APPENDICES

APPENDIX 1

1. Pre-test
    a) The researcher explained what the students were doing and distributed descriptive text assignments, with the topic given being “Animals”
    b) Researchers give scores on student test results

2. Post-Test

    a) After being given treatment, students are given the task of writing a descriptive text, the topic given is “Local culture in South Sulawesi, especially in Sidrap-Parepare area”
    b) Researchers give scores of student learning outcomes.

APPENDIX 2

R*ENCANA PELAKSANAAN PEMBELAJARAN*

Sekolah : SMK NEGERI 2 PAREPARE
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Ganjil
Materi : Decriptive Text
Alokasi Waktu : 4 Minggu × 45 Menit

A.Kompetensi Inti

KI.3 Menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkanrasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humanioradengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkaitpenyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural padabidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI.4 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait denganpengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampumenggunakan metoda sesuai kaidah keilmuan.

B.Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Konpetensi
3.4.Membedakan fungsi social ,structure teks dan unsure kebahasaan beberapa teks descriptive lisan dan tertulis dengan memberi	3.4.1Menentukan fungsi social teks descriptive terkait budaya local.
	3.4.2.Menganalisis structure teks descriptive terkait budaya local

dan meminta informasi yang berkaitan dengan budaya local	3.4.3.Menentukan unsur kebahasaan dalam bentuk teks descriptive terkait budaya local
	3.4.4.Meresume teks descriptive sederhana terkait budaya local
4.4.Teks Decriptive	4.4.1.Membuat teks descriptive secara sederhana
4.4.1.Menangkap makna kontekstual terkaid fungsi social,structure teks dan unsure kebahassan teks descriptive lisan dan tertulias ,secara sederhan terkait budaya local .	
4.4.2.Menyusun teks descriptive lisan dan tertulis ,secara sederhana terkait budaya local ,dengan memperhatikan fungsi social ,stukture teks dan unsure kebahasaan secara benar dan sesuai konteks	4.4.1.Membuat teks descriptive sederhana terkait budaya local .
	4.4.2.Menyajikan secra lisan teks descriptive terkait budaya local .

Tujuan Pembelajaran:

1. Menunjukkan kesungguhan belajar bahasa inggris terkait teks descriptive sederhana tentang tempat wisata dunia atau bangunan terkenal.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggug jawab dalam melaksanakan komunikasi terkait teks describtive budaya local
3. Mengidentifikasi fungsi sosial, structure tesk dan unsur kebahasaan pada teks describtive sederhana tentang tempat wisata atau bangunan terkenal
4. Merespon makna dalam teks describtive, lisan dan tulis, sederhana, tentang orang

5. Menyusun teks describtive lisan dan tulis sederhana tentang hewan dan budaya local

B. Materi pembelajaran,

Struktur Descriptive Text (generic structure) adalah:

1. Identification (identifikasi) adalah pendahuluan,berupa gambaran umum tentang suatu topik.
2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Ciri-ciri Descriptive Text:

1. Menggunakan simple present tense
2. Menggunakan attribute verb, seperti be (am, is, are)
3. Hanya fokus pada satu objek tersebut.

Unsur kebahasaan

1) Kata benda yang terkait dengan orang/benda/tempat/binatang
2) Kata sifat yang terkait dengan sifat orang/binatang/benda
3) Kata kerja bentuk pertama (present tense)
4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
6) Rujukan kata

C. Pendekatan Dan Metode Pembelajaran:

Pendekatan : Saintifik
Metode : Menjelaskan dan Penugasan
Model : Discovery Learning

F.Sumber Belajar

1. Buku Teks wajib

- Sumber dari internet:

G.Media Pembelajaran

1. Media : Luring
2. Alat dan bahan : Laptop, Hp, dan Bahan-bahan Pendukung

Pertemuan Pertama

Kegiatan	
Pendahuluan	• Guru memberi salam dan mengajak peserta didik berdoa bersama (religious) • Guru mengecek kehadiran peserta didik • Guru menyampaikan tujuan dan manfaat pembelajaran tentang strategy yang di ajarkan. • Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran
Kegiatan Inti	• Guru membaerikan gambaran dan bahan bacaan terkait budaya local • Guru memberi kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami,. Pertanyaan ini harus berkaitan dengan materi(Descriptive Teks) • Peserta didik diberi kesempatan untuk mendiskusikan, mengumpulkan informasi, mempersentasi ulang, dan saling tukar informasi mengenai(Descriptive Teks) • Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait (Descriptive Teks), Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami (Creativity)
Penutup	• Guru bersama peserta didik merefleksikan pengalaman belajar • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa.

