IMPROVING THE WRITING ABILITY OF THE SEVENTH YEAR STUDENTS OF SMP NEGERI 2 PAREOARE THROUGH GENERATING IDEA BASED ON TOPIC OF INTEREST

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ABSTRACT

The problem statement of this research was "Is teaching writing through generating ideas based on topic of interest effective to improve the writing ability of seven year students of SMP Negeri 2 Parepare?".

The objective of the research was to find out whether teaching writing through generating ideas was effective to improve the writing ability of the seventh year students of SMP Negeri 2 Parepare. The researcher applied quasi experimental method which applied one group Pre test and Post test. The total number of population was the seventh year students of SMP Negeri 2 Parepare in 2012/2013 academic year. The total number of population was 66 students, they are VII_3 as Experimental Class consisted of 33 students and VII_4 as control class consisted of 33 students.

The result of the data analysis showed that there was significant difference of the students writing ability before and after teaching through generating idea based on topic of interest. The researcher concluded that the through generating idea based on topic of interest was effective in improving the writing ability of the seven year students of SMP Negeri 2 Parepare. It was proved by the result of the statistical analysis by using SPSS 18.0 application with applying t-test calculation where the significant (0.05) and Post test (0.007) was lower than the level of significant (0.05). it also concluded that before giving the treatment, after giving the treatment, the significance value of Post test meant that the knowledge of the students was different.

Key Words : Generating Idea Based On Topic Of Interest, Writing Ability

Teaching English should deal with the four language skills namely: reading, writing, speaking and listening. The skills are equally important. They should be learned and mastered in equal degrees, the students should not learn and master only one skill and ignore the other skill. For example, the students should not only learn speaking but also they have learn reading, writing and listening skills because the mastery on english will not reach the equal level.

As a productive skill, writing plays an important role in human communication. It is essential to many aspects of social, practical and

professional communication. Therefore, it is enable human being to communicate or to express their ideas, feeling, opinions, and experience in written from futher, writing acts were used primary as a means to practice linguistic structure or express personal meaning. In like manner, writing is a means of both communication and self expression. Writing is one of skill that must be mastered in english subject, why it said that ? because writing is a way to make communication with others people, although its from is written. As we know writing is ability to express idea, feeling and experience. But in fact writing is difficult subject for students, it is proved by students that only know about writing in english but they have not been able to produce it well.

Teaching writing needs students skill to express their ideas, feeling and experince. But most students face some difficulties to express in writen from Kasman (2003 : 1) stated that two factors affected the difficult of writing such as: a) the lack of knowledge how to express their ideas in a from of writing. b) the lack of knowledge about what they to present to their readers. In the point indicate in the lack of knowledge about from of writing affect the difficult of writing. To solve it the teacher should combine the materials with sturcture learning. As we know that structure is a basic skill in writing, but it does not mean the students is given structure everday in class.

Based on the abservation the research found that students ability to write in english is still low and their for grade for writing skill were lower than the other three skills (speaking, listening, and reading). This fact proved by the mean score of writing skill of students is 70: it means that they have poor ability. It is categorized as not mastered classification that standardized by minimum criteria of achievement (KKM) of SMP Negeri 2 Parepare (2013)is 80 categorized as fair is category therefore, researches want to improve the students writing ability through generating idea based on topic of interest. The researcher got this data when researcher abserved to students in writing of SMP Negeri 2 Parepare. Based on the explanation above, the researcher intended to do a research with the title **"Improving The Writing Ability Of Seventh Year Student Of SMP Negeri 2 Parepare Through Generating Idea Based On Topic Interest"**.

A. Previous Research Finding

There have been some researcher done related to writing. Some of them were recited below ;

1. Muadin (1984) conducted a research on the difficulties of writing faced by the seventh semester students have english departement of FPBS I KIP U.P. He concluded that students have low ability in writing.

2. Syarman (1999) in his research on the ability of the students of SMU Negeri 374 Engrekang to write decriptive composition found that the students have fair ability to write english composition.

