

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF ISPRING PROGRAM AS TEACHING MEDIA
TOWARD THE STUDENTS' DESCRIPTIVE WRITING SKILL AT THE
TENTH GRADE OF SMK N 1 METRO**

By:

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ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG

1448 H / 2026 M

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**THE INFLUENCE OF ISPRING PROGRAM AS TEACHING MEDIA
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TENTH GRADE OF SMK N 1 METRO**

Presented as Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Study Program

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**STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG
1448 H / 2026 M**



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APPROVAL PAGE

Title : THE INFLUENCE OF ISPRING PROGRAM AS TEACHING
MEDIA TOWARD THE STUDENTS' DESCRIPTIVE
WRITING SKILL AT THE TENTH GRADE OF SMK N 1
METRO

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Metro, June 2026
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NOTIFICATION LETTER

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Matter : **In Order to Hold the Munaqosyah
of Diemas Adjie Nugroho**

To:
The Honorable the Dean of Tarbiyah and Teacher Training Faculty
of State Islamic University Jember Siwo Lampung

Assalamu'alaikum, Wr. Wb.

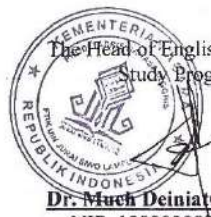
We have given guidance and enough improvement to research script which is
written by:

Name : Diemas Adjie Nugroho
Student Number : 1901050012
Faculty : Tarbiyah and Teacher Training
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Title : THE INFLUENCE OF ISPRING PROGRAM AS TEACHING
MEDIA TOWARD THE STUDENTS' DESCRIPTIVE WRITING
SKILL AT THE TENTH GRADE OF SMK N 1 METRO

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training
in order to be discussed in the Munaqosyah. Thank you very much.

Wassalamu'alaikum, Wr. Wb.



The Head of English Education
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NOTA DINAS

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Perihal : **Mohon di Munaqosyahkan Skripsi
Saudara Diemas Adjie Nugroho**

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
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Assalamu'alaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka
skripsi yang disusun oleh:

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Students Number : 1901050012
Judul Skripsi : THE INFLUENCE OF ISPRING PROGRAM AS TEACHING
MEDIA TOWARD THE STUDENTS' DESCRIPTIVE WRITING
SKILL AT THE TENTH GRADE OF SMK N 1 METRO

Sudah kami dapat setuju dan dapat diajukan untuk di munaqosyahkan. Demikian
harapan kami, atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum, Wr. Wb.

Mengetahui,
Ketua Program Studi Tadris Bahasa Inggris



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RATIFICATION PAGE

No. B-2789/Un. 36.1/D/PP.DD.9/07/2026

An Undergraduate Thesis entitled: THE INFLUENCE OF ISPRING PROGRAM AS TEACHING MEDIA TOWARD THE STUDENTS' DESCRIPTIVE WRITING SKILL AT THE TENTH GRADE OF SMK N 1 METRO, written by: Diemas Adjie Nugroho, student number: 1901050012, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, June 18th, 2026 at 13.00-15.00 WIB.

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The Dean of Tarbiyah and Teachers Training Faculty



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**THE INFLUENCE OF ISPRING PROGRAM AS TEACHING MEDIA
TOWARD THE STUDENTS' DESCRIPTIVE WRITING SKILL AT THE
TENTH GRADE OF SMK N 1 METRO**

ABSTRACT

BY:

DIEMAS ADJIE NUGROHO

The objective of this research was to know there is a positive and significant influence of *iSpring Program* on descriptive writing skill at the tenth-grade students of SMK Negeri 1 Metro during the 2022–2023 academic year.

The research is a quantitative research. The sample determination in this research used cluster purposive sampling technique and the sample of the research was 42 students which consisted of two classes. The data collecting methods used test and documentation. The formula used to analyze the data is the *Mann-whitney* test to prove the hypothesis. It can be seen that the pre-test results in the experimental class with an average score of 62,26 and the control class 70. After carrying out the pre-test, treatment was carried out in the experimental class and then the post-test results for the experimental class got an average score of 86,64 and control class 73,8.

Results from the *Mann-whitney* test obtained an *Asymp. Sig. (2-tailed)* value of 0,000 which is less than 0,05, indicating a discernible difference in student learning outcomes. Consequently, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, signifying a positive impact.

Keywords: *Descriptive Writing Skill, iSpring Program, Quantitative Research*

**PENGARUH *ISPRING PROGRAM* SEBAGAI MEDIA PEMBELAJARAN
TERHADAP KEMAMPUAN MENULIS DESKRIPTIF SISWA KELAS X
SMK N 1 METRO**

**ABSTRAK
OLEH:
DIEMAS ADJIE NUGROHO**

Tujuan penelitian ini adalah untuk mengetahui apakah terdapat pengaruh positif dan signifikan dari *iSpring Program* terhadap keterampilan menulis deskriptif pada siswa kelas X SMK Negeri 1 Metro pada tahun ajaran 2022–2023.

