

BIBLIOGRAPHY

- Adilu. 2010. *Using Mind Mapping to Improve the Descriptive Writing Ability of the VIII-B Students of SMP Negeri 8 Bau-Bau (Thesis)*. Makassar: State University of Makassar.
- Aliyah, Nur. 2012. *Analyzing Vocabulary Level of the Students' Essay Writing and Academic Textbook Utilizing Lextutor (Thesis)*. Makassar: State University of Makassar.
- Arikunto, Suharsimi. 2002. *Prosedur penelitian: suatu pendekatan praktek*. Edisi revisi V. Jakarta. PT. Rineka Cipta.
- Bailey, Stephen. 2003. *Academic Writing: A Practical Guide for Students*. Simultaneously published in the USA and Canada by Routledge Falmer. 29 West 35th Street, New York, NY 10001
- Bidu. Nirwana. 2010. *The Effectiveness of Using Journal in Improving Students' Ability to write Description. Quasi Experimental Study (Thesis)*. Makassar: State University of Makassar.
- Blanchard. Karen, & Root Christine. 2001. *Ready to Write. A first Composition Text*. Third edition. Longman.
- Buzan, Tony. 2006. *Buku Pintar Mind Map*. Multy million copy best selling author. Jakarta
- Depdiknas. 2006. *Perangkat Penilaian Kurikulum Tingkat Satuan Pendidikan (KTSP). Seri penilaian Jakarta*. Dirjendikdasmen.
- Dictionary.com. *The Definition of Interest*. <http://dictionary.reference.com/browse/interesting> Retrieved on 14 April 2013
- Emzir. 2008. *Metodologi Penelitian Pendidikan Kuantitative dan Kualitative: korelasional, eksperimen, ex post facto, etnografi, grounded theory, action research*. Rajawali Pers. Divisi Buku Perguruan Tinggi. PT. Raja Grafindo Persada
- Four types of essay: *expository, persuasive, analytical, argumentative*. <http://access-socialstudies.cappelendamm.no/c319365/artikkel/vis.html?tid=382115> . retrieved on 14 April 2013
- Gay.L.R., E. Mills., Peter. Airasian. 2006. *Educational Research: Competences for Analysis and Application*. New Jersey:Prentice Hall.

- Hadijah. 2009. *Teaching writing by using paraphrasing reading passage strategy to the second year students of SMA Wahyu Makassar (Thesis)*. Makassar: State University of Makassar.
- Herdian. 2009. *Model Pembelajaran Mind Mapping*. <http://herdy07.wordpress.com/2009/04/29/model-pembelajaran-mind-mapping/>. Retrieved on 28 January 2013.
- Hisasmaria. 2012. *Improving Students' Writing Skill of Narrative Test Through Animation Movie (Thesis)*. Makassar: State University of Makassar.
- Hughes, Arthur. 2003. *Testing for Language Teachers*. Second Edition. Cambridge University Press.
- Imran, Muhammad, Chairil. 2011. *Improving students' writing skill through clustering technique (Thesis)*. Makassar: State University of Makassar.
- Jusmadi. 2013. *The Analysis of Language Errors Among Facebook Users*. Thesis under graduated program (Skripsi). Makassar: Makassar Islamic University.
- Lamido. 2012. *Improving students' writing skills on narrative paragraph based on self experience at English educational study program of Dayanu Ikhsanuddin University Bau-bau (Thesis)*. Makassar: State University of Makassar.
- Livingston, Kathie. 2007. *Guide to writing a basic essay*. Online members.tripod.com/lklivingston/essay/. Retrieved on may 4th, 2008
- Malik, Chaidir. 2012. *Teaching narrative writing through picture series of prophet histories at SMP Pesantren Putri Yatama-Gowa (Thesis)*. Makassar: State University of Makassar.
- Matahari, Besse. 2010. *Peningkatan Kemampuan Menulis Wacana Argumentasi Dengan Menggunakan Teknik Mind Mapping Siswa Kelas VIII SMP Negeri 6 Sinjai Selatan (Thesis)*. Makassar: Universitas Negeri Makassar.
- McWhorter, Kathleen T. 2005. *Organizational Patterns in Academic Writing*. New York: Pearson Longman.
- Nurafiah. 2012. *Teaching models used by professional English teachers of junior high school in Gowa-Regency (Thesis)*. Makassar: State University of Makassar.
- Oshima, Alice & Hogue Ann. No year. *Introduction to Academic Writing*. Second Edition. Longman.