Pertemuan Kedua

	Kegiatan
Pendahuluan	• Guru memberi salam dan mengajak peserta didik berdoa bersama (religious) • Guru mengecek kehadiran peserta didik • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang telah ajarkan. • Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran yang akan di capai
Kegiatan Inti	• Guru menyediakan beberapa text descriptive tentang budaya local • Guru menjelaskan tentang descriptive ,ciri ,tujuan dan menjelaskan langkah-langkah dalam mendecripsikan budaya local • Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami (Creativity)
Penutup	• Guru bersama peserta didik merefleksikan pengalaman belajar • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa.

Pertemuan Ketiga

	Kegiatan
Pendahuluan	• Guru memberi salam dan mengajak peserta didik

	berdoa bersama (religious) • Guru mengecek kehadiran peserta didik Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang di ajarkan. • Guru menyampaikan garis besar cakupan materi yang akan di capai.
Kegiatan Inti	• Guru memperlihatkan beberapa gambar budaya local seperti tradisi ,makanan dan wisata alam yang ada di sulawesi khusunya di Sidrap – parepere • Guru membimbing siswa dalam menulis decriptive text • Siswa diminta menuliskan text descriptive sesuai dengan apa yang telah mereka tulis di dua tahap sebelumnya.
Penutup	• Melakukan pengecekan terhadap tulisan siswa. • Guru dan peserta didik membuatrangkuman/simpulan pelajaran. • Guru bersama peserta didik merefleksikan pengalaman belajar • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa.

Pertemuan Keempat

Kegiatan	
Pendahuluan	• Guru memberi salam dan mengajak peserta didik berdoa bersama (religious)

	• Guru mengecek kehadiran peserta didik • Guru meriview materi yang telah dipelajarisebelumny • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang di ajarkan. • Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran
Kegiatan Inti	• Sebelum Melangkah ke tahapan selanjutnya ,siswa dibagi menjadi beberapa kelompok ,yang terdiri dari 3-4 siswa . Dan membagikan 1 lembah kertas di setiap kelompok • Kemudian siswa diberikan tugas ,yaitu mendecripsikan gambar yang dibagikan oleh masing-masing kelompok ,yang terkait budaya local yang ada di sidrap –parepare • Kemudian , siswa meminta membacakan hasil kerja kelompok mereka
Penutup	• Meminta siswa mengumpulkan tugas masingmasing untuk diberikan penilian. • Guru dan peserta didik membuatrangkuman/simpulan pelajaran, • Peserta didik dan guru mengucapkan salamperpisahan

H.Penilaian

1. Pengetahuan : Tes Tulis
2. PenilaianSikap : Lembar Penilaian/Pengamatan Sikap
3. Penilaian Keterampilan : Tes Tertulis difoto dan dikirim.

APPENDIX 3

The Result of the Research Score Classification Pre-Test and Post Test

NO.	Student	Pre –Test	Classification	Post –Test	Classification
1.	Student 1	66	Poor	76	Good
2.	Student 2	51	Very Poor	81	Very Good
3.	Student 3	61	Poor	75	Good
4.	Student 4	35	Very Poor	79	Good
5.	Student 5	26	Very Poor	77	Good
6.	Student 6	47	Very Poor	75	Good
7.	Student 7	15	Very Poor	80	Good
8.	Student 8	50	Very Poor	75	Good
9.	Student 9	13	Very Poor	76	Good
10.	Student 10	45	Very Poor	86	Very Good
11.	Student 11	26	Very Poor	76	Good
12.	Student 12	45	Vety Poor	89	Very Good
13.	Student 13	29	Very Poor	87	Very Good
14.	Srudent 14	30	Very Poor	77	Good
15.	Student 15	18	Very Poor	80	Good
16.	Student 16	26	Very Poor	79	Good
17.	Student 17	26	Very Poor	75	Good
18.	Student 18	34	Very Poor	72	Poor
19.	Student 19	34	Very Poor	76	Good
20.	Student 20	19	Very Poor	74	Good
21.	Student 21	60	Poor	89	Very Good
22.	Student 22	10	Very Poor	80	Good
23.	Student 23	35	Very Poor	76	Good
24.	Student 24	19	Very Poor	79	Good
25.	Student 25	10	Very Poor	77	Good
26.	Student 26	35	Very Poor	75	Good
27.	Student 27	20	Very Poor	80	Good

