

when they need to write the same topics. The students should always practice writing to build their writing habits, one of the ways is by using Admit and Exit Slips teaching technique.

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**APPENDIX A
INSTRUMENT OF PRE-TEST**

Students' Answer Sheet



The Application of Admit and Exit Slips Teaching Technique in Improving the Students' Writing Skill at STKIP YPUP Makassar.

Name :

Reg.Number :

Class :

Phone :

INSTRUCTION

Write the descriptive text about "My Experience"

Topic:

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Score	Classification

LESSON PLAN

The first meeting

School : STKIP YPUP Makassar

Class/Semester : BI 4.2/fourth semester

Skill : Writing

Time : 90 Minutes

1. Indicator

- a. The students are able to write the descriptive text.
- b. The students are able to understand the meaning of the text if the functional text in form of descriptive text and give the information and communicate of teaching- learning process.
- c. The students are able to rewrite the descriptive text.

2. Basic Competence

The students are able to response to the meaning of short descriptive text accurately.

3. Indicator Achievement

- a. The students are able to identify the tenses that are used from descriptive text.
- b. The students are able to identify language feature and generic structure of descriptive text.

4. Objective.

- a. The students are able to define descriptive text.
- b. The students are able to answer the question from the text.
- c. The students are able to underline the difficult words from the text.

- d. The students are able to mention and identify the generic structures of descriptive text.
- e. The students are able to arrange the paragraph into a correct descriptive text.
- f. The students are able to make sentences in form of simple present relating to the topics given.
- g. The students are able to make descriptive text.

5. Teaching Technique

Admit and Exit Slips Teaching Technique

6. Teaching Material

Describing a place

7. Procedures

Step 1: 15 minutes

- 1) The researcher said a greeting to the students.
- 2) The researcher checked the attendance list of the students'.
- 3) The researcher told the students what they should do.

Step 2: 15 minutes

- 1) The researcher explained about the Admit and Exit Slips teaching technique to the students and how to apply it.
- 2) The researcher divided the students into five groups and each groups consist of four members.

Step 3: 55 minutes

- 1) The researcher gave each groups one main topic. The topic is about the place, and each groups have the different topic about that place..

- 2) The researcher gave the students a piece of chart paper that consists of a picture of the topic and the researcher shows the picture in front of the students.
- 3) The researcher divided the paper into parts based on the groups.
- 4) The researcher asked the students to write down their ideas about the topic of the picture in descriptive text. The students have to do individually. And after that, the students have to share their ideas based on the topic that has given by the researcher.

Step 4: 15 minutes

- 1) The researcher concluded the material and motivating the students to study diligently at home.
- 2) The researcher told the students what they will do in the next meeting.













The Application of Admit and Exit Slips Teaching Technique in Improving the Students' Writing Skill at STKIP YPUP Makassar.

Name :

Reg.Number :

Class :

Phone :

INSTRUCTION

Write the paragraph about “The Place”

Topic:

Score	Classification

LESSON PLAN

The second meeting

School	: STKIP YPUP Makassar
Class/Semester	: BI 4.2/fourth semester
Skill	: Writing
Time	: 90 Minutes

1. Indicator

- a. The students are able to write the descriptive text.
- b. The students are able to understand the meaning of the text if the functional text in form of descriptive text and give the information and communicate of teaching-learning process.
- c. The students are able to rewrite the descriptive text.

2. Basic Competence

The students are able to response to the meaning of short descriptive text accurately.

3. Indicator Achievement

- a. The students are able to identify the tenses that are used from descriptive text.
- b. The students are able to identify language feature and generic structure of descriptive text.

4. Objective.

- a. The students are able to define descriptive text.
- b. The students are able to answer the question from the text.
- c. The students are able to underline the difficult words from the text.

- d. The students are able to mention and identify the generic structures of descriptive text.
- e. The students are able to arrange the paragraph into a correct descriptive text.
- f. The students are able to make sentences in form of simple present relating to the topics given.
- g. The students are able to make descriptive text.

5. Teaching Technique

Admit and Exit Slips Teaching Technique

6. Teaching Material

Describing Social Media

7. Procedures

Step 1: 15 minutes

- 1) The researcher said a greeting to the students.
- 2) The researcher checked the attendance list of the students'.
- 3) The researcher told the students what they should do.

Step 2: 15 minutes

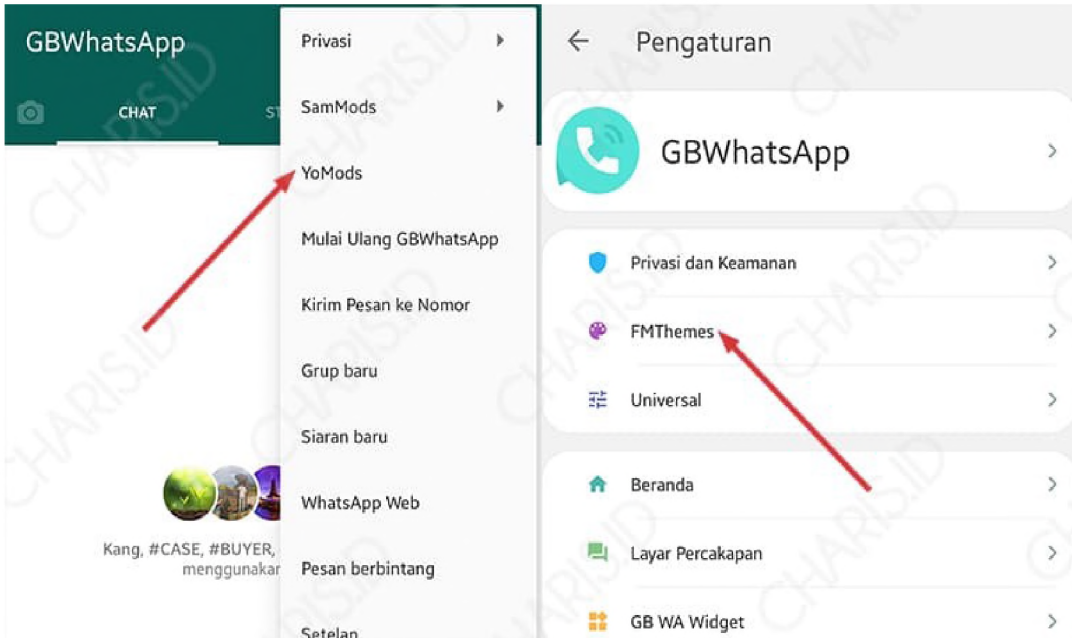
- 1) The researcher explained about the Admit and Exit Slips Teaching Technique to the students and how to apply it.
- 2) The researcher divided the students into five groups and each groups consist of four members.

