in writing.

4) Reflection

After collecting the data, the observer evaluated the teaching learning process. Then did reflection by seeing the result of the observation, whether the teaching learning process of Writing Skill Through Community Language Learning stray causes second cycle.

In the second cycle, the observer made conclusion of the implementation Community Language Learning method.

Students could write effectively and freely, because this method engaged them to write hortatory exposition which had suggestion to another group.

B. Research Variables and Indicators

This research used two variables;

1. Independent variable

The independent variable was the application of Community Language Learning Method. It was as the method used by the teacher when teaching the material.

2. Dependent variable

The dependent variables were the students' writing skill in organization and content

- 1) The content of writing should be unity, and completeness.
- 2) The organization of writing should be coherence and spatial order.

C. Research Subjects

This research was held at SMP Bajiminasa Makassar. The research subject was the first year students with students' number 36 students that consist of 28 female and 7 male.

D. Research Instrument

In this research, the researcher used two instruments for collecting data:

1. Evaluation Test

This test used to get data about the students' affixation increasing. The kinds of test which be used were multiple choices and dividing test.

2. Observation Sheet

This aimed to collect the data about students' activeness in teaching learning process by community language learning method

E. The Procedure of Collecting Data

The technique of data collection done in this research was followed:

1. Observation

It is used to collect data about the students' activities in teaching learning process through community language learning method for each cycle.

2. Text

The test was used in the last item of every cycle to measure the students' achievement in writing descriptive text based on its content and organization. From that last test, the researcher knew the increasing of students' writing ability in descriptive text.

F. Technique of Data Analysis

The data will be collected through quantitative analysis. The steps are taken as follows :

1. Scoring the result of the students' test will be classified.
2. Determine the rates of the students' score on analyzing
3. The result of students' writing ability in content and organization

The data in cycle 1 and 2 are collected through the following steps:

- ✓ Scoring students' writing ability

Score	INDICATORS	
	Organization	Content
6	<p>Exemplary Organization</p> <ol style="list-style-type: none"> 1.Strategically placed topic sentence 2.Clear and logical order 3.Strong introductory paragraph, supporting paragraphs and concluding paragraph 4.Sophisticated transition within and between sentences, ideas and paragraphs 	<p>Exemplary Development</p> <ol style="list-style-type: none"> 1.Sophisticated development of the topic for descriptive writing 2.Sophisticated thesis statement and development of descriptive writing 3.Well executed progression of ideas 4.Strong use of examples, evidence or relevant details
5	<p>Effective Organization</p> <ol style="list-style-type: none"> 1.Effectively placed topic sentence 2.Clear and logical order 3.Introductory paragraph, supporting paragraphs and concluding paragraph 4.Purposeful transition within and between sentences, ideas and paragraphs 	<p>Effective Development</p> <ol style="list-style-type: none"> 1.Appropriate development of the topic for narrative and descriptive writing 2.Appropriate thesis statement and development of informative and descriptive writing 3.Clear progression of ideas 4.Clear use of examples, evidence or relevant details
4	<p>Adequate Organization</p> <ol style="list-style-type: none"> 1.Clearly stated topic sentence 2.Evidence of a logical order 3.Introductory paragraph, 	<p>Adequate Development</p> <ol style="list-style-type: none"> 1.Sufficient development of the topic for narrative and descriptive writing