- Oxforddictionaries.com. *Definition of performance in English*. <http://oxforddictionaries.com/definition/english/performance>. retrieved in September 2nd 2013 at 11.30 am
- Procter, Margaret. 2007. *Developing coherent paragraph*. Online www.utoronto.ca/writing/fairuse.html. retrieved on April 20th, 2008.
- Rahman. Abd. 2010. *The application of collaborative dictogloss technique in increasing the students' writing skill (Thesis)*. Makassar: State University of Makassar.
- Stirling, Bruce. 2009. *Speaking and Writing Strategies for the Toefl iBT. Argument Development, Argument Strategies, and Scoring Strategies*. Loss Angeles. CA USA. Nova Press.
- Syaodih, Nana, Sukmadinata. 2008. *Metode penelitian pendidikan*. Diterbitkan kerjasama Pascasarjana Universitas Pendidikan Indonesia dengan PT. Remaja Rosdakarya. Bandung.
- Syarifuddin. 2011. *Implementing Self Revising and conferencing in writing instruction: effect on students' revisions and writing product (Thesis)*. Makassar: State University of Makassar.
- University of Nevada, Las Vegas. *Writing Tips: Essay Organization*. <http://writingcenter.unlv.edu/writing/organization.html>. retrieved on 14 April 2013
- Wikipedia. Mind map. http://en.wikipedia.org/wiki/Mind_map#Mind_map_guidelines. retrieved on 25 march 2013 10:22pm

Appendix 1. The students' questioners

Questionnaires

Name:

Nim:

Instruction (Petunjuk):

3. This questionnaire aims to get the data about the students' interest in learning essay writing, not supervising the students' ability. So, there is no right or wrong answer about the students' answer.
4. Give an answer according to your opinion honestly without influenced by other people. Please check list on the answer that you choose.
5. If there are not clear statement, ask the researcher or lecturer.

Please mark (V) for the suitable of your own.

SA : strongly agree, (sangat setuju)

A : agree, (setuju)

M : moderate, (cukup)

D : disagree, (tidak setuju)

SD : strongly disagree, (sangat tidak setuju)

NO	STATEMENETS	SA	A	M	D	SD
1	Saya sangat senang jika kolaborasi organizational pattern dan mind mapping dijadikan metode dalam penulisan essay writing					

2	Belajar menulis essay writing melalui kolaborasi organizational pattern dan mind mapping dapat meningkatkan semangat belajar saya					
3	Belajar essay writing dengan menggunakan kolaborasi organizational pattern dan mind mapping dapat memfokuskan perhatian saya					
4	Belajar essay writing dengan menggunakan kolaborasi organizational pattern dan mind mapping dapat mengurangi rasa malu saya					
5	Belajar essay writing dengan menggunakan kolaborasi organizational pattern dan mind mapping dapat meningkatkan rasa percaya diri saya					
	Belajar essay writing dengan menggunakan kolaborasi organizational pattern dan mind mapping dapat memberi saya keleluasaan dalam menulis					
	Belajar essay writing dengan menggunakan kolaborasi organizational pattern dan mind mapping merupakan cara yang efektif dan efisien bagi saya					
8	Belajar essay writing dengan menggunakan kolaborasi organizational pattern dan mind mapping dapat memudahkan saya untuk memperoleh ide					
9	Belajar essay writing dengan menggunakan kolaborasi organizational					