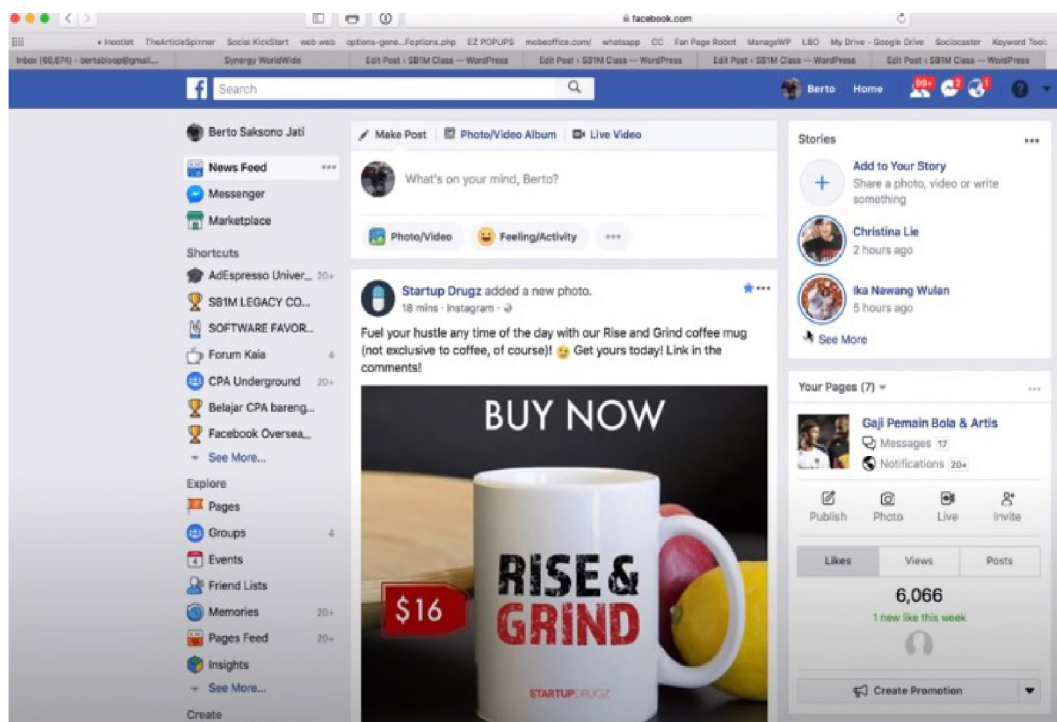
Step 3: 55 minutes

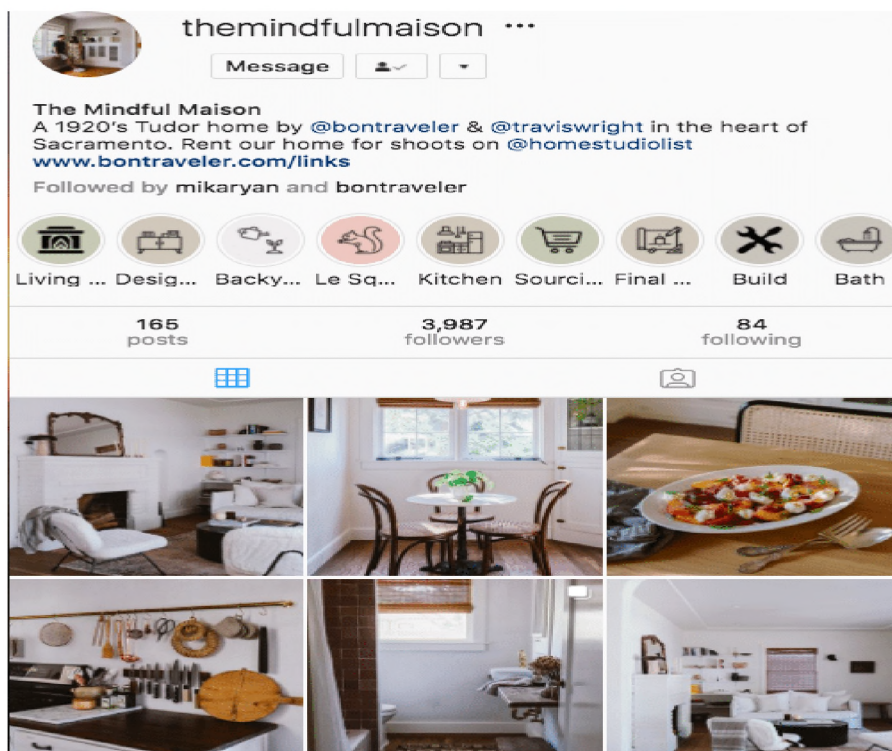
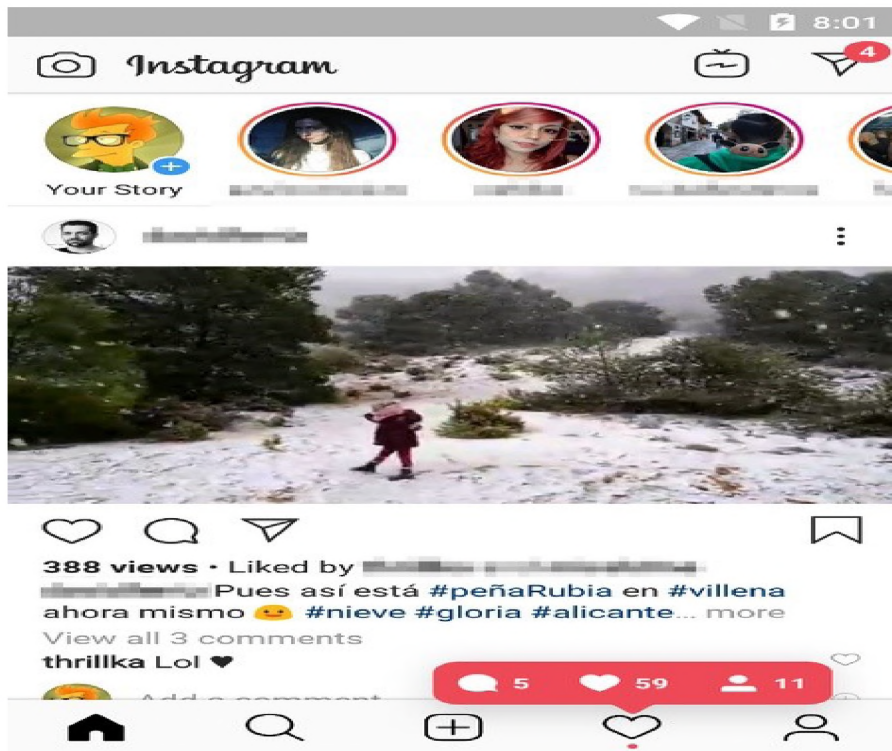
- 1) The researcher gave each group one main topic. The topic is about the social media and each groups explained another social media that is different with the other groups.
- 2) The researcher gave the students a piece of chart paper that consits of a picture of the topic and the researcher shows the picture in front of the students.
- 3) The researcher divided the paper into parts based on the groups.
- 4) The researcher asked the students to write down their ideas about the topic of the picture in descriptive text. The students have to do individually. And after that, the students have to share their ideas based on the topic that has given by the researcher.

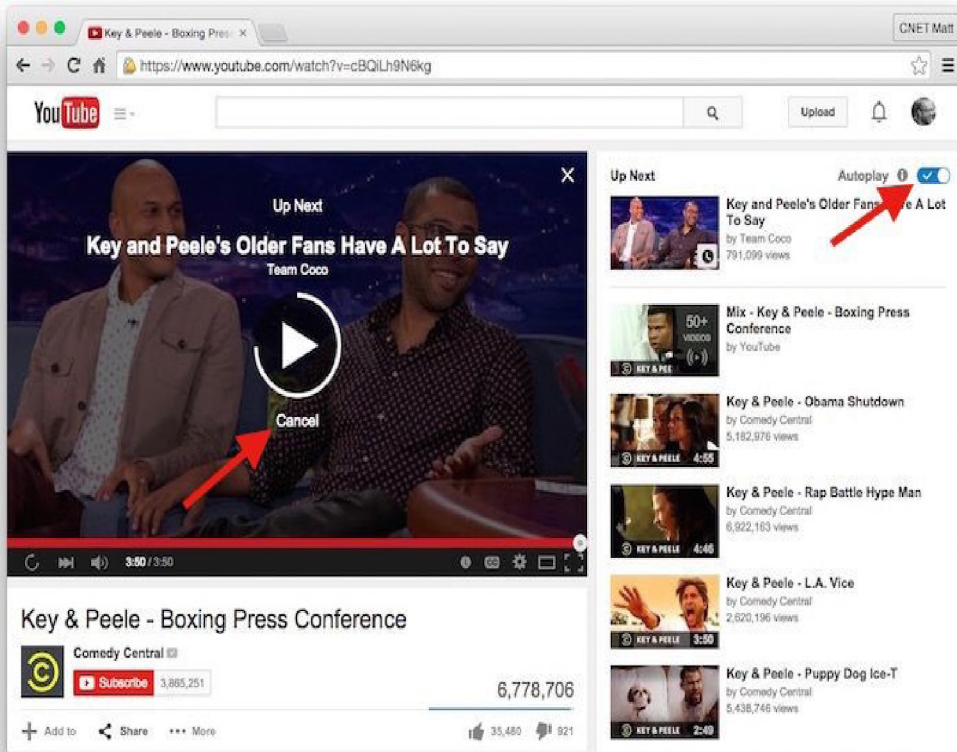
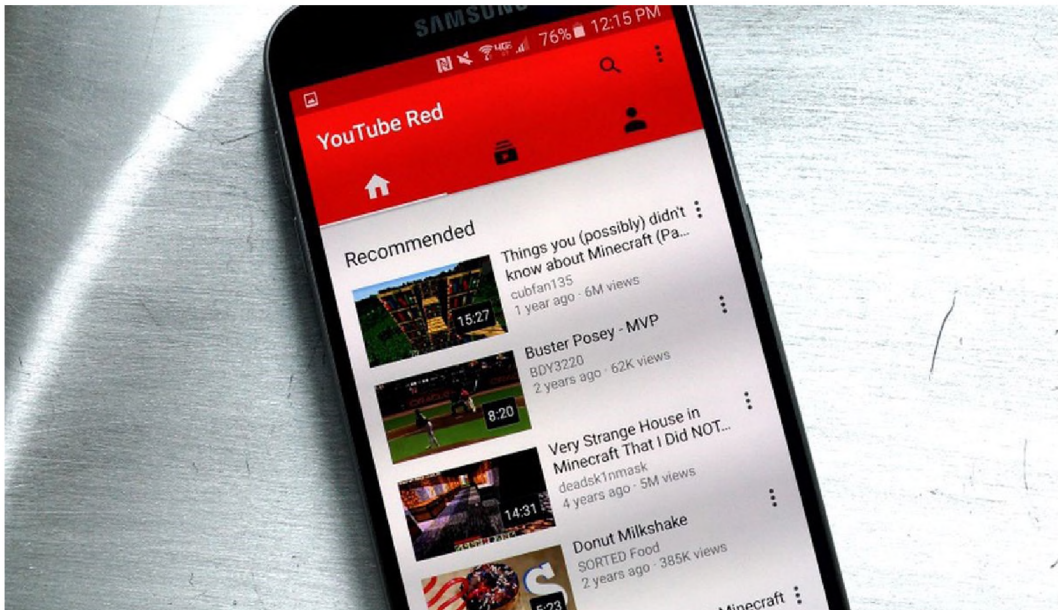
Step 4: 15 minutes