	<p>supporting paragraphs and concluding paragraph</p> <p>4. Appropriate transition within and between sentences, ideas and paragraphs</p>	<p>2. Sufficient thesis statement and development of informative and descriptive writing</p> <p>3. Progression of ideas</p> <p>4. Sufficient use of examples, evidence and/or relevant details</p>
3	<p>Limited Organization</p> <p>1. Poorly stated topic sentence</p> <p>2. Some evidence of organization</p> <p>3. Introductory paragraph and concluding paragraph with limited supporting paragraphs</p> <p>4. Repetitive use of transition</p>	<p>Limited Development</p> <p>1. Limited development of the topic for narrative and descriptive writing</p> <p>2. Limited thesis statement and development of informative and persuasive writing</p> <p>3. Limited progression of ideas</p> <p>4. Limited use of examples, evidence and/or relevant details</p>
2	<p>Minimal Organization</p> <p>1. Lack of acceptable topic sentence</p> <p>2. Lacks clear organizational pattern, sequencing of ideas and/or paragraphing</p> <p>3. May lack introductory paragraph, supporting paragraphs and/or concluding paragraph</p> <p>4. Ineffective or overused transition</p>	<p>Minimal Development</p> <p>1. Minimal development of the topic for narrative and descriptive writing</p> <p>2. Minimal thesis statement and development of informative and descriptive writing</p> <p>3. Lacks a logical progression of ideas</p> <p>4. Minimal use of examples, and/or relevant details</p>
1	<p>Inadequate Organization</p> <p>1. Lacks stated topic</p> <p>2. No logical pattern; difficult to follow</p> <p>3. Inadequate paragraphing</p> <p>4. Little or no transition</p>	<p>Inadequate Development</p> <p>1. Little or no development of the topic for narrative and descriptive writing</p> <p>2. Unclear thesis statement and development of informative and descriptive writing</p> <p>3. Unclear or no focus</p> <p>4. Few or no examples, evidence and/or relevant details</p>

Rubric Adapted From Virginia: 2008

a. The data will get from cycle I and Cycle II were analyzed through the following steps:

- To calculate the scores using the following simple formula:

$$\text{A Student's Score} = \frac{\text{The gain score}}{\text{The maximal score}} \times 100$$

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

Notation: \bar{X} = Mean score

$\sum X$ = the total score

N = the number of sample

(Gay in Yakkob, 2006)

b. To calculate the percentage of the students' score, the formula which will used as follows:

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

Notation: P : Rate Percentage

F : Frequency of the Correct Answer

N : The Total Number of Students

(Hatch and Hassen in Yakkob,2006)

c. To know the percentage of the students' improvement by applying the following formula:

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

Notation: P = Percentage

X₁ = 1st Cycle

X₂ = 2nd Cycle

(Depdikbud in Rostina, 2010:35)

d. Percentage the students' participation through the following formula:

The Students' Active Participation

- 4 : Very active
- 3 : Active
- 2 : Fairly active
- 1 : Not active

$$P = \frac{FQ}{4 \times N} \times 100\%$$

Notation: P = Rate Percentage

FQ = Sum of all the students' score

N = the Total Number of Students

(Sudjana, 1999)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter particularly presents the finding of the research cover with the description of the students' improvement that viewed from content and organization. In the discussion part, the researcher described the findings in detail.

A. Findings

Findings of this Classroom Action Research (CAR) is described in two cycles and deals with the answer of the problem statement which is intended to improve the students' writing skill involves content and organization.

The findings consist of the improvement of the students' content and organization in writing skill and also the students' activeness in teaching and learning process. The findings of the research detected that the use of community language learning method can improve the students' writing skill at the eighth grade of SMP Bajiminasa Makassar. Those are criticized as:

1. The Implementation of Community Language Learning Method

The result of the students' observation activeness in the teaching and learning process toward the application of community language learning method to developing the students' writing ability at the second year students of SMP Bajiminasa Makassar, which conducted in two cycles during eight meetings, was taken by observer through the observation sheet.

The researcher observes every meeting in two cycles where every cycle II the students' responses are classification into good. The students do not feel bored, but more enthusiastic to follow the teaching learning process. The students look braver and more confident to write and express their ideas. They also admit that they become active and full concentration in the classroom.