	pattern dan mind mapping dapat memudahkan saya dalam pengaturan alur penulisan					
10	Belajar essay writing dengan menggunakan kolaborasi organizational pattern dan mind mapping dapat menambah keaktifan saya dalam belajar penulisan essay					
11	Belajar essay writing dengan menggunakan kolaborasi organizational pattern dan mind mapping sangat menegangkan					
12	Belajar essay writing dengan menggunakan kolaborasi organizational pattern dan mind mapping dapat memberi saya peluang menulis yang lebih banyak					
13	Belajar essay writing dengan menggunakan kolaborasi organizational pattern dan mind mapping dapat membantu saya dalam memahami materi penulisan					
14	Belajar essay writing dengan menggunakan kolaborasi organizational pattern dan mind mapping membosankan bagi saya					
15	Belajar essay writing dengan menggunakan kolaborasi organizational pattern dan mind mapping dapat memberi kebebasan saya dalam berfikir					
16	Belajar essay writing dengan					

	menggunakan kolaborasi organizational pattern dan mind mapping membingungkan dan sulit bagi saya dalam menulis essay					
17	Belajar essay writing dengan menggunakan kolaborasi organizational pattern dan mind mapping kurang memotivasi saya dalam belajar					
18	Belajar essay writing dengan menggunakan kolaborasi organizational pattern dan mind mapping tidak terasa manfaatnya bagi saya dalam menulis essay					
19	Belajar essay writing dengan menggunakan kolaborasi organizational pattern dan mind mapping membatasi kreativitas menulis saya					
20	Belajar essay writing dengan menggunakan kolaborasi organizational pattern dan mind mapping membingungkan saya dalam menulis essay					

Appendix 2. Lesson plan

Lesson plan 1

University name : Makassar Islamic University

Subject : Writing (essay)

Department : English Literature

Semester : 4th

Time Allocation : 5 x 60 minutes

Competence Standard : writing a sheet essay based on Contents, Organization, Vocabulary, Language Use, and Mechanics.

Basic competence : Expressing the idea in essay writing clearly, correctly, and accurately based on Contents, Organization, Vocabulary, Language Use, and Mechanics.

Indicators: Students can write an essay clearly in term of Contents, Organization, Vocabulary, Language Use, and Mechanics

A. The purpose of learning

After teaching and learning process, the students will be hoped that:

1. The students can write an essay writing about "a topic".
2. The essay written by the students is better in term of Contents, Organization, Vocabulary, Language Use, and Mechanics
3. The students know the formulation in writing essay
4. The students get easier to write essay
5. They can help another one who still get confused
6. The students are motivated to write an essay

B. Learning Material

The material will be explained in front of the class by giving:

➤ **First Meeting**

1. Pre-activities

- Giving simulation and motivation before teaching process
- Introducing the topic
- Asking the students about the topic to find out the prior knowledge

2. Main activities

- Introducing collaboration of mind mapping and organizational pattern and the purpose
- Explaining the definition of mind mapping and organizational pattern
- Explaining what the definition of essay writing
- Explaining the technique of improving essay writing through mind mapping and organizational pattern
- Giving example of essay
- Explaining the essay in term of content and organization
-

3. Post activities

- Giving the students chance to reread the essay independently
- Monitoring the students' activities
- Asking the students about what they think difficult

➤ **Second Meeting**

1. Pre-activities

- Asking the students' conditions
- Giving motivation to the students
- Asking or reviewing the previous meeting materials