Penelitian ini merupakan penelitian kuantitatif. Penentuan sampel dalam penelitian ini menggunakan teknik *cluster purposive sampling*, dengan jumlah sampel sebanyak 42 siswa yang terdiri dari dua kelas. Metode pengumpulan data yang digunakan adalah tes dan dokumentasi. Rumus yang digunakan untuk menganalisis data adalah uji *Mann-Whitney* untuk membuktikan hipotesis. Dapat dilihat bahwa hasil pra-tes pada kelas eksperimen memiliki nilai rata-rata 62,26 dan kelas kontrol 70. Setelah melakukan pra-tes, *treatment* dilakukan pada kelas eksperimen dan kemudian hasil pasca-tes untuk kelas eksperimen mendapatkan nilai rata-rata 86,64 dan kelas kontrol 73,8.

Hasil uji *Mann-Whitney* menunjukkan nilai *Asymp. Sig. (2-tailed)* sebesar 0,000, yang lebih kecil dari 0,05, sehingga menunjukkan adanya perbedaan yang signifikan pada hasil belajar siswa. Oleh karena itu, hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima, yang menandakan adanya dampak positif.

Kata Kunci: *Keterampilan Menulis Deskriptif, iSpring Program, Penelitian Kuantitatif*

STATEMENT OF RESEARCH ORIGINALITY

This undersigned :

Name : Diemas Adjie Nugroho
Std. Number : 1901050012
Faculty : Tarbiyah and Teacher Training
Department : English Education Study Program

State that this undergraduate thesis is originally the result of the research done by the researcher, in exception of the certain parts of which are exepted from the bibliography mentioned.

Metro, June 2026
Researcher,



Diemas Adjie Nugroho
Std. Number. 1901050012

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Diemas Adjie Nugroho
Npm : 1901050012
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu dirujuk sumbernya dan disebutkan dalam daftar pustaka.

Metro, Juni 2026

Yang menyatakan,



Diemas Adjie Nugroho
NPM. 1901050012

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

"So, indeed with difficulty there is ease." (QS. Al-Insyirah: 5)

“Maka, sesungguhnya beserta kesulitan ada kemudahan.” (QS. Al-Insyirah: 5)

إِنَّ مَعَ الْعُسْرِ يُسْرًا

"Indeed with difficulty there is ease." (QS. Al-Insyirah: 6)

“Sesungguhnya beserta kesulitan ada kemudahan.” (QS. Al-Insyirah: 6)

DEDICATION PAGE

This undergraduate thesis is specially dedicated to:

My beloved parents, Mr. Syaiful Bakri and Mrs. Sutirah who always pray for me, support me, and stand behind me in every situation.

All my family who always support me.

My friends, especially for the member of CJR: Arni, Sichila, Lesta, Viona, and others.

And for all the good people around me who sincerely help me.

ACKNOWLEDGEMENT

In the name of Allah SWT, the Most Gracious, and the Most Merciful, who always gives us everything we need and has taught people about what they did not know before. Allah has given His gift to the researcher so that he can complete this undergraduate thesis. May Shalawat and Greetings always be given to our prophet Muhammad SAW, who has taken us from darkness to light in the world.

The Undergraduate Thesis is entitled "The Influence of *iSpring Program* as Teaching Media toward the Students' Descriptive Writing Skill at The Tenth Grade of SMK N 1 Metro". The researcher would like to express his sincere gratitude especially to:

1. Prof. Dr. Ida Umami, M.Pd.Kons., as the Rector of UIN Jurai Siwo Lampung.
2. Dr. Siti Annisah, M.Pd., as the Dean of the Tarbiyah and Teacher Training Faculty of UIN Jurai Siwo Lampung.
3. Dr. Much Deiniatur, M.Pd.B.I., as the Chief of the English Education Department of UIN Jurai Siwo Lampung. And as the sponsor who have guided the researcher to give understanding and motivation in the process of completing this undergraduate thesis.
4. All lecturers of the English Education Study Program of UIN Jurai Siwo Lampung who has given their thought and shared their experiences with the researcher.
5. The Headmaster, Teachers, and Staff of SMK N 1 Metro who have permitted the researcher to conduct the research in this school.

6. Mr. Syaiful Bakri and Mrs. Sutirah, my great parents who have given a lot of support in the form of love and affection.
7. All of my friends in UIN Jurai Siwo Lampung, thanks for everything in helping to finish this undergraduate thesis.

Nobody is perfect. The researcher does apologize for all mistakes that he has made in writing and presentation items. Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and all readers generally.

Metro, 10 June 2026

The Researcher



DIEMAS ADJIE NUGROHO

Std. Number 1901050012

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CHAPTER I

INTRODUCTION

A. Background of Study

Media is an effective teaching and learning tool. Children will be more engaged in learning as a result of learning media. The usage of media for learning is quite significant at this time. Furthermore, technology media is crucial for learning activities in our current day. Technology advancements have led to the integration of technology into education. Many youngsters and adults nowadays utilize mobile phones as a source of information. Mobile phones can be utilized as learning media because they are digital technology, particularly the Internet, which can be used as information sources in different nations.