The use of community language learning method teacher support and guides can make the students more active and it causes the increasing of their writing ability. The increase of the students can be see in the implementation of community language learning method they are : Motivating the students to increase their interest in learning process, Teacher give the students clue which had correlation with the subject, Teacher explain about how to make descriptive text as material, Doing apperception, The students is encouraged to write about anything they wish that related with their thing, person, and animals, Students write their thing ,person, and animals individually, Instruction to students to write their thing, person, and animals that simple and direct, Students is encouraged to write legibly and accurately but not interfering with the flow of their ideas and Students' ideas is encouraged to flow freely through teacher assistance and questioning when needed. The use of community language learning method in teaching writing can overcome the students' difficulty in expressing their ideas. The students also have a positive response and can be motivated to the implementation of teaching writing skill by using community language learning method.

The average of the students' activeness in teaching and learning process through observation sheet by observer. The process the students' activity in each meeting. The percentages of the cycle I from the first meeting to the fourth meeting are fifty six point ninety four percent, sixty five point twenty eight percent, sixty five point eighty seven percent, and sixty eight point seventy five percent. Moreover, the percent of the cycle II from the first meeting to the fourth meeting are sixty three point nineteen percent, seventy one point fifty two percent, seventy five percent and eighty two point sixty three percent. In addition, the average scores in every cycle. In cycle I is sixty four point twenty one percent and in cycle II is seventy three point eighty five percent.

2. Sparting the findings of Content and Organization

The use of Community language learning method in the form of teaching of English Writing skill could improve the students' content and organization. It was proved by the writing test as indicated by the significant different between the score of the result of cycle I and cycle II in the following table.

Table 1. The Students' Improvement in Content and Organization

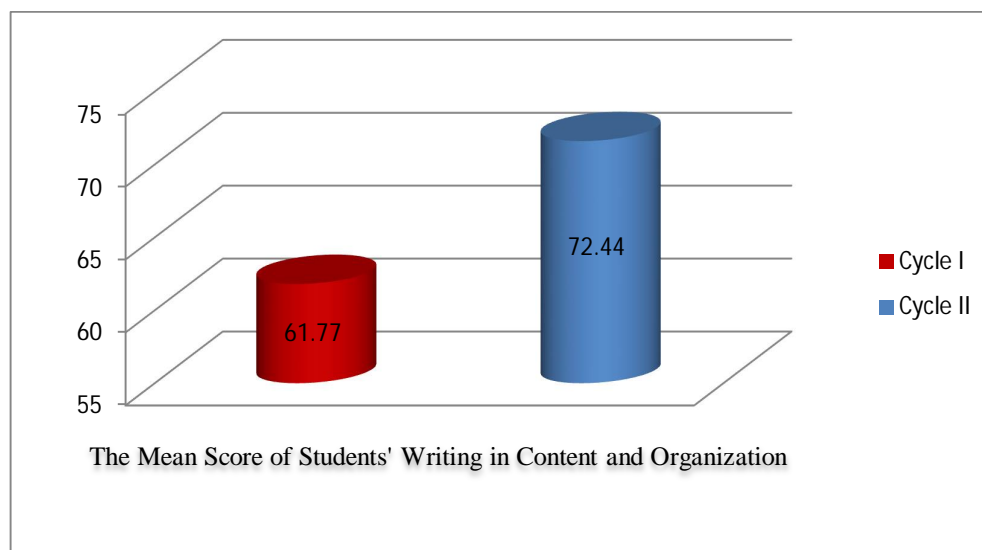
No	Variable	The Students' Score	
		Cycle I	Cycle II
1	Content	62.63	73.08
2	Organization	60.91	71.80
	$\sum x$	123.54	144.88
	\bar{X}	61.77	72.44

The table above indicates that there is improvement of the students' writing skills from cycle I to cycle II, which in after evaluation in cycle I the students' writing skill becomes 61.77 and categorized as average and cycle II 72.44 which categorized as good. The improvement of students' writing skill achievement from cycle I 61.77. There is also significant improvement of the students' writing skills from cycle I to cycle II 72.44.

The table above proves that the use of Community language learning method in teaching and learning process is able to improve the students' writing in term of content and organization after taking action in cycle I and II where the students' achievement in cycle II is greater (cycle II > cycle I).