3. Madeyana (2001) found that using direct observation is the most effective in improving students' writing descriptive composition.

4. Subroto (2003 : 31) in his research on the ability of the third year students of SMAN 4 Negeri Parepare to use irregular verb in writing

narration concluded that the third year students of SMAN 4 Parepare are not quite able to use irregular verbs in writing narrative.

Based on some findings above, the writer concludes that many students skills have difficulties in writing english sentences. These facts also show us that many students are poor in english writing. It was because of some factors, such us :

1. Low interest of the students toward writing
2. Less attention of students to write sentences.
3. The limited number of books on writing processed by the students.
4. The limited number of books on writing in the school library.

B. Some Pertinent Ideas

1. The Concept of Writing

a. Definition of Writing

In this part , there are many definitions of writing given by some experts follows :

1) Oshima (1997 : 1) said that writing is progress activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say.

2) Hornby in oxford dictionary (1995 : 1383) writing is activity occupation of writing e.g book stories, or article : writing works, e.g stories or essay ; the general activity or skill of writing.

3) Heaton (1975 : 135) stated that the writing skills are complex and sometimes difficult to teach requiring mastery not only of grammatical and rhetorical device but also of conceptual and judgmental elements.

Based on the definition above, the researcher concludes the definition of writing was progress activity, the meaning was what we want to write down, we have thinking it and we write down in our paper maybe symbol or the other. And by writing, we can express our ideas, felling and our opinions.

b. Types of Writing

According to Ms. Daniels' Den there are four cammon types of writing. Below you will find these four types of writing along with an explanation about what each writing style contains.

1) Narrative

Narrative writing is defined as relating a sequence of events which occurs over some period of time. Bath what happens and the order in which the events occurs are communicated to the reader. Effective narrative requires a writer to give a clear sequence of eents (fictional or non – fictional) and to provide elaboration for it.

2) Expository

Expository writing is defined as presenting reasons, explanations, or step in a process. Logical order should be used

with appropriate sequencing of ideas or step in a process. Effectie expository writing should contain a main idea, supporting details, and a conclusion.

3) Persuasive

Persuasive writing is defined as presentation of reason and examples to influence action or thought. Effective persuasive writing requires a writer to state clearly an opinion and supply reason and specific examples that supoort that opinion.

4) Descriptive

Descriptive writing is defined as the clear description of people, places, objects, or events using appropriate details. An effective description will contain sufficient and varied elaboration of detail to communicate a complete sense of the subject being described. Details used are usually sensory ones selected to describe vividly what the writer sees, hears, smells, touches and tastes.

According to the types of writing above, the researcher would choose narrative text as a learning material for teaching writing and it based on the syllabus of the seventh year.

c. **Process of Writing through Generating Ideas**

Calderonello and Edwars (1986 : 20), dealt five components are crucial to effective writing, regardless of the sequence in which they occur in your writing process.

1) Inventing

Inventing is any activity that involves the writer in discovering and generating what he wants to say. It can take place at any time. Even during drafting, reading, talking, thinking, brainstorming, doodling, going over notes, and using a specific inventing activities. Some writers engage in these procedures extensively before they write so that they know – as much as possible – what they are going to say until after they have said it. These writers, then, begin drafting immediately with no clear motion of what they will say, discovery the content as they work through a draft of their text.

2) Planning

Planning is the activity by which a writer tries to determine how to say that he wants to say, it involves answering such question as :

1. What is my thesis and invention in this text ?
2. Who is my audience for this text ?
3. How much information is relevant to the task? How will it be presented, in what from and in what order ?
4. What tone (humorous , serious, ironic) is best ?

Considering Audience

One of the most important elements in planning is the writet's consideration of his audience. A text is usually addressed to a particular reader or readers, and audience vary in specific way that are worth considering.

The characteristic of a particular audience are an important consideration for just about every skilled writer.

Producing a Text

One other essential element of planning is considering how to produce the text it self. Planning, whether for the text it self or for the best strategies for producing the text, it often stimulated by what has already been written. Successful writers frequently alter their plans after they have produced a draft or part of a draft.some times the only way to determine that a plan is poor is to produce a draft and see that it is poor. Sometimes the only way to determine that a strategy is not working well is to examine the result of its use.