28.	Student 28	33	Very Poor	79	Good
29.	Student 29	62	Poor	88	Very Good
30.	Student 30	40	Very Poor	69	Poor
31.	Student 31	45	Very Poor	77	Good
32.	Student 32	38	Very Poor	78	Good
33.	Student 33	37	Very Poor	75	Good
34.	Student 34	40	Very Poor	80	Good
35.	Student 35	35	Very Poor	83	Good
36.	Student 36	40	Very Poor	66	Very Poor

APPENDIX 4

The Score and Square on Pre –Test and Post Test

NO.	Pre –Test		Post –Test	
	X1	X2	X1	X2
1.	69	4761	76	5776
2.	40	1600	81	6561
3.	58	3364	75	5625
4.	35	1225	79	6241
5.	48	2304	77	5929
6.	55	3025	75	5625
7.	35	1225	80	6400
8.	41	1681	75	5625
9.	55	3025	76	5776
10.	40	1600	86	7396
11.	40	1600	76	5776
12.	66	4356	89	7921
13.	53	2809	87	7569
14.	35	1225	77	5929
15.	38	1444	80	6400
16.	40	1600	79	6241
17.	35	1225	75	5625
18.	37	1369	72	5184
19.	40	1600	76	5776
20.	40	1600	74	5476
21.	58	3364	89	7921
22.	40	1600	80	6400
23.	40	1600	76	5776
24.	37	1369	79	6241
25.	32	1024	77	5929
26.	53	2809	75	5625

27.	53	2809	80	6400
28.	44	1936	79	6241
29.	59	3481	88	7744
30.	41	1681	69	4761
31.	35	1225	77	5929
32.	36	1296	78	6084
33.	37	1369	75	5625
34.	35	1225	80	6400
35.	35	1225	83	6889
36.	40	1600	66	4356
∑N=36	∑X1=1,575	$\sum X_1^2$=72251	∑X2=2816	$\sum X_1^2$=228741

APPENDIX 5

The Calculation Of The Result Of Writing Test

The Culculation in Pre –Test Result Score of Writing Test

1.Mean Score

$$\bar{x} = \frac{\sum x_1}{N_1}$$

$$= \frac{1575}{36}$$

$$=43,75$$

2.Standar Deviation

$$SD= \sqrt{\frac{\sum {x_1}^2 - \frac{(\sum x_1)2}{n}}{n-1}}$$

$$SD= \sqrt{\frac{72251^2 - \frac{(1575)^2}{36}}{36}}$$

$$SD= \sqrt{\frac{72251^2 - 68906,25}{35}}$$

$$SD= \sqrt{\frac{3344,75}{35}}$$

$$SD= \sqrt{95,56}$$

SD=9,78

APPENDIX 6

The Calculation in Post –Test Result Score of Writing Test

1.Mean Score

$$\bar{x} = \frac{\sum x_2}{N_2}$$

$$= \frac{2816}{36}$$

$$=78$$

2.Standar Deviation

$$SD= \sqrt{\frac{\sum {x_2}^2 - \frac{(\sum x_1)^2}{n}}{n-1}}$$

$$SD= \sqrt{\frac{228741^2 - \frac{(2816)^2}{36}}{36}}$$

$$SD= \sqrt{\frac{228741^2 - 22027}{35}}$$

$$SD= \sqrt{\frac{206714}{35}}$$

$$SD= \sqrt{5906,1}$$

SD=77

APPENDIX 7

The Comparison between t-Test Value and t-Test table Value

Pre-Test and Post-Test

$$D=\frac{\sum D}{n}=\frac{1241}{36}=34,47$$

$$t=\frac{D}{\sqrt{\frac{(\sum D^2-\frac{(\sum D)^2}{n}}{n(n-1)}}}$$

$$t=\frac{34,47}{\sqrt{\frac{(156490\frac{(1241)^2}{36}}{36\,(35)}}} \qquad =\frac{34,47}{\sqrt{\frac{156490-1540}{1260}}}$$

$$t=\frac{34,47}{\sqrt{\frac{1154,950}{1260}}} \qquad =\frac{34,47}{\sqrt{9,16}}$$

$$t=\frac{34,47}{9,16} \qquad = 3,7$$

t =3,7

d*f* = n-1

= 36-1

= 35

d*f* = α 0,5=1,689

APPENDIX 8

Titik Persentase Distribusi t (df= 1 – 40)