To see clearly the increase of the students' writing in content and organization, following chart is presented:

Graphic 1. The Results of the Students' Writing in Content and Organization



The chart above shows that the improvement of the students' writing skills in cycle II higher (72.44) than cycle I (61.7). The result of Diagnostic-Test is the lowest achievement. The students' achievement in diagnostic-test is categorized as poor. After evaluation in cycle I and cycle II, there is significant improvement of the students' writing skills where the result of cycle I is categorized as fairly good and in cycle II categorized as good (Poor- fairly good- Good).

3. The Results of the Students' Activeness in Teaching and Learning Process.

The result observation of the students' activeness in teaching and learning process toward the use of community language learning method in improving the students' writing skill at the eleventh grade of SMP Bajiminasa Makassar which was conducted in 2 cycles during 8 meetings is taken by the researcher through observation sheet. It can be seen clearly through the following table:

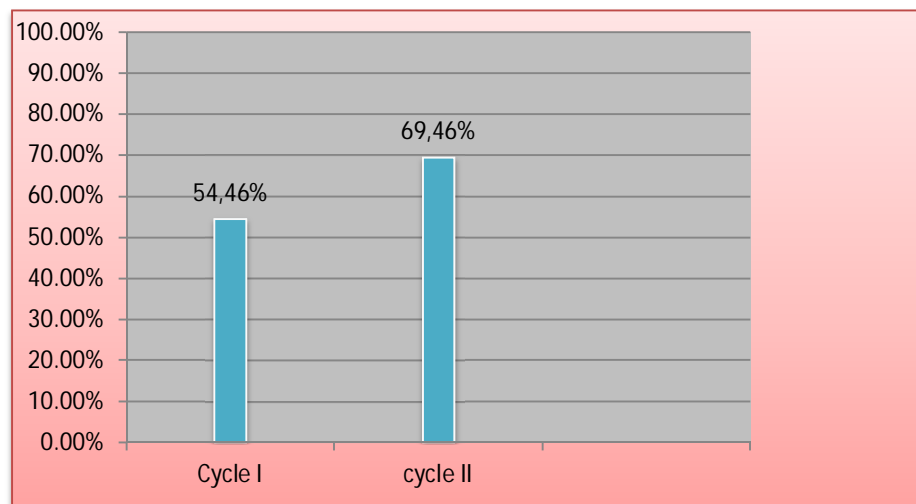
Table 2: The Observation Result of the Students' Activeness in Learning Process

Cycle	Meetings				Average Score
	1 st	2 nd	3 rd	4 th	
I	45,71%	49,28%	56,43%	66,42%	54,46%
II	59,28%	65%	74,28%	79,28%	69,46%

The table above explains that the average score of the students' activeness in teaching and learning process through observation sheet by observer. The table above shows the process of the students' activity in each meeting. The percentages of the cycle I from the first meeting to the fourth meeting are 45,71%,

49,28%, 56,43% and 66,42%. Moreover, the percentage of the cycle II from the first meeting to the fourth meeting are 59,28%, 65%, 74,28%, and 79,28%. In addition, the average score in every cycle, in cycle I is 54,46% and in cycle II is 69,46%. From that, the improvement of the students' activity is 15%.

To know the Observation Result of the Students' Activeness in Learning process



The Observation of the Students' Activeness

The chart above shows that there is improvement of students' activeness in teaching and learning process where in cycle I is 54,46% lower than cycle II is 69,46%.it means that (Cycle I < Cycle II). The improvement of students' activeness is 15%.

The chart above shows that the students' activeness in cycle I was lower than the students' activeness in cycle II. It was caused in cycle I community

language learning method was unfamiliar with them. They were still did not know that technique's steps and purposes. The researcher also limited the students chance to writing intensively. As result they were less active to participate in learning and teaching process.

In cycle II the researcher gave more explanation about information gap till they were understand. As result, the students became accustom with it. They got many chance to writing intensively, so during this cycle they became more active than previous cycle. Through the chart above, the researcher concludes that the use of community language learning can improve the students' activeness in learning writing.