3) Drafting

In order to produce a first draft, all writers, whether skilled or not, require certain implements : pencil, and paper ; a type writer and paper : or a word processor and printer. Image two writers at roughly the same stage of the writing process. They both have cone enough preliminary inventing and planning to have a fairly detailed conception of what they went to say and how they think they want to say it. They are writing first drafts that will, eventually, become finished texts, while drafing, these two writers will go back and forth between inventing and planning drafing and even editing that is, they revised as they write, when and it is necessary to do so. These the similarity may end.

4) Revising

Revising includes two main activities, evaluation and rewriting. It effectively involves evaluating what has been written and determining what kind of revising strategy is appropriate. It also involves learning to recognize writer-based features in one's writing. These are text, sentence and wordl-level featured that are meaningful only to make writer himself. They must be revised to make the text more reader-base,more accessible and clear to the reader to whom it is addressed.through revising, a writer learn how to determine a first draft is a product, addressed primarily to the writer himself. That cannot be revised merely by adding ,substituting, or rearranging,or rough draft, which can be revised successfully trough such operations. Once he has become experienced in evaluating his text he can learn how to rewrite ineffective sections to make the text more effective as he moves toward a final draft.

5) Editing

Editing means polishing a piece of writing by making word-level changes: in spelling ("I've misspelled , apparent,again"), mechanics ("I need to use a commahere") Usage (" I'd better check the past tense of' lie)" word choice (" I' ve used justify there times in two sentences may be I can substitute another word), and so on most often, writer edit a piece of writing at the end of the

writing process, after the piece is finished in all other respects. This gives them one last.

From the explanation above there are five Process of writing through generating ideas which very important in writing.

d. The Components of Writing

Syahril (2006 : 8) stated that there are five components of writing, namely: content, organization, vocabulary, language use, and mechanics.

1) Content

There are four things can be measured in connecting with content the composition should contain one central purpose only, should unity, coherence and continuity should be adequately developed.

2) Organization

The purpose of organization material in writing coherence. Order of important, general of specific, specific to general, chronological order of pattern. When writing, the learner should arrange their writing choronologically. They should present their ideas based on what happened from the beginning to the end.

3) Vocabulary

The affective used of the words will always result a good writing both specific and technical writing. The dictionary is very considerable vocabulary is one component of writing to express ideas.

4) Language use

Langguage use in writing and another from of writing inolves in correct language and point of grammar. We should not be able to do more that utter separate items of language for separate function and also grammar can help students improve the use of formal language.

5) Mechanic

There are least main parts of mechanic in writing namely punctuation and capitalization. Punctuation is important as the way to clarify meaning in English writing. In English writing capital letter have two principles. Firstly, they are used to distinguish between particular things. Secondly, it is used as first word in quotation, a formal statement and proper objective.

Based on the components of writing above, the researcher concludes that there are some components can be used to evaluate the students writing: they are content, organization, vocabulary, language use, and mechanics. In this research, the researcher only use three components namely vocabulary, language use and mechanic.

2. Interest

a. What is Interest ?

Interest usually refer to an activity that a person prefers to enggage in would not avoid and choose in preference to many other activities.

Or interest is something in which one has a share of ownership or control, something that is the object of desire. Interest is one of the crucial factors in making the success of teaching

Learning process as Tronch (1976 : 113) stated that the best learning takes place when the learner is interested in the work at hand. Doing something with interest in it will give us more spirit to finish it. Interest is a desire to learn of know about something or someone (oxford learner's pockets dictionary 1974 : 220) interest also refers to the kind of things we appropriate and enjoy (Evans and Mudrof 1978 : 439).

Hilgard and Attikninson (1967 : 487) in Hasdaniah (2001) stated that see interest as a part of personality that is usually defined according to objects or activities, that is one maybe interested in reading, music, or sport.