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
Df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019

26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

APPENDIX 9

The Culculation of The Result of Writing Test

No	Student	Score		Post – Pre	Ideal Score (100)-Pre	N–Gain Score	N-Gain Score Percentage
		Pre-Test	Post-Test				
1.	Student 1	69	77	8	31	0.258065	25,8
2.	Student 2	40	80	40	60	0.666667	66,6
3.	Student 3	58	86	28	42	0.666667	66,6
4.	Student 4	35	79	44	65	0.676923	67,6
5.	Student 5	48	81	33	52	0.634615	63,4
6.	Student 6	55	85	30	45	0.666667	66,6
7.	Student 7	35	78	43	65	0.661538	66,1
8.	Student 8	41	73	32	59	0.542373	54.2
9.	Student 9	55	83	28	45	0.622222	62,2
10.	Student 10	40	86	46	60	0.766667	76,6
11.	Student 11	40	71	31	60	0.516667	51,6
12.	Student 12	66	89	23	34	0.676471	67,6
13.	Student 13	53	87	34	47	0.723404	72,3
14.	Srudent 14	35	73	38	65	0.584615	58,4
15.	Student 15	38	78	40	62	0.645161	64.5
16.	Student 16	40	83	43	60	0.716667	716
17.	Student 17	35	75	40	65	0.615385	615
18.	Student 18	37	70	33	63	0.52381	523
19.	Student 19	40	73	33	60	0.55	55
20.	Student 20	40	85	45	60	0.75	75
21	Student 21	58	89	31	42	0.738095	73,8
22.	Student 22	40	82	42	60	0.7	7
23.	Student 23	40	85	45	60	0.75	75
24.	Student 24	37	79	42	63	0.666667	66,6

25.	Student 25	32	84	52	68	0.764706	76,4
26.	Student 26	53	85	32	47	0.680851	68,0
27.	Student 27	53	80	27	47	0.574468	57,4
28.	Student 28	44	82	38	56	0.678571	67,8
29.	Student 29	59	88	29	41	0.707317	70,7
30.	Student 30	41	70	29	59	0.491525	49,1
31.	Student 31	35	77	42	65	0.646154	64,6
32.	Student 32	36	76	40	64	0.625	62,5
33.	Student 33	37	75	38	63	0.603175	60,3
34.	Student 34	35	80	45	65	0.692308	69,2
35.	Student 35	35	82	47	65	0.723077	72,3
36.	Student 36	40	87	47	60	0.783333	78,3
		SUM				0,656199	65,6199