2. Main activities

- Explaining how mind mapping works in essay writing

- Explaining how organizational pattern works in essay writing
 - Making essay writing together with the students based on the mind mapping and organizational pattern by the title “flood”
3. Post activities
- Asking what the students feel confused in term of essay writing particularly for the material and examples that have been discussed.
 - Monitoring the students activities
 - Analyzing the essay written together with the students in term of Contents, Organization, Vocabulary, Language Use, and Mechanics.
 - Closing the meeting
1. Main activities
- Reviewing how mind mapping works in essay writing
 - Reviewing how organizational pattern works in essay writing
 - Making essay writing together with the students based on the mind mapping and organizational pattern by the title “pollution”
2. Post activities
- Asking what the students feel confused in term of essay writing particularly for the material and examples that have been discussed.
 - Monitoring the students activities
 - Analyzing the essay written together with the students in term of Contents, Organization, Vocabulary, Language Use, and Mechanics.
 - Closing the meeting

C. METHODS

These teaching and learning are using mind mapping and organizational pattern

D. RESOURCES

Warsidi's Essay writing

Books about how to write an essay

E. EVALUATION

Evaluation is done during the learning process by giving exercise to the students.

Appendix 3. The instruments of the research in term of test

Pretest

Please choose one of the titles bellow, and then write an essay writing based on the title that you choose.

1. Flood
 2. Global warming
 3. Education in our country
-

Post test

Please choose one of the titles bellow, and then write an essay writing based on the title that you choose.

1. Flood
2. Global warming
3. Education in our country

Appendix 4. The examples of the students' test

Karmila.

TEST I

Global Warming.

Global warming is a phenomena of the nature if we don't take care with environment step by step our environment will be damaged.

Now, we can see the impact of the other country or city sometimes occurred flood because the river flow slowly and let the infiltrate of the water.

Global warming is very annoying in the world because it can make the ozone be thin and condition of the earth very hot. In the other hand global warming have negative impact such as, earthquake, flood and pollution everywhere.

We can effort global warming with several methods turn off the lamp if do not use it, plant the trees in front of the house, use less perfume, etc.

<p>C : 19</p> <p>O : 13</p> <p>V : 14</p> <p>Lu : 19</p> <p>M : 3</p> <hr style="width: 100%;"/> <p style="text-align: center;">88</p>	<p style="text-align: center;">Average Score.</p> <p>C = 20</p> <p>O = 15</p> <p>V = 15,5</p> <p>Lu = 18</p> <p>M = 3,5</p> <hr style="width: 100%;"/> <p style="text-align: center;">72.</p>
--	---

Appendix 4. The examples of the students' test

No. TEST 2
Date: _____

Hatik aryanti	C : 24
11 052 014 006	O : 15
	V : 14
Flood	L4 : 18
2	M : 3

The Flood is a event nature which always happen in indonesia. flood was become matter usual in indonesia. The example, in Makassar Specifically for Maros. Five months ago, in Maros happen flood again caused by rain which always happen. So, caused river Maros overflow in many Village.

Many people amazed because in Maros flood new happen again. Flood usual happen caused by throw rubbish not in rubbish place, fell tree in the jungle and can also turbulence rainy season. Flood can give many negative impact that is, are, fever, influenza and can also to appear many mosquito come in many place. ~~are specific~~ Specifically bathroom and the ~~air~~ water.

finally, we must keep nature with better and don't trash rubbish if not rubbish place in order to not impact flood.

Average score
C = 22,5
O = 14
V = 13,5
... = 14 } 67

Appendix 4. The examples of the students' test

AHMAD HASAN test 2.

Theme : Flood

Title : ~~the~~ The condition of flood
in Indonesia.

Flood in Indonesia still makes some bad impact for ~~the~~ citizen of Indonesia. It still going to be worst and worst in every year. The impact makes people suffered and become a condition that we don't want it.

The impact such as, people can't get a clean water to drink and to use in daily life, the street in Indonesia become a very bad way because the traffic jam.

The government didn't do enough about it. Even they do ~~some~~ something, they do very slow and ~~take~~ take a years about the flood. People have to be patient about the flood and just hope that the impact can stop soon.

In conclusion, the condition of flood in Indonesia makes people suffered and lost ~~the~~ their things or maybe someone can be dead. So, we need action right now and live in Indonesia happily.