Basically, interest is mental condition of someone that produce a response to particular situation on object that give pleasure as well as satisfaction. So, in this case interest should be considered because of what ever the students do, they will not do it well unless. They are in students do, they will not do doing as Bryne (1969 : 60) stated that people learn anything well if they are interested in what they are learning.

We can conclude that interest is feeling of writing to know as learn about something where someone has a positive attitude towards something he/she really like enjoy.

b. **Types of interest**

Hansen et al in Nurlinda (2003 : 5) categorized interest into four types namely, manifest interest, inventories interest, tested interest, expressed interest.

1) Manifest Interest

In manifest interest an individual does not express his/her interest through words, rather she/he does it through action. In this case, in the individual participation in a given activity maybe necessary for certain fringe benefit to occur. It is usually valuable to observe the activities related to the events as well as the individuals participation to determine the degree of manifest interest. Factors like east or time may effect participation and manifest interest.

2) Inventories interest

Inventories interest are those determined by interest checklist. Usually an examine is asked to check whether he/she likes or dislike certain activities or situations patterns of high and low interest normally result, so that the test take can begin to determine areas of liking and disliking.

3) Tested interest

Tested interest can be as certain by measuring the knowledge of vocabulary or other information the examine has in a specific interest area. These measure are based on a assumption that interest

result in the accumulation of relevant information as well as specialized vocabulary.

4) Expressed Interest

In general expresses interest is a verbal expression on liking or disliking something. These expression are often related to maturity and experience. In other words this type of interest is type which someone express his/her liking or disliking with certain words.

c. Factors in Influencing Students Interest

There are two factors are internal and external factors. Internal factors are as the students attitude towards subject and the students aptitude or linguistics ability. External factors are such as school factor which may involve the teachers, the students and the lesson materials. Family factors are the factor from family such as mental and social environment factors.

The statements about is relevant to what Jalil says (1989: 17) there are two factory that can influence students interest, they are internal factors and external factors. The first such as students attitude, aptitude, physical conditional and sex. And second is the teacher method in teaching, material and environment.

d. The measurements of Interest

Anastasia (1982: 576) sated that there are two participle procedures in the measurement interest. First, the item deals with the respondents like or dislike for wide varieties, objects, or types of person that he or she commonly uncounted in daily life second, the reason where empirically keyed for different occupations.

The students interest has received its stringed compare an individual, expressed interest with this typical of person engaged in different, occupations, this is done either in the scoring of individual item responses or in the interpretation, of score on board interest areas or both.

e. Topic of Interest

1. What is Topic?

A topic is a subject for subject for conversation writing, talk, etc. (Procter in Hasdaniah (2001). A topic can be in the form of word topics, phrase, topics or sentence topics, they can be situational, functional or national (Rasyid: 1988).

2. What is Topics of Interest

We can define topics of interest as a subject (of conversation, talk, writing, etc). which attracts and hold ones attention either temperately or permanently *Rasyid : 1988)

Topics of interest are sets of related propositions taken from subjects experiences, imagination, ideas, ambition and from the point

of view of ethics, aesthetic, ranked, and topical zed in either words topics, phrase topics or sentence topics (Rasyid: 1981).

Topic of interest is something that you talk, learn or write that makes you want to know more about them. Step of the topic interest are the teacher prepared an interesting topic, the students for coming up with ideas regarding topics and the students makes paragraph based ideas regarding topics.

RESEARCH METHOD

A. Research Design

This research used a quasi-experimental design that applied the pretest posttest non-equivalent control group design. This design was presented as follows:

$$E \quad : \quad O_1 \quad X_1 \quad O_2$$
$$C \quad : \quad O_1 \quad X_2 \quad O_2$$

(Gay, 1981 : 425)

Where :
E   : Experimental Group
C   : Control Class
O_1 : Pre-test
O_2 : Post-test
X_1 : Treatment of experimental class
X_2 : Treatment of control class

B. Variables of the Research and their Operational Definition

1. Research Variables

    There were two variables involved in this research, namely: dependent variable and independent variable.

    a. Dependent variable

        The dependent variable was the writing ability of the seventh years student of SMP Negeri 2 Parepare mean while.

    b. Independent variable

        The independent variable was using generating idea based on topic of interest in writing to improve the student ability in writing of the seventh year students of SMP Negeri 2 Parepare.