B. Discussion

The discussion section deals with the interpretation of the findings using community language learning method at the eleventh grade of SMP Bajiminasa Makassar in two cycles and consist 8 meeting.

When doing this research, the researcher had through some peevish events and also some impression moments from the first meeting until the eight meeting. At the first of learning process, students were lazy to participate in community language learning method but the researcher usually kept patient with applied nice talk and demanded the students to join in learning process using community language learning method with gave them interesting topics.

As a result the students became interest and enthusiastic to present their writing. Then, they were enjoyed and fun in learning process using community language learning method.

The details of this research's process will be explained specifically in the following points:

Cycle I

1. At the first meeting in cycle I, the researcher checked the students' attendance list and divided the class into group. Then, she introduced definition of community language learning and its procedure. Next, explanation about topic of writing. After that, the researcher gave the students time to ask a question but there was no one students delivered a question and when the researcher ask them to give a little explain about writing descriptive, they were confused and could not explain it. So, the researcher divided the students' into pairs and then the researcher writing the topic will be expanded Bira Beach. Meanwhile, the researcher gave them instruction of socio drama steps the researcher explained that it was socio drama because each groups has a write. After the students understand cotent of write the researcher invite group to forward in the classroom. Then, Teacher concluded the students' task and gave advice which one was needed to repair for the next meeting.
2. At the second meeting in cycle I, researcher checked the students' name and a student was absent. Before applied writing descriptive in the class the researcher asked the students to explain explanation picture artist and its language feature and some students could remember it. After that, researcher gave the picture artist and divided

the groups into twelve pairs and a student who had not pair was helped by researcher. The researcher was still gave the students' twenty minutes and some of pairs finished their write in twenty minutes but the students whose fairly active just write up less and more one minutes and their task not successful finished . At the end of learning process, researcher gave conclusion about the material.

3. At the third meeting in cycle I, researcher checked their name. After that, researcher divided students into twelve pairs because there were 2 students did not come. Then, researcher gave tets of Losari Beach to each pair based on the teaching material Losari Beach. Next, teacher asked every pair to ask and answer the questions based on their part by applying community language learning method. Most of pair interviewed with their pair used twenty minutes and the others were fairly active used part of their time to gossip with their group. Teacher gave conclusion to assignments.
4. At the fourth meeting in cycle I, researcher checked their name. But, there were three students came late after took a rest time finished. While waiting them the researcher divided students into thirteen pairs which different pair with the first, the second and the third meeting. After three students whose come late arrived in the class the researcher gave a material about the photo Ridho Roma. One by one of group forward in the classroom. Based on the researcher point of view there was significant improvement of the students' activeness in

learning process because most of them complete the task nearly successfully and used twenty minutes to focus in learning and finished the write. Then, the researcher gave conclusions and gave appreciation of their improvement although their content and organization was still less.

Cycle II

1. At the first meeting the teacher divided the students into several groups, where every group contains 4 or 5 students.
2. At the second meeting the teacher showed photo artists to the students.
3. At the third meeting the representatives of every group choose one of the photos. And then the teacher asked the students to discuss the photos with their group or their friends.
4. At the fourth meeting the representatives of every group explain about the result of their discussion. And the teacher asked the students to describe their photos by writing individually, and then the students collected their writing.

In the analysis of the students' achievement the researcher found that the mean score of students in writing skill by using Community Language Learning method was improved. The students' score in d-test was 52.37 (*poor*), in the cycle I the students' mean score was 61.77 (*fair*) and in the cycle II the students' mean score was 72.44 (*good*). The improvement of students' achievement from mean score of d-test to cycle I was 17.94%, whereas the improvement of students' achievement from mean score of cycle I to cycle II was 17.28%, and the last the

improvement of students' achievement from mean score of d-test to cycle II was 38.32%.