<p>(...)</p> <p>C : 28</p> <p>O : 19</p> <p>V : 19</p> <p>Lu : 22</p> <p>M : 4</p>	<p>Average score</p> <p>C = 27</p> <p>O = 18</p> <p>V = 18</p> <p>Lu = 24.5</p> <p>M = 3.5</p> <p style="font-size: 2em; margin-left: 10px;">}</p> <p style="font-size: 2em; margin-left: 10px;">88.</p>
--	--

Appendix 4. The examples of the students' test

ANGRY BIRDS™

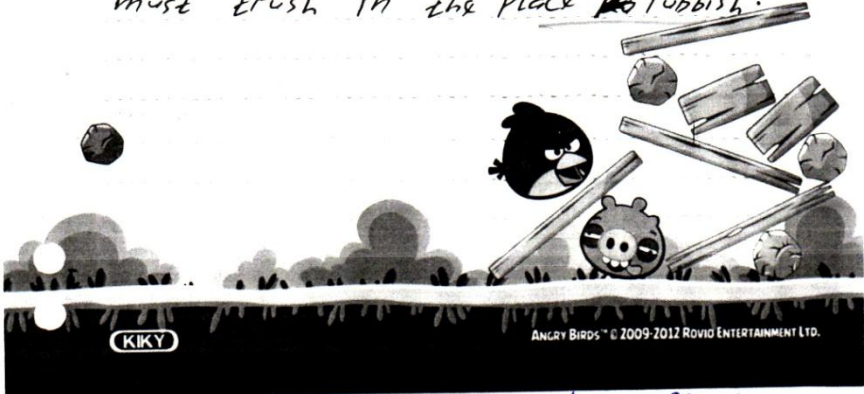
ASHAR Tes: II

Flood

Flood is a Phenomenon usvall happen in Indonesia. Flood very badly for ~~about~~ a ~~lot~~ many people. Many people sick caused by flood. Flood also happen because they are self.

Flood happen from many people don't trash rubbish in the place rubbish and then many people don't care about it. Flood can give many negative impact, that are, ~~influenza~~, etc.

So, if you will not happen flood again you must take care to nature and don't trash rubbish in many place, you must trash in the place ~~to~~ rubbish.



Average Score :

C : 20	C = 18	}	58
O : 14	O = 12		
V : 14	V = 11,5		
U : 17	U = ..		

Appendix 4. The examples of the students' test

No.	Date
Test 3.	Ahmad Ishari
<p>Education \Rightarrow Long life Education.</p> <p>Education is one of the knowledge must be the people get. Education more important, so education can be help to our life. Whenever exist the education, there will be exist the knowledge. I think the education is long of life because we will be know the right from the education. on the other hand education can be we used for the our environment.</p> <p>The effect, Cause we nothing the education, we can not to different, with the right and not. The examples, many the peoples with not have a education, not get the work. So they are will be life in the trip, and that is because they not are nothing have the education.</p> <p>But, Sometimes many people use them education with not right, they are corruption, wie the society will be avoid.</p> <p>Just one word from me, nothing word late for becoming success.</p>	
C: 22	Mean score
D: 14	C = 23,5
V: 14	O = 15,5
L4: 15	V = 11,5
M: 3	Lu = 12
	M = 3,5
	<hr/> 66

Appendix 4. The examples of the students' test

Chavril tes III Education	Date
The Role of Education in Indonesia	
Education is very useful to development for the children's of Indonesia because, can increase Creativity.	
And also education very interesting so that know ability to the children's in the understanding education	
education must application to the children's so can know build ability and Cracter the children's of Indonesia and become Next Generation in building Indonesia	
C = 16 O = 10 V = 13 Lu = 16 M = 3	Average score C = 14,5 O = 9,5 V = 11 Lu = 13 M = 3 <hr/> 51

Appendix 4. The examples of the students' test

Name : Darniael
Nim : 11.052.019.001

Test 4.