2. Operational Definitions of the Variables

    The terms directly connected to the problem research were state below:

    1. The writing generating idea based on topic of interest was a term used lately to describe the teaching of writing in which one set of teaching periods each day so that the learners engage in writing activities.

    2. The student's writing ability was the ability of the seventh year students of SMP Negeri 2 Parepare in producing a paragraph/composition.

C. Population and Sample

1. Population

    The population of this research was the seventh year students of SMP Negeri 2 Parepare in school year 2012/2013. There were two classes

namely class VII.3 consisting of 33 students and class VII.4 consisting 0f 33 students. The total numbers of population are 66 students.

2. Sample

   In this research, the researcher would use the total sampling technique to take two classes as sample which VII.3 as experimental class and VII.4 as controlled class of the seventh year students of SMP Negeri 2 Parepare.

D. Instruments of the Research

The instrument of this research was writing test which consisted of pretest and posttest. The pretest was intended to write a paragraph based on the topic (my family), using descriptive text. And the posttest was intended to write a paragraph based on their own topic using descriptive text.

E. Procedure of collecting data

The procedure of the research involved the following steps:

1. Pre Test

   Pre-test was test given before the treatments applied to find out the students prior knowledge before presenting the material or treatment. Pre test would given by using 25 minutes. The test would be applying in both of experimental class and control class. The instrument which was the researcher used both for the classes experimental class and control class was same. The students would be given a set of writing test both experimental class and control class.

2. Post-test

   Post test was test given after all of the students of the treatment for four meeting to know how far the students comprehension that was acquired after teaching learning process. The allocation time for post test was 25 minutes. The test would be applied both of experimental class and control class with given them the same test. The students would be given a set of writing test both experimental class and control class.

F. Treatment

1. Experimental class

   For the experimental class, the researcher gave treatment in four meeting through generating idea based on topic of interest . The treatment used different topics in each meeting and the procedure were as follows:

   a. The researcher gave explained the material about Descriptive text
   b. The researcher prepared an interesting topic
   c. The researcher asked students for coming up with ideas regarding topics
   d. The researcher group students' ideas into a few key points that would be developed in the essay / paragraph

2. Control class

   For the control class, the researcher gave conventional treatment without through generating idea based on topic of interest. The procedure were as follow:

   a. The researcher explained the material about descriptive test
   b. The researcher prepared a topic

c. The researcher assigned students to develop a topic provided by the teacher to be an essay / paragraph

Every meeting needed 2 x 45 minutes to teach the students in experimental class and control class.

G. Technique of data analysis

To analyze data collected from the test and find out students score, the researcher used the following formula. Some formulas were applied in this research to the process the data as follow:

1. Collecting raw score

$$Score = \frac{Student's\ correct\ answer}{Maximum\ Score} \times 100$$

(Depdiknas, 2003:11 in Muhitha,2011:33)

2. The researcher gave the raw score of that would be classified into five levels as follow

No	Classification	Score
1	Very Good	86 – 100
2	Good	71 – 85
3	Fair	56 – 70
4	Poor	41 – 55
5	Very Poor	≤ 40

(Dirjen Pendidikan sekolah menengah pertama 2011 : 3)

3. To calculate the mean score of the result of pre-test and post-test both experimental and control group, the researcher used the following formula.
   Where:
   $\overline{X}$: Mean score
   $\sum X$: Total
   N : The number of student

   (Gay, 1981: 298)

4. T test
   Calculating the value of t-test to indicate the significant difference between the mean scores of the two groups used "IMP SPSS statistic 211".