APPENDIX 10
DOKUMENTASI

1. Introduction



2.Pre-Test



3.Treatment







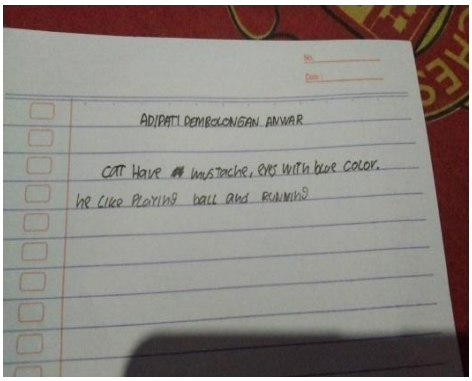
4.Post –Test

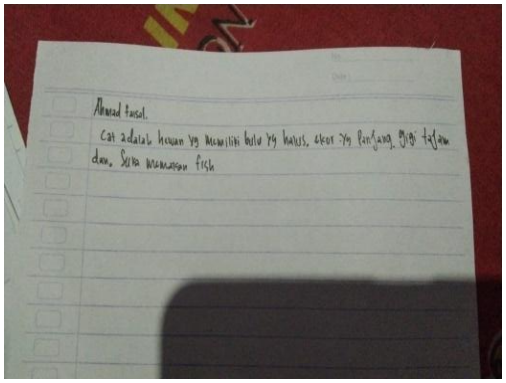




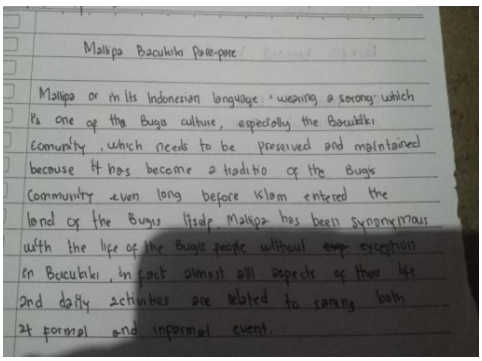
5.Student Writing

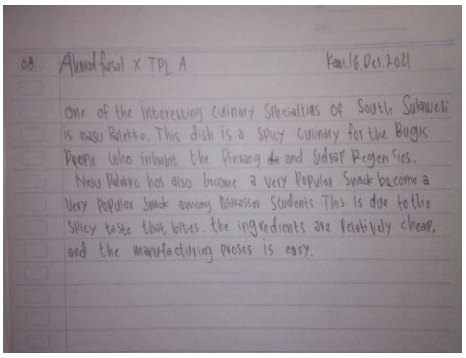
a.Pre –Test



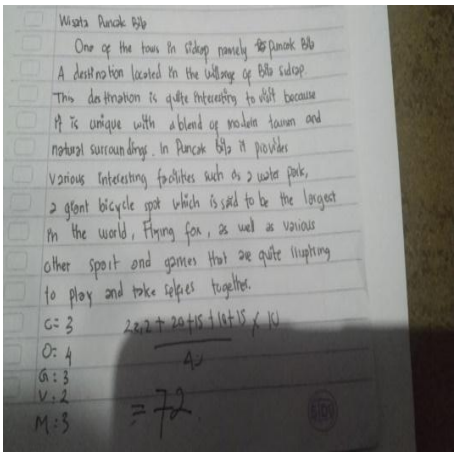


b.Treatment



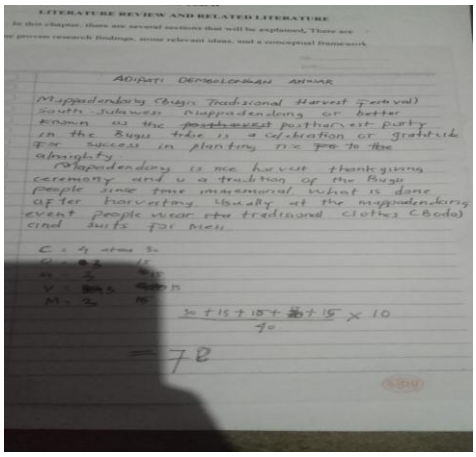


c.Post Test


Wisata Puncak Bilo

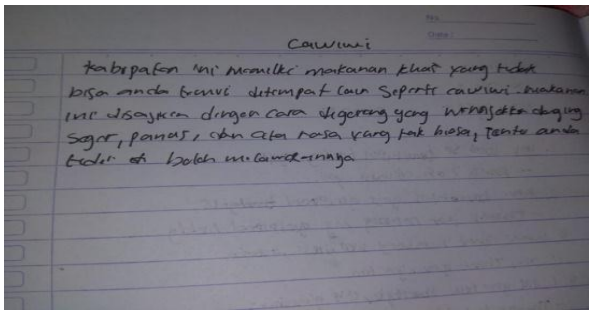
One of the tours in Sidrap namely Bt Puncak Bilo A destination located in the village of Bilo Sidrap This destination is quite interesting to visit because it is unique with a blend of modern tourism and natural surroundings. In Puncak Bilo it provides various interesting facilities such as 2 water park, 2 giant bicycle spot which is said to be the largest in the world, Flying fox, as well as various other sport and games that are quite inspiring to play and take selfies together.

C: 3
O: 4
G: 3
V: 2
M: 3


ADIPATI DEMOLOMBAN ANNUR

Mappadendang (Bugis Tradisional Harvest Festival) South Sulawesi Mappadendang or better known as the southwest pesticest party in the Bugis tribe is a celebration or gratitude for success in planting rice to the almighty.

Mappadendang is rice harvest thanksgiving ceremony and a tradition of the Bugis people since time immemorial. What is done after harvesting. Usually at the mappadendang event people wear the traditional clothes (Bodo) and suits for men.