To know clearly the discussion of finding in writing project, following is presented:

a. Content

The improvement of students' achievement in writing by Community Language Learning method had effective effect. The researcher found that before the application of Community Language Learning, the students' d-test mean score in content was 52.77 (*very poor*). But after application of Community Language Learning, the students' score in cycle I was 62.63 (*fair to poor*) and in the cycle II became 73.08 (*good to average*). So, the improvement of students' achievement from mean score of d-test to cycle I was 18.68%, whereas the improvement of students' achievement from mean score of cycle I to cycle II was 16.68%, and the last the improvement of students' achievement from mean score of d-test to cycle II was 38.49%.

From the explanation above the researcher analyzed that by using Community Language Learning could improved the students' writing skill in writing descriptive text in term of content, where the students' mean score in cycle I and cycle II was higher than d-test.

b. Organization

The improvement of students' achievement in writing by using Community Language Learning had effective effect. The researcher found that before the application of Community Language Learning, the students' d-test mean score in organization was 51.97 (*very poor*). But after application of Community Language Learning, the students' mean score in cycle I was 60.91 (*very poor*) and in the cycle II became 71.80 (*good to average*). So, the improvement of students' achievement from mean score of d-test to cycle I was 17.20%, whereas the improvement of students' achievement from mean score of cycle I to cycle II was 17.88%, and the last the improvement of students' achievement from mean score of d-test to cycle II was 38.16%.

From the explanation above the researcher analyzed that by using Community Language Learning could improved the students' writing skill in writing descriptive text in term of content, where the students' mean score in cycle I and cycle II was higher than d-test.

CHAPTER V

CONCLUSION AND SUGGESTION

The chapter consists of two sections. The first section deals with the conclusion of the finding, and the second one deals with suggestions that cover recommendation concerning the classroom implication of the findings and for further related researcher.

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher inferential in the following conclusion.

1. Using community language learning method could to increase the students writing ability at the eighth grade students' of SMP Bajiminasa Makassar. It is proved by the students' achievement in cycle II is higher than cycle I and D-Test where in D-Test the students' mean score achievement in writing content is 52.3, but after evaluation in cycle I the students' writing content becomes 62.6 and cycle II 73.0.
2. Using community language learning method is able to improve the students' writing organization at the Eight grade students of SMP Bajiminasa Makassar. It is proved by the students' achievement in cycle II is higher than cycle I and D-Test where in D-Test the students' mean score achievement in writing organization is 52.3 but after evaluation in cycle I the students' writing organization becomes 60.1 and cycle II 71.8

3. The students' score in writing descriptive text in d-test was 48.20 (Poor). In cycle I the students' score was improved 60.20 (Fair) and in the cycle II the students' score became 72.71 (Good).
4. The score of students' writing in content component in d-test was 25.34 (Fair to Poor). In cycle I it was improved become 31.34 (Good to Average), whereas in cycle II the students' score was 37.67 (Good to Average).

B. Suggestion

As the result of the study reveal community language learning method was effectived to improve the students' ability to write descriptive text, the researcher suggests the following things:

1. It is suggested to the English teacher to apply this community language learning method as one of alternative teaching in the teaching and learning process.
2. Teacher should invite and raise the students' learning motivation by manipulating various techniques in presenting productive skill, include writing skill.
3. The teacher should create fun atmosphere in order that the students enjoy learning writing activity.
4. The result of this research can also be used as an additional reference or further research with different discussion for the next researcher.

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CURRICULUM VITAE



EKA HANDAYANI was born on October 10th, 1990 in Sinjai. She is the first child from four sister and two brothers from the marriage of his parents Supran Rasyid and Nikmah.

In 1997 the writer registered as student elementary school SD Neg 17 Pulau Burung Loe 1 in Sinjai regency and she graduated in 2002. The next, in the same year the writer registered as a student in SMP NEG 18 Makassar graduated in 2005. Then the writer registered in senior high school, SMA Bajiminasa Makassar and graduated in 2008. In the same year, the writer registered to study of English department in Muhammadiyah University of Makassar.