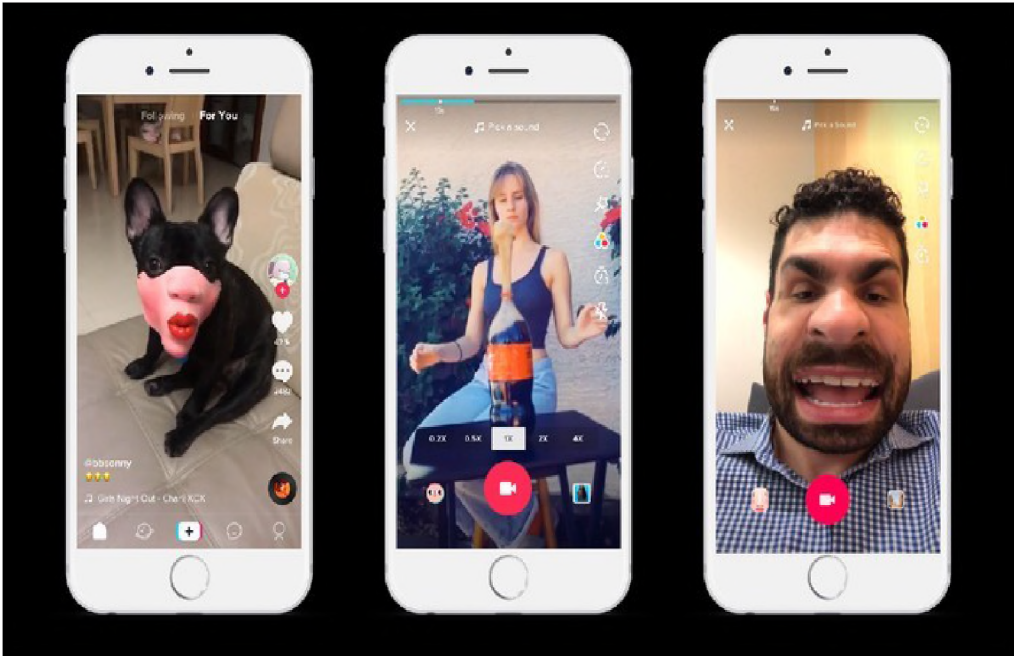
- 1) The researcher concluded the material and motivating the students to study diligently at home.
- 2) The researcher told the students what they will do in the next meeting.













The Application of Admit and Exit Slips Teaching Technique in Improving the Students' Writing Skill at STKIP YPUP Makassar.

Name :

Reg.Number :

Class :

Phone :

INSTRUCTION

Write the paragraph about "Social Media"

Topic:

Score	Classification

LESSON PLAN

The third meeting

School : STKIP YPUP Makassar

Class/Semester : BI 4.2/fourth semester

Skill : Writing

Time : 90 Minutes

1. Indicator

- a. The students are able to write the descriptive text.
- b. The students are able to understand the meaning of the text if the functional text in form of descriptive text and give the information and communicate of teaching-learning process.
- c. The students are able to rewrite the descriptive text.

2. Basic Competence

The students are able to response to the meaning of short descriptive text accurately.

3. Indicator Achievement

- a. The students are able to identify the tenses that are used from descriptive text.
- b. The students are able to identify language feature and generic structure of descriptive text.

4. Objective.

- a. The students are able to define the descriptive text.
- b. The students are able to answer the question from the text.
- c. The students are able to underline the difficult words from the text.

- d. The students are able to mention and identify the generic structures of the descriptive text.
- e. The students are able to arrange the paragraph into a correct descriptive text.
- f. The students are able to make sentences in form of simple present relating to the topics given.
- g. The students are able to make the descriptive text.

5. Teaching Technique

Admit and Exit Slips Teaching Technique

6. Teaching Material

Describing Animals

7. Procedures

Step 1: 15 minutes

- 1) The researcher said a greeting to the students.
- 2) The researcher checked the attendance list of the students'.
- 3) The researcher told the students what they should do.

Step 2: 15 minutes

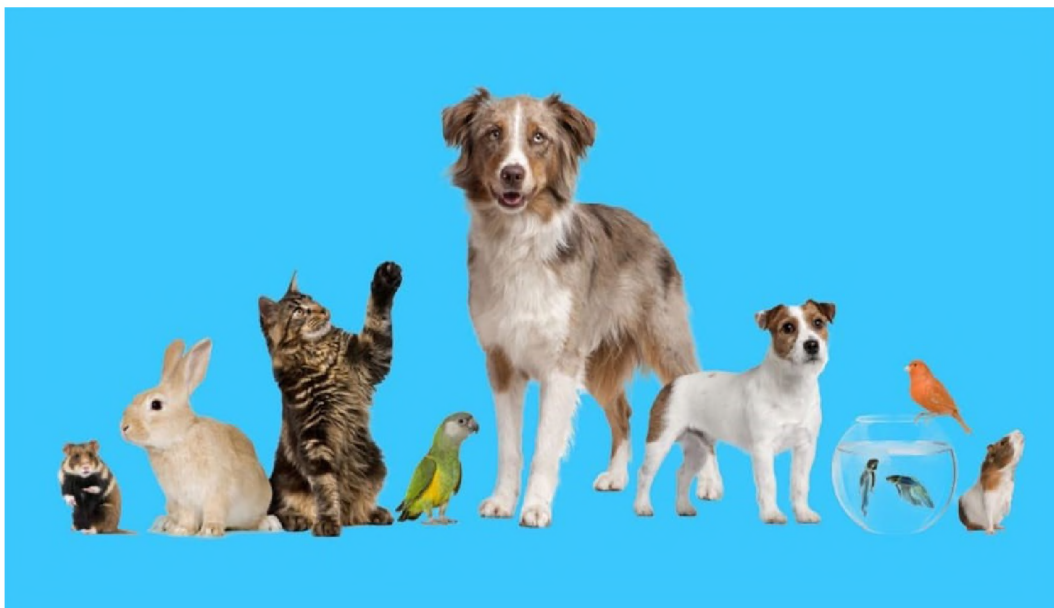
- 3) The researcher explained about the Admit and Exit Slips to the students and how to apply it.
- 4) The researcher divided the students into five groups and each groups consist of four members.

Step 3: 55 minutes

- 1) The researcher gave each group one main topic. The topic is about animals and each groups have the different topics about that animal..
- 2) The researcher gave the students a piece of chart paper that consists of a picture of the topic and the researcher shows the picture in front of the students.
- 3) The researcher divided the paper into parts based on the groups.
- 4) The researcher asked the students to write down their ideas about the topic of the picture in descriptive text. The students have to do individually. And after that, the students have to share their ideas based on the topic that has given by the researcher.