Cawiwi

Kabupaten ini memiliki makanan khas yang tidak bisa anda temui ditempat lain seperti cawiwi makanan ini disajikan dengan cara digoreng yang rasanya gurih, pedas, dan ada rasa yang tak biasa, tentu anda tidak akan bosan mencicipinya

6.PHOTO WITH CLASS X TPL



Local Culture Based Materials

Examples of descriptive text about local culture Sidrap-Parepare

a. Traditional Food



Palekko is duck cooked with spices resembling rica-rica seasoning. Namely the basic spices consisting of shallots, garlic and chilies. How to cook it is quite easy. Spices that have been mashed sauteed. After cooking, put the boiled duck into it.

According to him, this duck palekko has a different aroma because the fishy taste of the duck gives it an original taste. However, to reduce excessive fishiness, acid water is usually used.

As time goes by, Palekko is not only made of duck. But also from chicken. Because not everyone likes to eat duck. The chicken used can be native chicken or domestic chicken. Meanwhile, the ducks used can be village ducks and manola ducks.

b.Mappadendang Tradition



Mappadendang (Bugis Traditional Harvest Festival) South Sulawesi. Mappadendang or better known as the postharvest party in the Bugis tribe is a celebration of gratitude for its success in planting rice to the almighty. Mappadendang itself is a party held on a large scale. That is the event of pounding

grain in a mortar with a large stick as the pounder.[1] People will gather in one place (usually in the middle of a rice field) to pound the grain together.

Mappadendang itself is not only about postharvest parties but also has its own magical value. It is also referred to as the purification of grain which in the sense is still tied to the stem and connected to the ground to become an asset that will later merge with the human. Therefore, it is necessary to purify it so that it is more blessed.Mappadendang is a rice harvest thanksgiving ceremony and is a tradition of the Bugis people since time immemorial. Usually carried out after the harvest usually enters the dry season at night during the full moon. The traditional party is held in connection with the harvest or the dry season. Basically, mappadendang is the sound of a pestle hitting a mortar when pounding rice.

c.Mappalili

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This mappalili tradition is led by traditional leaders or priests who usually lead prayers. The activity begins with the use of a field plow around the rice field area. This was followed by a ritual surrounding the rice fields led by traditional leaders/priests, followed by farmers and civil servants who took part.

Halfway through the journey, the traditional leader/priest followed by the farmer then stopped to recite a prayer. The prayer contains the hope that the harvest will be abundant, meet the needs of the population, then continue walking as far as one round of rice fields.

d.Sightseeing sites



Puncak Bila Riase Tourism Park is one of the tourist destinations with a beautiful and natural rural feel. Visitors will be presented with a variety of enchanting natural panoramas, such as views of the hills, teak forests, vast rice fields, and stunning lake views. You can enjoy views of the lake through various gazebos built on the edge or in the middle of the lake, even on a hill that directly faces the lake so that visitors can enjoy all the natural scenery around it. In addition, this tourist attraction is a tourist area that is environmentally friendly and far from air pollution, so you will feel more at home and at home there. Bila Riase Tourism Park also offers various tourist activities that you can enjoy with your family or loved ones. Here you can play water bikes, water ducks, and boats in the middle of the lake. You can also ride horses along the trails around the lake. You can invite your child to do the obstacles and agility games that have been provided. For those who like a challenge, you can test your courage through the flying fox game. This game will give you a sensation of adventure that is hard to forget because the flying fox trajectory is designed starting from the top of the hill and sliding down through the lake.

e.Monumen Cinta Sejati Habibie Ainun



This monument was built to commemorate the services of the third president of the Republic of Indonesia. Habibie Ainun's True Love Monument can also be a very iconic photo spot.

As we know that Prof. Dr. Ing. H. Bacharuddin Jusuf Habibie and dr. Hj. Hasri Ainun Besari is a husband and wife whose story has touched the hearts of many Indonesians. So not a few people who come to just take pictures at that location.

CURRICULUM VITAE



Eka A. is the first child of Asfar and Terrang marriage.She was born in Lainungan in January 1, 1999. She has 1 brother.She started her studies in elementary school at SDN 5Lawawoi, Sidrap Regency, and graduated in 2011.She continued her education at SMPN 2 Watang Pulu,Sidrap Regency and graduated in 2014. Then , continued to high school inSMAN 1 Watang Pulu which has now changed to SMAN 6 Sidrap, Enrekang Regency, and graduated in 2017. In the same year, she was accepted as a studentin the Department of English Education, Faculty of Teacher Training and Educationat the Muhammadiyah University of Parepare.