   (DM review, 21-22 Sarivastava and Sahami)

H. Criteria of testing hypothesis

Criteria of testing hypothesis, the writer uses a = 0.05 level of significance. The Statistical hypothesis in this research was as follows:

H_O : $\mu_1 \nvdash \mu_2$

H1 : $\mu_1 > \mu_2$

Where: μ_1 was experimental class and μ_2 was control class.

a. If t-table was lower than value, H_0 was accepted and H_1 was be rejected. It means that teaching writing through applying writing generating based on topic of interest cannot improve students' writing ability.

b. If t-test value was higher than 0.05, H_1 was accepted and H_0 was rejected. It means that teaching writing through applying writing generating based on topic of interest can improve students' writing ability.

FINDINGS AND DISCUSSION

This chapter deals with the data analysis as well as findings and discussion of the result of data analysis. The finding of the research cover the description of the result of the data collected through writing test.

A. Findings

The findings were obtained through the writing test, which was conducted through two terms, namely Pre test and Post test in experimental class and control class. The result of each term was reference of the students previous achievement with latest achievement.

1. Data percentage score of Pre test and Post test of experimental class and control class

   a. Pre test

   In obtaining the rate scores of students writing skill, the researcher gave writing test for the students before giving them treatment. The treatment which was given to the experimental class was teaching through generating idea based on topic interest and for the control class descriptive test. The rate of percentage and frequency in experimental class and control class was as follows:

Table 1
The frequency and percentage score of the result pre test for experimental class and control class

NO	Classification	Score	Exp[erimental Class		Control Class	
			F	(%)	F	(%)
1	Very good	86 - 100	-	-	-	-
2	Good	71 – 85	3	9.1 %	5	15.16 %
3	Fair	56 – 70	26	78.78 %	24	72.72 %
4	Poor	41 – 55	4	12.12 %	4	12.12 %
5	Very Poor	< 40	-	-	-	-
	total		33	100%	33	100%

The rate percentage of experimental class above showed that the students had very low of skill in writing skill in Pre test. In experimental class, no one of them (0 %) got very good score. Then, there were 3 (9.1 %) students got good score, 26 (78.78 %) students got fair score and 4 (12.12 %) students got poor score of 33 students in experimental class. Then, the rate percentage of control class above showed that the students had very low of writing skill in Pre test. No one of them (0 %) got very good. There were 5 (15.16 %) students got good score, 24 (72.72 %) students got fair score and 4 (12.12 %) students got poor score of 33 students in control class.

Based on the table show, the researcher concluded that Pre test of experimental and control class was low.

b. Post test

The rate of students were obtained through writing skill test after giving treatment. The treatment for experimental class was used generating idea based on topic interest and control class was used conventional way.

Table 2
The frequency and percentage score of the result post test for experimental class and control class

NO	Classification	Score	Exp[erimental Class		Control Class	
			F	(%)	F	(%)
1	Very good	86 - 100	14	42,42 %	6	18.19 %
2	Good	71 – 85	19	57.58 %	26	78.78 %
3	Fair	56 – 70	-	-	1	3.03 %
4	Poor	41 – 55	-	-	-	-
5	Very Poor	< 40	-	-	-	-
	total		33	100%	33	100%

The rate percentage of experimental class above showed that the students had very high of writing skill in Post test. In experimental class there were 14 (42.42 %) students got very good score, 19 (57.58 %) students got good score and no one (0 %) students got fair, poor and very poor score. Then, in control class, the rate percentage above showed that there were 6 (18.19 %) students got very good, 26 (78.78 %) students got good score, 1 (3.03 %) students got fair and no one (0 %) of the students got poor and very poor score.

2. The mean score and standard deviation for experimental class and control class

The following table was Pre test analysis. The following was the table that described that the mean score and standard deviation of Pre test and Post test in both group.

Table 3
Mean score and standard deviation for Pre test

No	Class	Means Score	Standard Deviation
1	Experiment	62.76	5.847
2	Control	63.27	7.489

The table above showed that the mean score of the experimental class was 62.76 with the result standard deviation 5.847 while the mean score of the control class was 63.27 with the result standard deviation 7.489.