Step 4: 15 minutes

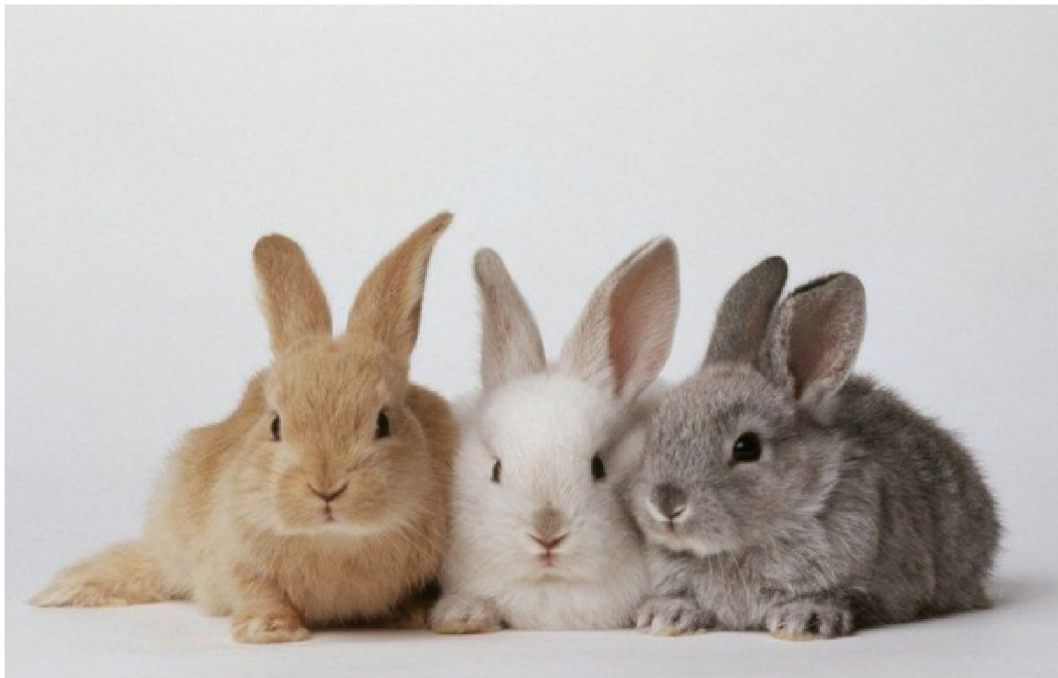
- 1) The researcher concluded the material and motivating the students to study diligently at home.
- 2) The researcher told the students what they will do in the next meeting.















The Application of Admit and Exit Slips Teaching Technique in Improving the Students' Writing Skill at STKIP YPUP Makassar.

Name :

Reg.Number :

Class :

Phone :

INSTRUCTION

Write the paragraph about “Animals”

Topic:

<table border="1"><tr><td style="text-align: center;">Score</td></tr><tr><td style="height: 50px;"></td></tr></table>	Score		<table border="1"><tr><td style="text-align: center;">Classification</td></tr><tr><td style="height: 50px;"></td></tr></table>	Classification	
Score					
Classification					

LESSON PLAN

The fourth meeting

School : STKIP YPUP Makassar

Class/Semester : BI 4.2/fourth semester

Skill : Writing

Time : 90 Minutes

1. Indicator

- a. The students are able to write the descriptive text.
- b. The students are able to understand the meaning of the text if the functional text in form of descriptive text and give the information and communicate of teaching-learning process.
- c. The students are able to rewrite the descriptive text.

2. Basic Competence

The students are able to response to the meaning of short descriptive text accurately.

3. Indicator Achievement

- a. The students are able to identify the tenses that are used from descriptive text.
- b. The students are able to identify language feature and generic structure of the descriptive text.

4. Objective.

- a. The students are able to define the descriptive text.
- b. The students are able to answer the question from the text.
- c. The students are able to underline the difficult words from the text.

- d. The students are able to mention and identify the generic structures of descriptive text.
- e. The students are able to arrange the paragraph into a correct descriptive text.
- f. The students are able to make sentences in form of simple present relating to the topics given.
- g. The students are able to make descriptive text.

5. Teaching Technique

Admit and Exit Slips Teaching Technique

6. Teaching Material

Describing Fruits

7. Procedures

Step 1: 15 minutes

- 1) The researcher said a greeting to the students.
- 2) The researcher checked the attendance list of the students'.
- 3) The researcher told the students what they should do.

Step 2: 15 minutes

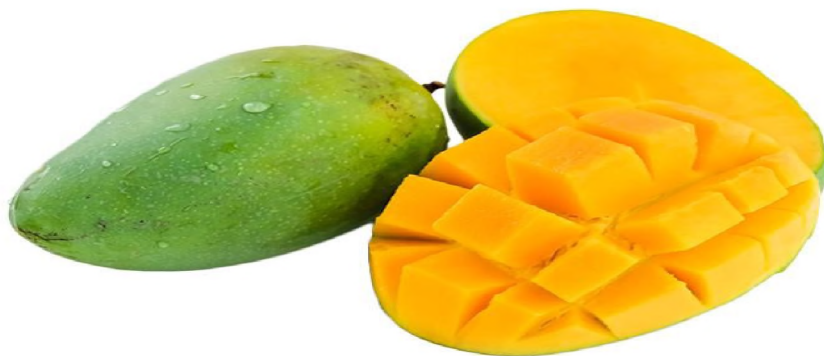
- 1) The researcher explained about the Admit and Exit Slips to the students and how to apply it.
- 2) The researcher divided the students into five groups and each group consists of four members.

Step 3: 55 minutes

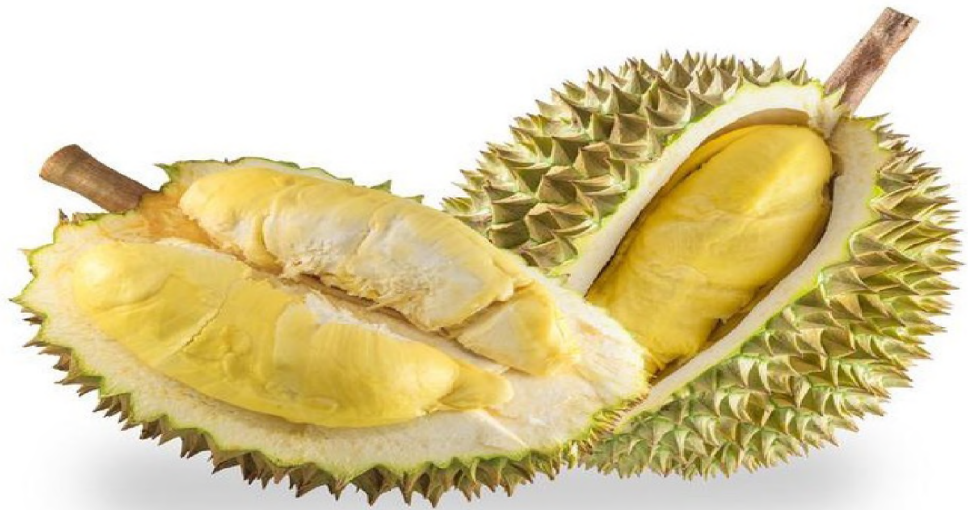
- 1) The researcher gave each group one main topic. The topic is about fruits and each group has a different topic about that fruit.
- 2) The researcher gave the students a piece of chart paper that consists of a picture of the topic and the researcher shows the picture in front of the students.
- 3) The researcher divided the paper into parts based on the groups.
- 4) The researcher asked students to write down their ideas about the topic of the picture in descriptive text. The students have to do individually. And after that, the students have to share their ideas based on the topic that has been given by the researcher.

Step 4: 15 minutes

- 1) The researcher concluded the material and motivated the students to study diligently at home.
- 2) The researcher told the students what they will do in the next meeting.













The Application of Admit and Exit Slips Teaching Technique in Improving the Students' Writing Skill at STKIP YPUP Makassar.

Name :

Reg.Number :

Class :

Phone :

INSTRUCTION

Write the paragraph about "Fruits"

Topic:

<table border="1"> <tr><td>Score</td></tr> <tr><td> </td></tr> </table>	Score		<table border="1"> <tr><td>Classification</td></tr> <tr><td> </td></tr> </table>	Classification	
Score					
Classification					

LESSON PLAN

The fifth meeting

School : STKIP YPUP Makassar

Class/Semester : BI 4.2/fourth semester

Skill : Writing

Time : 90 Minutes

1. Indicator

- a. The students are able to write the descriptive text.
- b. The students are able to understand the meaning of the text if the functional text in form of descriptive text and give the information and communicate of teaching-learning process.
- c. The students are able to rewrite the descriptive text.

2. Basic Competence

The students are able to response to the meaning of a short descriptive text accurately.

3. Indicator Achievement

- a. The students are able to identify the tenses that are used from descriptive text.
- b. The students are able to identify language feature and generic structure of descriptive text.

4. Objective.

- a. The students are able to define descriptive text.
- b. The students are able to answer the question from the text.
- c. The students are able to underline the difficult words from the text.

- d. The students are able to mention and identify the generic structures of descriptive text.
- e. The students are able to arrange the paragraph into a correct descriptive text.
- f. The students are able to make sentences in form of simple present relating to the topics given.
- g. The students are able to make descriptive text.

5. Teaching Technique

Admit and Exit Slips Teaching Technique

6. Teaching Material

Describing a Person

7. Procedures

Step 1: 15 minutes

- 1) The researcher said a greeting to the students.
- 2) The researcher checked the attendance list of the students'.
- 3) The researcher told the students what they should do.

Step 2: 15 minutes

- 1) The researcher explained about the Admit and Exit Slips to the students and how to apply it.
- 2) The researcher divided the students into five groups and each group consists of four members.