Date

Negative Effect of Global warming
to Green house

Global warming occurs as a result of increased concentration of green house gases in the atmosphere. The main green house gases are water vapor, carbon dioxide, Methane etc.

Green House effect to increased level of carbon dioxide in the atmosphere has cause the temperature of the Earth to rise. This, in turn, cause more water to evaporate into the atmosphere.

Next, Global warming could shift rainfall patterns, raise the sea level and alter the ecological balance.

~~Result~~ in addition, Global warming will not happen if we don't have the awareness to preserve our environment.

Finally, so I hope to everyone, let's keep our environment ^{so that} ~~we~~ avoid the dangers of global warming.

C : 29	Mean Score
O : 19	C = 27.5
V : 19	O = 18
W : 23	V = 19
M : 4	Lu = 20
	M = 4
	<hr/> 88.5

Appendix 4. The examples of the students' test

	C: 29	Lu: 20
	O: 17	M: 4
	V: 18	
Nama: Chaeril Haerir	Mean Score	
Test 4:	C = 25	} 70
Global Warming	O = 17	
Preventing of Global Warming	V = 15,5	
	Lu = 15	
	V = 3,5	
<p>The people in Indonesia must keep in the world because if you don't keep in the world will happened namely Global warming, and then much happened natural disaster like landslide, flood, earthquake, etc. after that much the people be victim anywhere cause Global Warming, so, The people must having aware with doing like Planting trees, No smoking, keeping clean and keeping Forest</p>		
<p>Because many to happen in the world cause Global warming. The people must doing plant of trees because if you plant a tree, you will produce ^{new} oksigen which can prevent Global warming and the people will be healthy.</p>		
<p><u>No smoking</u></p> <p>There are many people still smoke, if you care with this is world. Then you must stop smoking and also you must forbid the other peoples for stop smoking, so, without smoke the all people will be healthy and can prevent Global Warming.</p>		
<p><u>Keeping Clean</u></p> <p>Keep of clean can healthy live and avoided to illness cleanliness very need so that fresh air and not soaked with other air and not discard trash anywhere so you can prevent Global warming.</p>		
<p><u>Keeping of forest</u></p> <p>The forest is first source from basic necessities of life because the forest own to source life The people like clothing, food, board, etc. and sinngah produce oksigen so that avoided to Global warming. so, the people must keeping the forest.</p>		
<p>The finally Global warming can prevent cause is not polution in the world and the all people healthy life and air in the world fresh and comfortable.</p>		

Appendix 4. The examples of the students' test

RAHMAT HASAN No. _____
Date _____

TEST 5

Several ways to avoid flood
Flood is one of a hundred disaster that people can't hold when its comes. Flood makes people lost everything they had. Also people can't die in this situation. There are a few way that we can avoid flood and survive when its comes. Such as we keep the drain clean, increase the ground on our house, and not throwing the garbage in every where.

Keeping the the drain clean is the way we can avoid flood. Because if the drain clean, the water on it will flow well and the water will go straight to the river.

Increasing the ground on our house is also the way to anticipation flood when it comes to our house. The house that had high ground will be survived on flood. Because whenever the high of the flood as long as our ground high enough, the flood can't go through because of that high ground.

The last and the most important is not to throwing the garbage in every where. Sometimes people just feel don't care when they throwing the garbage in everywhere. The impact of it will be very broken our environment. As the result, the river of the drain will stuck and the water on it can't flow well because of those garbages.

increased to topic

<p>D: 26 O: 17 V: 19 LU: 22 M: 4</p>	<p>Mean score C = 28 O = 18,5 V = 18 Lu = 21,5</p> <p style="font-size: 2em; margin-left: 20px;">} 90,5</p>
--	---

Appendix 4. The examples of the students' test

No. _____
Date _____

Test 6.