Table 4
Mean score and standard deviation for Post Test

No	Class	Means Score	Standard

		Mean	Std. Deviation
1	Experimental	84.27	5.381
2	Control	80.45	5.557

The table above that the mean score of the experimental class was 84.27 from the result of standard deviation 5.381. while the mean score 80.45 from the result of standard deviation 5.557. Consequently, after giving treatment, mean score of Post test for control class above showed that the writing skill of the students were good. It means that the students writing skill could be better after using conventional way although through the generating idea based on topic interest more effective.

3. Hypothesis testing

In testing the hypothesis, the researcher applied t-test formula by using SPSS 18.0 application at the level of significance with $\alpha = 0.05$ with degree of freedom was df = $(N_1 + N_2 - 2)$. The result of the calculation (SPSS 18.0) was shown as follow:

Table 5
The result of calculation of significance value and level of significance in Pre test

Level of Significance	Significance value (2 tailed)
0.05	0.772

Table 5 above indicated that the significance value (0.772) was higher than the level of significance (0.05). It indicated that null hypothesis (H_0) of Pre test was accepted and the alternative hypothesis (H_1) was rejected. Based on this analysis, it was concluded that there was no significant difference between the students writing ability in experimental class through generating idea based on topic interest and control class through conventional way.

Table 6
The result of calculation of significance value and level of significance in Post test

Level of Significance	Significance (2 tailed)
0.05	0.007

Table 6 above indicated the significance value (0.007) was lower than the level of significance (0.05). It indicated that null hypothesis (H_0) of Post test was rejected and the alternative hypothesis (H_1) was accepted. Based on this analysis, it is concluded that there was significant difference between the students writing ability in experimental class through generating idea based on topic interest and control class through conventional way.

B. Discussion

In this part, the researcher discusses the result of the finding above according to the scope of the research. After comparing the result of the two tests, the researcher found some facts as follow:

This indicated that the null hypothesis (H$_0$) was rejected and alternative hypothesis (H$_1$) was accepted because the significance value of Post test (0.007) was lower than the level of significance (0.05). It meant that the tenth year students of SMP Negeri 2 Parepare could improve their writing ability through generating idea based on topic interest.

Based on the result, it was found that the calculation of significance value was 0.772 for Pre test and 0.007 for Post test. If we consulted with the level of significance 0.05, the significance value of Pre test indicated that the knowledge of the students were the same before giving the treatment, while the significance value of Post test indicated that the knowledge of the students were different after giving the treatment.

This research was supported by Muadin (1994) who conducted a research on the difficulties of writing faced by the seventh semester students of English Department of FPBS I U.P. He concluded that the students have low ability in writing. Syarman (1999) in his research on the ability of the students of SMU Negeri 374 Enrekang to erite descriptive composition found that the students have fair ability to write English composition. Madeyana (2001) found that using direct observation is the most effective in improving students writing descriptive composition. From the discussion above, it concluded that (H$_1$) was accepted and (H$_0$) was rejected. The other words, through idea based on topic interest was able to improve reading comprehension of the seventh year students of SMP Negeri 2 Parepare.

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion and the suggestion of the research as explained as follow:

A. **Conclusion**

Based on the finding and the discussion above, the researcher concludes that:

Teaching writing through generating idea based on topic of interest is effective to improve the writing ability of the seventh year students of SMP Negeri 2 Parepare. The researcher indicated Null Hypothesis (H$_0$) was rejected and alternative hypothesis (H$_1$) was accepted. After the calculation of t-test formula of Post test by using SPSS 18.0 application, the significance value (0.007) was lower than the level of significance (0.05). It meant that through generating idea based on topic of interest effective to improve the writing ability of the seventh year students of SMP Negeri 2 Parepare.

B. **Suggestion**

The researcher put forward some suggestion to improve the students writing ability through generating idea based on topic of interest below:

1. The result of the research to give helpful information to for English teacher in teaching English to improve the students writing ability.

2. The teacher can through generating idea based on topic of interest in teaching writing ability, so that they can improve their students writing ability.

3. For the next researcher, the result of the research can be useful information to the next research.

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