Step 3: 55 minutes

- 1) The researcher gave each group one main topic. The topic is about the person, and each groups have the different topic about that person especially their lecturer in the campus.
- 2) The researcher gave the students a piece of chart paper that consits of a picture of the topic and the researcher shows the picture in front of the students.
- 3) The researcher divided the paper into parts based on the groups.
- 4) The researcher asked students to write down their ideas about the topic of the picture in descriptive text. The students have to do individually. And after that, the students have to share their ideas based on the topic that has given by the researcher.

Step 4: 15 minutes

- 1) The researcher concluded the material and motivating the students to study diligently at home.
- 2) The researcher told the students what they will do in the next meeting.



Source from the lecturer



Source from the lecturer



Source from the lecturer



Source from the lecturer



Source from the lecturer



The Application of Admit and Exit Slips Teaching Technique in Improving the Students' Writing Skill at STKIP YPUP Makassar.

Name :

Reg.Number :

Class :

Phone :

INSTRUCTION

Write the paragraph about “Describing a Person”

Topic:

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Score	Classification

LESSON PLAN

The sixth meeting

School : STKIP YPUP Makassar

Class/Semester : BI 4.2/sixth semester

Skill : Writing

Time : 90 Minutes

1. Indicator

- a. The students are able to write the descriptive text.
- b. The students are able to understand the meaning of the text if the functional text in form of descriptive text and give the information and communicate of teaching-learning process.
- c. The students are able to rewrite the descriptive text.

2. Basic Competence

The students are able to response to the meaning of short descriptive text accurately.

3. Indicator Achievement

- a. The students are able to identify the tenses that are used from descriptive text.
- b. The students are able to identify language feature and generic structure of the descriptive text.

4. Objective.

- a. The students are able to define the descriptive text.
- b. The students are able to answer the question from the text.
- c. The students are able to underline the difficult words from the text.

- d. The students are able to mention and identify the generic structures of the descriptive text.
- e. The students are able to arrange the paragraph into a correct descriptive text.
- f. The students are able to make sentences in form of simple present relating to the topics given.
- g. The students are able to make the descriptive text.

5. Teaching Technique

Admit and Exit Slips Teaching Technique

6. Teaching Material

Describing Movie

7. Procedures

Step 1: 15 minutes

- 1) The researcher said a greeting to the students.
- 2) The researcher checked the attendance list of the students'.
- 3) The researcher told the students what they should do.

Step 2: 15 minutes

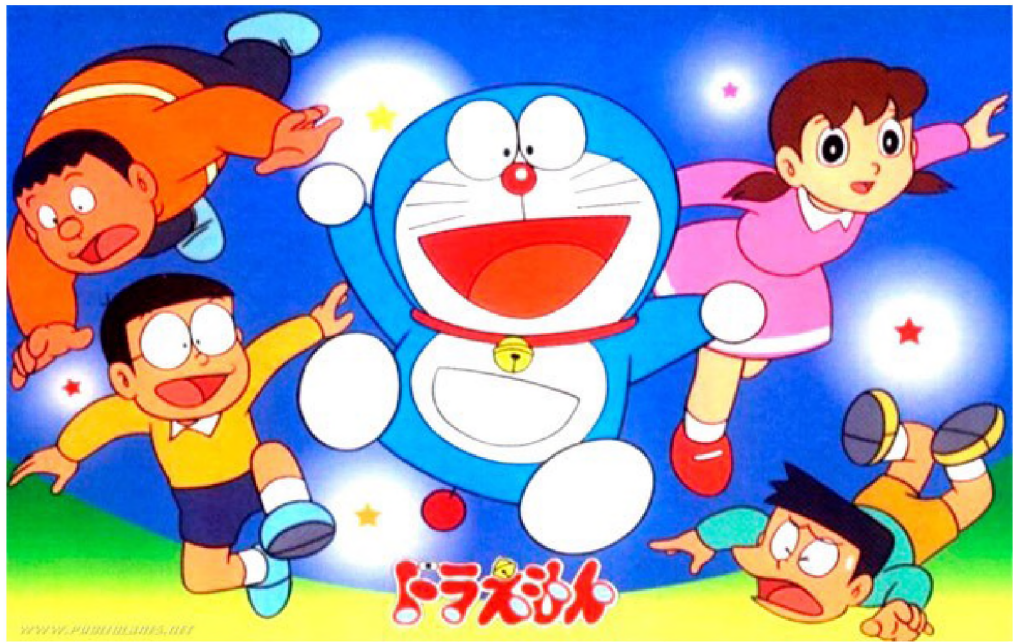
- 1) The researcher explained about the Admit and Exit Slips to the students and how to apply it.
- 2) The researcher divided the students into five groups and each group consists of four members.

Step 3: 55 minutes

- 1) The researcher gave each group one main topic. The topic is about the movie, and each group has the different topic about that movie.
- 2) The researcher gave the students a piece of chart paper that consists of a picture of the topic and the researcher shows the picture in front of the students.
- 3) The researcher divided the paper into parts based on the groups.
- 4) The researcher asked the students to write down their ideas about the topic of the picture in descriptive text. The students have to do individually. And after that, the students have to share their ideas based on the topic that has been given by the researcher.

Step 4: 15 minutes

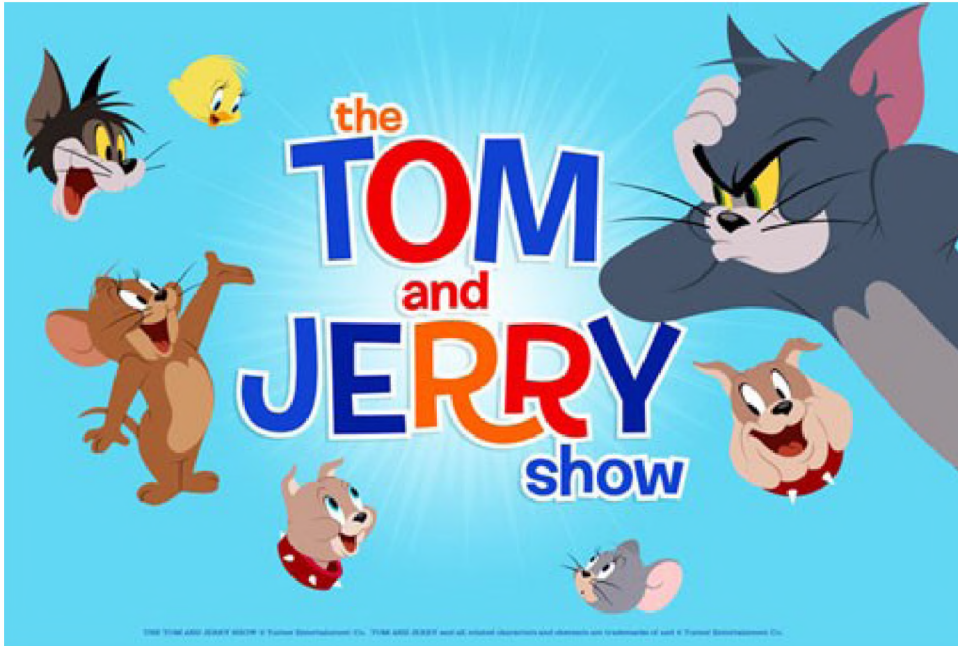
- 1) The researcher concluded the material and motivated the students to study diligently at home.
- 2) The researcher told the students what they will do in the next meeting.













The Application of Admit and Exit Slips Teaching Technique in Improving the Students' Writing Skill at STKIP YPUP Makassar.

Name :

Reg.Number :

Class :

Phone :

INSTRUCTION

Write the paragraph about "Movie"

Topic:

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Score	Classification

**APPENDIX C
INSTRUMENT OF POST-TEST**

Students' Answer Sheet



The Application of Admit and Exit Slips Teaching Technique in
Improving the Students' Writing Skill at STKIP YPUP Makassar

Name :

Reg.Number :

Class :

Phone :

INSTRUCTION

Write the descriptive text about "My Plannig in the Future"

Topic:

	Score	Classification

PRE-TEST

Name . Fahmi Zaki
Nim . 1914068
Class . B1 . IV-2

My Past Experience

I have experience during the decision to ^{run} again. Starting in January 2014, my wife participated in the election for the legislative candidates for Gowa Regency. My wife is in electoral district 2 which includes 4 sub-districts, namely Parangloe, Manuju, pallalassang ^{and} Bantomarannu districts. Although my wife and I have no political experience, we have a large family in Gowa Regency and a good relationship with people who are ready to help my wife get passed as a member of the legislator from the PAN party. Alhamdulillah, with such a hard struggle plus such a large cost, my wife was able to qualify as a member of the legislature for the 2014 to 2019 period.