Nama : Karmila
Nim : 11 052 014 004

Education.

Several reasons to follow the National examination.
Education is very important for all people if we don't have background with education, we can be stupid person.
National ~~exam~~ examination with education very important role. Now National examination is controversial issues in this country. There are many several reasons to follow national examination: measurement of the study, to motivate the students for learning and to make students satisfied.
First, measurement of the study until where the students catch the material from their teacher since 3 years in senior high school.
Second, to motivate students for learning because if the students can't be hardwork and don't have motivate to study, students can be failure at national examination.
Then, to make students satisfied with the drop of national examination to continue to the university.
Finally, ~~the~~ National examination very important for make students confident and can measure the hardwork of student since 3 years.

$C = 22$ $O = 17$ $V = 18$ $Lu = 22$ $M = 4$	<p style="text-align: center;">Mean Score</p> $C = 24$ $O = 17,5$ $V = 17,5$ $Lu = 21$ $M = 9$ <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> <p style="text-align: right; margin-right: 20px;">84</p>
--	---

Appendix 5. The students' attitudes based on the questionnaires

Name	The questionnaires																				Total score	Clasification
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
Krl	5	4	4	3	4	4	4	4	4	4	4	4	5	4	5	3	4	4	4	4	81	Positive
Asr	5	4	5	4	5	5	4	5	5	5	1	4	5	4	5	1	1	2	3	3	76	Positive
Drti	4	3	4	3	4	4	4	4	4	4	3	4	3	3	4	4	5	5	5	5	79	Positive
Isri	5	4	3	4	4	3	4	4	4	5	4	4	4	5	4	4	4	5	5	4	78	Positive
Chil	5	5	5	5	5	5	5	5	5	5	3	5	5	4	5	4	4	4	4	4	92	Highly positive
Hsn	4	3	3	5	5	5	4	4	4	4	5	4	4	4	4	5	5	5	5	5	87	Highly positive
aryt	5	5	5	5	4	5	4	3	5	4	5	5	5	5	5	4	4	5	5	5	93	Highly positive
Mean score																				83, 71	Positive	

Appendix 6. The students' significant score based on SPSS

1. Pretest 1 vs. posttest 1

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest1	67.7143	7	11.48498	4.34091
posttest1	76.7143	7	15.39171	5.81752

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest1 - posttest1	-9.00000	13.85641	5.23723	-21.81504	3.81504	-1.718	6	.137

2. Pretest 2 vs. posttest 2

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest2	67.0000	7	12.01388	4.54082
posttest2	78.5714	7	8.12111	3.06949

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest2 - posttest2	-1.15714E1	11.19311	4.23060	-21.92333	-1.21953	-2.735	6	.034

3. Pretest 3 vs. posttest 3

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest3	66.4286	7	10.89506	4.11795
posttest3	85.7143	7	8.70276	3.28934

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest3 - posttest3	-1.92857E1	8.76478	3.31278	-27.39179	11.17964	-5.822	6	.001

Appendix 7

CURRICULUM VITAE



WARSIDI was born in Tulung Sari in August 8th, 1985, in Luwu Utara. He is the first son of four siblings from Banu and Bibit . He began his elementary school at SD 398 Tombang Bulu, Luwu Utara, in 1992 and graduated in 1996. Then he continued his study in junior high school at SLTPN 1 Sukamaju and graduated in 2001. In 2002, he continued his study in Boarding school of MA Bustanul Ulum Sukamaju, Luwu Utara and graduated in 2005. After graduating from boarding school, he directly continued his study at Makassar State University (UNM) in Business English Study Program (Diploma III), then he carried on under graduate program of English Education (S1) and graduated in 2010. After that, he taught English in various institutions in Makassar involving EHOST (English in House Training), MEP (Makassar English Plus), and UIM (Makassar Islamic University). In 2011, he studied at post graduate program of Hasanuddin University in English Language Study program (ELS).