In 2015 the election of the Regent of Gowa was held. At that time, one of the candidates for regent, Mr. Adnan Purichta Icksan YL, asked to meet with me and my team to ~~assist~~ assist in the election of the regent of Gowa. I met him at his house with a very familiar atmosphere, he said: Ask Dg. Buling's (my nick name) help for us to fight together to win the election of the regent of Gowa. Because I see that Mr. Adnan is so humble and smart and has a sense of responsibility as a leader, I say: My team and I are ready together to win put Adnan as regent and Karaeng Kie as Deputy Regent of Gowa. We visited leaders in 8 sub-districts, 167 villages and sub-districts and 675 hamlets and neighborhoods, Mr. Adnan and I took a car several times during the visit of the leaders.

- Content (poor : 20) → change of opinion statement especially in paragraph 2, the story in paragraph 2 did not related to the topic and lack of detail.
- Organization (very good : 19) → Fluent expression - Good at Identification of the qualities and the character of the subject.
- Vocabulary (Very good : 18) → Effective in choosing the words and easy to understand the meaning of the words.

Alhamdulillah, by struggling so hard but we are happy to go through it, finally Mr. Adnan and Karoeny FTO won the Couva Regent for the 2015 - 2020 period.

As the time passed through my wife's political journey, I was very happy to be able to fulfill my wife's wish as a member of the legislature. But on the other hand, I have to start a business from scratch. In 2016, I founded a shipping company that is engaged in crew management and seafarer training including seafarers' English courses. I have formed a team to run the company, the crew recruitment team is running according to the target, more than 1000 crew have been placed on various types of ships. But the training team or seafarer's English course has not run optimally because the costs are so high. The sailor's English course team consists of Mr. ^{expensive} ~~Adhhar~~ and Ms. Suiphoedah (STKIP Ypup Alumni's) as the Material Compiling Team.

In 2019, I entered the Barombong Poltekpel as a lecturer and at the same time as a student of STKIP Ypup, Department of English Education. As a teacher I really enjoy among all the work that I pass. And as a regular student, I really enjoyed it even though I had a lot of difficulty in doing it, all because it coincided with activities at the company and at Poltekpel Barombong. I have tried my best to survive and live all the dynamics as a student.

In March 2019, from Mam Fitri's instructions as a lecturer at STKIP Ypup, I started to make an English learning application, the content was about TOEFL material and practice taking the TOEFL test together with the IT and the TOEFL material team, the target for completion is mid - 2022.

- Language Use (Good : 18) → minor problems in complex constructions. several error of letters.
- Mechanic (poor : 3) → Error in using the quotation marks and capitalization

Name: Dahlianti Rahayu

- Content (poor: 19) → The ideas is not clearly, logical but incomplete sequencing. some events are in chronological order. The writing is often difficult to understand.

• Pre-test

In 2019, in January to be exact, my family and I had to experience an unfortunate or even sad event. My sibling and I, had to lose our mother, who was the only parent we had left, after our father died in 2008. We are very sad because actually our mother was not seriously ill for a long time and died suddenly. Unlike my father who died of a stroke for 2 years, so we are more prepared to deal with it.

So, that night our mother only complained of stomach pain and we gave her some medicine, and she said that she wanted to take a rest. We had offered to take her to the doctor but she refused. About 1 hour after taking the medicine, suddenly our mother woke up and complained of pain in her stomach, and immediately became faint. My brother and my cousin rushed to take our mother to the nearest hospital for first aid. Only about 10 minutes at the hospital, the doctor said that our mother had died even though I had just arrived at the hospital gate. We were all very sad, unable to say or do anything, and the doctor asked us to pray. Our mother was buried 2 days later because we had to wait for my siblings who came from Jakarta and Papua.

It's been 6 years since the incident happened, but it's still clear in our minds the sequence of events. We have been sincere and consider that this is the best way

- organization (Good: 17) → The main idea stand out.
→ The story is succinct but logical sequencing and cohesive.

- vocabulary (Good: 16) → Use of words form the intended which help create the pictures in readers mind.

- Language Use (Poor: 16):
→ Some errors of pronouns, punctuation, spelling, and preposition

→ Mechanic (Very poor: 2):
→ Lack of paragraph, especially in the last paragraph only 2 sentences. As we know that, paragraph consists of more than three sentences.

- content (Poor: 17) → limited knowledge of subjects. little substance, inadequate development of topic, and still of abbreviate of the word. There is also repetition of details.

Name: Agustinus Enrico Balaweling
NIM: 1914027

● Pre-test

Waiwerang flood disaster

Once upon a time on April 4, 2021 in Waiwerang, Adonara Timor, I spent the night at my uncle's house with his family. My uncle's house is close to a large river where the air flows directly towards the sea. At 7 pm when it was dark and my motorbike which was still being repaired, I finally decided to spend the night at my uncle's house so I could leave the next day when my motorbike was repaired.

At my uncle's house we had dinner and after that we met in the living room. Around 10 o'clock we all rested after sleeping in the living room. At 11 o'clock I heard a man was at home panicking to wake us all up because the father said it would flood then after that, the man, whom I didn't know, ran to another house to wake everyone up. But after half an hour passed, you could see a huge flood current from the top of Mount Ite Beleng had destroyed and flattened the buildings from above so that my uncle's family and I could no longer run to the top safer place. When the flood was approaching the house, we all hugged each other tightly and prayed that when flood had hit us all would not be separated. We all continued to pray and the big flood current came and there was a very big sound that destroyed the settlement in the house next to us. After 15 minutes, my uncle came out and saw that our house was safe, a large white teak tree due to the current from the house and we were all safe.

The next day many people came to help evacuate and search for missing people. I called my family in the Uluhama and my parents were happy and thankful to God that I and my uncle's family survived the flash flood.

- Organization (Poor: 13) → fairly well organized
 - The ideas confused
- Language use (Poor: 13)
 - ↳ frequent error of the articles and deletions.
 - Lacks of logical sequencing.
 - Not having enough transitional words to connect the events that makes the writing is often difficult to understand.
- Vocabulary (Good: 15): There is enough choice of words means that the writer attempts to use a variety of words but only some fit to the purpose.
- Mechanics (Very poor: 2): Error of spelling and capitalization - full stop used before conjunction.

POST-TEST

Name: Fahmi Zaki

Nim : 1914068

* Post-test

Introduce my name is Fahmi Zaki, M. Mar. eng. I was born in Sungguminasa August 22, 1976. I am an Alumni of the Barombong Merchant Marine School and started my career as a sailor in 1999 and stopped sailing in 2014, currently I am ^(vocab) an instructor at the Barombong Merchant Marine Polytechnic. I am currently studying at STKIP Ypup Makassar, majoring in English Education Department, ^(L. use) semester ⁽⁵⁾ 5.

Here I will tell you what my plans are and what efforts and preparation I have made. Since I stopped sailing, I have to prepare the provisions to meet ^(week) the needs of my family and the future of my children. One of them is by establishing a company, while the company I created is engaged in ship crew recruitment, marine education and training.

In the field of ship crew recruitment, it has been running since 2015 until now. At the end of December 2021, I tried to be able to cooperate with foreign companies. In 2022, I target 5 foreign companies to be invited to cooperate in terms of crew management.

In the field of marine education and training, the process of completing the curriculum and syllabus is currently targeted for completion by the end of 2021. I am also currently making an application that can now be downloaded on the playstore under the name Ruang Pelaut for E-learning. The plan is that it can be used in early 2022.

The marine education and training that I will make with an on-line and off-line system are:

1. Maritime English Course
2. Marine Interview
3. Seafarer Training on Board

No.
Date

From the information I get, the number of seafarers in South Sulawesi is hundreds of thousands of seafarers, so I am forgetting the training participants who will take part in the seafarers' room in mid-2022 are 1,000 people. To achieve this target, I will promote in the shipping schools and the alumni of shipping school corps as well as the seafaring community.

That's my business plan going forward, at the end of the word, I hope we are all healthy and all our affairs are made easy. Amin!!!

- Content (Good: 24): Mostly relevant to the topic and the ideas are clearly.
- Organization (Very Good: 19): Logical sequencing, coherent and well organized.
- Vocabulary (Very Good: 19): Using the effective words
- Lang. Use (Very Good: 22): Good in using articles, pronouns, tenses, and preposition.
- Mechanic (poor: 3): meaning confused or obscured

Name: Dahlianti Rahayu

If I Were ...

• Post-test

Getting a good job is everyone's dream, both men and women. After completing education in school or collage, usually the next step is to find a job that matches our education field. After we work for so long, we definitely want to have a good career for our future. Who doesn't want to be a career woman?

If I were a career woman, then I would probably spend most of my time working. If I were a career woman, then I would probably dedicate a large part of my life to improving my career. If I were a career woman, then I would be a workaholic and might lose a lot of precious time with loved ones. If I ~~become~~ become a career woman, then maybe I will be a successful person and have a lot of money. If I become a career woman, then maybe until today I am not married. If I become a career woman, then maybe I will not be able to enjoy and be grateful for what I have obtained.

But this is who I am now. Being a career woman is no longer my dream since I decided to get married and have children. Being a career woman requires a lot of sacrifice in personal life. We will be faced with quite difficult choices and if we choose the wrong one, ~~the~~ we will regret it in the future. I really enjoy my current role and don't regret my choice. For the career woman out there, choose your dream.

- Content (Poor: 2) → Repeating the ideas for many times and inadequate development of the topic
- Organization (Very Good: 19) → The writer has explained the events in chronological order and transitional words often connect the event.
- Vocabulary (Very Good: 18) → The writer create clear pictures in reader's mind and the writer use a variety of words.
- Language Use (Good: 18) → The simple past tense was correctly in the composition.
- Mechanic (Poor: 3) → Use the capital letter in the middle of the sentence.

- Content (poor: 20) → inadequate development of topic, limited support, and somewhat copy.

- Organization (Good: 15) → The events were presented in a chronological order. It began with the introduction of the scene and was followed with a senses of events with regard to what happened at the beginning of the story.

Name: Agustinus Ennio Balaweling.

NIM = 1314027.

• Post-test

Telling My Plan in the Future.

My name is Agustinus Ennio Balaweling. Now I am a student at STKIP YPUP majoring in English language. This year I have entered the 4th semester. In the future after I graduate, I plan to become a teacher at a school in my hometown, East Flores, because that is what my parents wanted and I also agree and like to work become a teacher at a school in East Flores. In addition, if my parents are still able to pay for me to continue to S2, I want to become a lecturer at a university later. I also help my parents by working in a cooperative in my village to raise money for my postgraduate coursework.

Back when I was in high school, I wanted to be a lecturer at a university someday. But, to achieve this goal, first I became a teacher educator in a school. To become a lecturer is complicated, starting from having to graduate as a civil servant in order to become a university lecturer, graduating from master's degree, having good educational experience and also having achievements. Being a lecturer is difficult indeed, but if you are full of enthusiasm and try harder to pursue your dreams, even though you have to fail several times, you have to keep trying by trying hard for your dreams.

- Vocabulary (Good: 16) → occasional error of word, form and usage; but the meaning still can be understood

- Language Use (Good: 17) → There is a good control of sentence structure. The writer used appropriately in this grade level.

- Mechanic (Very poor: 2) → Sometimes the handwriting is difficult to read.
→ minor problems in the capital letter and comma.

APPENDIX D

STUDENTS SCORE OF PRE-TEST AND POST-TEST

Table D.1

The Raw Data of Students' Pre-test

No	Name of Students	Pre-Test Score					
		Cont.	Organiz	Voc.	L.use	Mech.	Final
1.	AE	17	13	15	13	2	60
2	AJN	19	15	13	16	2	65
3	AMR	18	13	15	14	2	62
4	ASR	18	14	14	15	2	63
5	DER	19	17	16	16	2	70
6	BM	18	14	16	17	3	67
7	AR	18	15	14	16	2	65
8	DST	19	17	16	15	3	70
9	ES	19	17	16	17	2	71
10	EN	19	19	16	19	3	76
11	FZ	20	19	18	18	3	78
12	GM	18	16	14	16	2	66
13	IDP.S	20	18	17	17	3	75
14	IDR	20	16	16	20	3	75
15	JB	16	15	14	15	2	62
16	NIS	17	15	14	16	2	64
17	RM.M	18	16	16	16	2	68
18	SA	20	19	18	16	3	76
19	VNS	16	15	16	17	2	66
20	ZKF	18	17	16	16	2	69
TOTAL SCORE		$\sum 367$	$\sum 320$	$\sum 310$	$\sum 325$	$\sum 47$	$\sum 1,368$
MEAN SCORE		18.3	16.0	15.5	16.2	2.3	68.4

Table D.2
The Raw Data of Students' Post-test

No	Name of Students	Post-Test Score					
		Cont.	Organiz	Voc.	L.use	Mech.	Final
1.	AE	20	15	16	17	2	70
2	AJN	22	17	19	19	2	79
3	AMR	21	16	19	18	2	76
4	ASR	21	17	18	18	3	77
5	DER	20	19	18	18	3	78
6	BM	20	17	20	20	3	80
7	AR	20	17	17	18	3	75
8	DST	20	17	19	17	3	76
9	ES	20	17	18	18	3	76
10	EN	21	19	19	18	3	80
11	FZ	24	19	19	22	3	87
12	GM	21	17	18	17	3	76
13	IDP.S	20	19	19	19	3	80
14	IDR	23	17	18	19	3	80
15	JB	20	17	17	18	2	74
16	NIS	20	17	18	17	2	74
17	RM.M	21	18	18	18	3	77
18	SA	21	19	19	19	3	81
19	VNS	20	17	18	19	3	77
20	ZKF	22	19	19	19	3	82
TOTAL SCORE		$\sum 418$	$\sum 350$	$\sum 366$	$\sum 368$	$\sum 55$	$\sum 1,555$
MEAN SCORE		20.9	17.5	18.3	18.4	2.7	77.7

APPENDIX E
TABLE E.1
TABLE OF CONTENT

No	Name of Students	Pre- test (X1)	Post test (X2)	(D) Gain (X2-X1)	D^2
1.	AE	17	20	3	4
2	AJN	19	22	3	9
3	AMR	18	21	3	9
4	ASR	18	21	3	9
5	DER	19	20	1	1
6	BM	18	20	2	4
7	AR	18	20	2	9
8	DST	19	20	1	1
9	ES	19	20	1	1
10	EN	19	21	2	4
11	FZ	20	24	5	25
12	GM	18	21	3	9
13	IDP.S	20	20	0	0
14	IDR	20	23	3	9
15	JB	16	20	4	16
16	NIS	17	20	3	9
17	RM.M	18	21	3	9
18	SA	20	21	1	1
19	VNS	16	20	4	16
20	ZKF	18	22	4	16
TOTAL SCORE		$\sum 367$	$\sum 417$	$\sum 51$	$\sum 161$

TABLE E.2
TABLE OF ORGANIZATION

No	Name of Students	Pre- test (X1)	Post test (X2)	(D) Gain (X2-X1)	D^2
1.	AE	13	15	2	4
2	AJN	15	17	2	4
3	AMR	13	16	3	9
4	ASR	14	17	3	9
5	DER	17	19	2	4
6	BM	14	17	3	9
7	AR	15	17	2	4
8	DST	17	17	0	0
9	ES	17	17	0	0
10	EN	19	19	0	0
11	FZ	19	19	0	0
12	GM	16	17	1	1
13	IDP.S	18	19	1	1
14	IDR	16	17	0	0
15	JB	15	17	2	4
16	NIS	15	17	2	4
17	RM.M	16	18	2	4
18	SA	19	19	0	0
19	VNS	15	17	2	4
20	ZKF	17	19	2	4
TOTAL SCORE		$\sum 320$	$\sum 350$	$\sum 30$	$\sum 66$

TABLE E.3
TABLE OF VOCABULARY

No	Name of Students	Pre- test (X1)	Post test (X2)	(D) Gain (X2-X1)	D^2
1	AE	15	16	3	9
2	AJN	13	19	6	36
3	AMR	15	19	4	16
4	ASR	14	18	4	16
5	DER	16	18	2	4
6	BM	16	20	4	16
7	AR	14	17	3	9
8	DST	16	19	3	9
9	ES	16	18	2	4
10	EN	16	19	3	9
11	FZ	18	19	1	1
12	GM	14	18	4	16
13	IDP.S	17	19	2	4
14	IDR	16	18	2	4
15	JB	14	17	3	9
16	NIS	14	18	4	16
17	RM.M	16	18	2	4
18	SA	18	19	1	1
19	VNS	16	18	2	4
20	ZKF	16	19	3	9
TOTAL SCORE		$\sum 310$	$\sum 366$	$\sum 56$	$\sum 188$

TABLE E.4
TABLE OF LANGUAGE USE

No	Name of Students	Pre- test (X1)	Post test (X2)	(D) Gain (X2-X1)	D^2
1	AE	13	17	4	16
2	AJN	16	19	3	9
3	AMR	14	18	4	16
4	ASR	15	18	3	9
5	DER	16	18	2	4
6	BM	17	20	3	9
7	AR	16	18	2	4
8	DST	15	17	2	4
9	ES	17	18	1	1
10	EN	19	18	1	1
11	FZ	18	22	4	16
12	GM	16	17	1	1
13	IDP.S	17	19	2	4
14	IDR	20	19	1	1
15	JB	15	18	3	9
16	NIS	16	17	1	1
17	RM.M	16	18	2	4
18	SA	16	19	3	9
19	VNS	17	19	2	4
20	ZKF	16	19	3	9
TOTAL SCORE		$\sum 329$	$\sum 368$	$\sum 47$	$\sum 131$

TABLE E.5
TABLE OF MECHANIC

No	Name of Students	Pre- test (X1)	Post test (X2)	(D) Gain (X2-X1)	D^2
1	AE	2	2	0	0
2	AJN	2	2	0	0
3	AMR	2	2	0	0
4	ASR	2	3	1	1
5	DER	2	3	1	1
6	BM	3	3	0	0
7	AR	2	3	1	1
8	DST	3	3	0	0
9	ES	2	3	1	1
10	EN	3	3	0	0
11	FZ	3	3	0	0
12	GM	2	3	1	1
13	IDP.S	3	3	0	0
14	IDR	3	3	0	0
15	JB	2	2	0	0
16	NIS	2	2	0	0
17	RM.M	2	3	1	1
18	SA	3	3	0	0
19	VNS	2	3	1	1
20	ZKF	2	3	1	1
TOTAL SCORE		$\sum 47$	$\sum 55$	$\sum 8$	$\sum 8$

TABLE E.6
TABLE OF FINAL SCORE

No	Name of Students	Pre- test (X1)	Post test (X2)	(D) Gain (X2-X1)	D^2
1	AE	60	70	10	100
2	AJN	65	79	14	196
3	AMR	62	76	14	196
4	ASR	63	77	14	196
5	DER	70	80	8	64
6	BM	67	80	13	169
7	AR	65	75	10	100
8	DST	70	76	6	36
9	ES	71	76	5	25
10	EN	76	80	4	16
11	FZ	78	87	9	81
12	GM	66	76	10	100
13	IDP.S	75	80	5	25
14	IDR	75	80	5	25
15	JB	62	74	12	144
16	NIS	64	74	10	100
17	RM.M	68	77	9	81
18	SA	76	81	5	25
19	VNS	66	77	11	121
20	ZKF	69	82	13	169
TOTAL SCORE		\sum 1,368	\sum 1,555	\sum 187	\sum 1,969

APPENDIX F

TOTAL OF THE RAW SCORE

Table F.1

The students' score of pre-test and post-test based on five components of writing skill.

No	Name of Students	Pre- test (X1)	Post test (X2)	(D) Gain (X2-X1)	D^2
1	AE	60	70	10	100
2	AJN	65	79	14	196
3	AMR	62	76	14	196
4	ASR	63	77	14	196
5	DER	70	78	8	64
6	BM	67	80	13	169
7	AR	65	75	10	100
8	DST	70	76	6	36
9	ES	71	76	5	25
10	EN	76	80	4	16
11	FZ	78	87	9	81
12	GM	66	76	10	100
13	IDP.S	75	80	5	25
14	IDR	75	80	5	25
15	JB	62	74	12	144
16	NIS	64	74	10	100
17	RM.M	68	77	9	81
18	SA	76	81	5	25
19	VNS	66	77	11	121
20	ZKF	69	82	13	169
TOTAL SCORE		\sum 1,368	\sum 1,555	\sum 187	\sum 1,969
MEAN SCORE		68.4	77.7	9.3	98,4

APPENDIX G
CLASSIFICATION STUDENTS SCORE IN PRE-TEST AND POST-TEST
BASED ON THE FIVE COMPONENTS OF WRITING.

Table G.1
 Score classification of pre-test of Class BI 4.2 frequency and rate percentage of the students' pre-test

Classification	Score	Frequency	Percentage (%)
Very Good	100 –88	0	0
Good	85 – 76	4	20
Average	75– 64	11	55
Poor	63– 45	5	25
Very Poor	44– 34	0	0

Table G.2
 Score classification of post-test of Class BI 4.2 frequency and rate percentage of the students' post test

Classification	Score	Frequency	Percentage(%)
Very Good	100 –88	0	0
Good	85 – 76	11	55
Average	75– 64	9	45
Poor	63– 45	0	0
Very Poor	44– 34	0	0

APPENDIX H
HISTOGRAM

Chart H.1
 The Students' Score in Pre-test

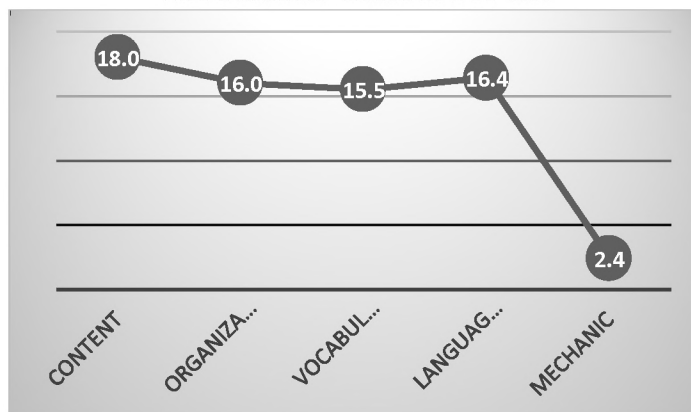


Chart H.2
The Students' Score in Post-test

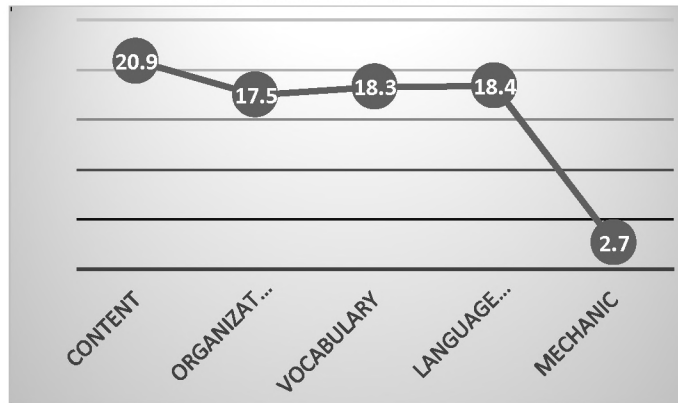
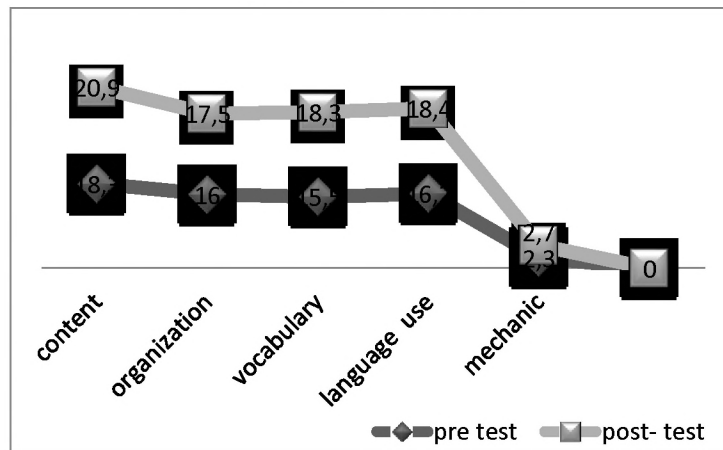


Chart H.3
The Comparison between the Students' Means Score of Pre-test and Post-test



The mean score of the students' Pre-test and Post- test

Type of test	Mean score
Pre- test	68.4
Post- test	77.7

APPENDIX I
THE DISTRIBUTION OF T-TABLE
 Level of significance for one-tailed test
 Table T – Distribution table

df	Level of significance for one –tailed					
	10	05	025	01	005	0005
	Level of significance for two-tailed test					
	20	10	05	02	01	001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.925	31.596
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.143	3.707	5.959
6	1.440	1.943	2.247	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.335	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.226	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.120	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.601	2.947	4.073
16	1.337	1.761	2.120	2.583	2.921	4.015
17	1.333	1.753	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883

20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.314	2.074	2.058	2.819	3.792
23	1.319	1.714	2.690	2.500	2.807	3.767
24	1.318	1.711	2.640	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.090
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.765	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	2.180	2.358	2.617	3.373
X	1.282	1.645	1.960	2.326	2.576	3.291

DOCUMENTATION

- The researcher gave the pre-test to the students



The researcher explained how to do the test

- The researcher gave the pre-test to the students





- The researcher gave the pre-test to the students