In this current period of globalization, expanding technology can be utilized to education as a more sophisticated, and sophisticated facility to facilitate the learning process. Learning technology is defined as a modern application or media that is utilized as both theory and practice in learning, as well as a learning resource. Information technology is currently the most extensively used technology in the world of education. Technology has been shown to improve children's interest in learning since it has a more appealing appearance, preventing boredom during lessons. In this scenario, technology can help children learn English. Especially in descriptive writing skill.

Technology has grown significantly in recent years and is now commonly employed in all countries for increasingly advanced elements of our lives. Other considerations include changes in business, economics, communication, and education. As with the advancement of technology in this sphere of education, people will be able to access more information during the learning process. Technology is a wonderful tool for strengthening a certain aspect of the learning process. The learning is then aided by technology.¹

Agustin also states that technology in education has a major impact on learning outcomes. The use of technology in learning can overcome the limitations of space and time, disseminate information more broadly, quickly, so that messages can be delivered according to learning objectives.² In addition, based on the pre survey on 13th April 2023 at the tenth class of the SMK N 1 Metro students. The students' writing skill score is still low. It can be seen from the table below:

Table 1. 1 The result of Pre Survey of Students' Writing Skill

No.	Scores	Category	Frequency	Percentage
1	< 75	Failed	26	76%
2	≥ 75	Passed	8	24%
Total			34	100%

¹ Innes Yustika Sari, *The Effect of Using Duolingo Application on the Students' Vocabulary Mastery of the Tenth Grade of SMA N 1 Punggur* (Metro: IAIN Metro, 2021).

² Nurul Afidah and Silvia Wulandari, "Pengembangan Media Pembelajaran Berbasis Ispring Pada Materi Analytical Exposition Text" *Journal of Education and Management Studies* Vol. 4, No. 3 (2021): 45–54

The English minimum passing grade in this school is 75. In other word, the students who gain the score under 75, they do not pass the examination. Practically, there are 8 students who got score ≥ 75 or 24%, 26 students got score < 75 or 76%. It can be concluded that students' writing skill is still low.

Based on the explanation above, the researcher wants to know the influence of *iSpring Program* as teaching media toward the students' writing skill at the tenth grade of SMK N 1 Metro.

B. Problem Identification

Referring to the background above, the problem can be identified as follow:

1. Students have low score in writing skill.
2. Students got difficulties to generate their ideas in writing skill.
3. Students are bored with learning media that is usually used.
4. Students got difficulties on understanding the writing material.

C. Problem Limitation

Limitation is very useful for the researcher to determine the focus point of problem that will be analyzed. Therefore, this research will adhere to the quantity maxim, which states that the elaborations should not be taken out of context.

In this case, the researcher focuses on the first and the third problem that the students have low score in writing skill and the students are bored with

learning media that is usually used. The writing that is discussed here is a descriptive writing skill.

D. Problem Formulation

Based on the problem limitation above, the researcher formulates the problem in this research namely “Is there any positive and significant influence of using iSpring Program as teaching media toward the students’ writing skill especially in descriptive text at the tenth grade of SMK N 1 Metro? ”

E. Objectives and Benefits of the Study

1. Objectives of the Study

Related to the problem formulated above this research is aimed to find out and know whether there is any influence of iSpring Program as teaching media toward the students’ descriptive writing skill.

2. Benefits of the Study

The result of this research is expected to give essential contributions to English teaching. Specifically, the benefits are listed as follows:

a. For the Students

For students who are studying writing material, the result of this research can help improve it.

b. For the English Teacher

The result of this research is as the contribution to help the teacher when explaining the writing material.

c. For the Other Researchers

This result can be used as prior information for the other researchers that conduct a relevant research.

F. Prior Research

In compiling this study, researcher have found several previous studies related to this research. There are two previous relevant studies. The first is study that had been done by Afidah and Wulandari (2021) in their research entitled “*Pengembangan Media Pembelajaran Berbasis iSpring Pada Materi Analytical Exposition Text*”. The aim of their research is developing learning media based on ICT (information and communication technology). They used the *iSpring program* and covered the topic of analytical exposition texts. *ADDIE* model that covered analyze, design, develop, implement, and evaluation was adapted in their study. Based on the result of develop phase, the mean score of media and material aspect were 3,93 and 3.76. It means that, the product was good enough and ready to implement.³

The second is study that had been done by Pritakinanthi (2017) in their research entitled “*Pengembangan Media Pembelajaran Menggunakan iSpring*

³ Nurul Afidah and Silvia Wulandari, “Pengembangan Media Pembelajaran Berbasis iSpring Pada Materi Analytical Exposition Text,” *Journal of Education and Management Studies* Vol. 4, No. 3 (2021): 45–54.

Untuk Meningkatkan Hasil Belajar Mata Pelajaran Bahasa Inggris Kelas VIII SMP Negeri 37 Semarang”, it aims to find out the procedures for developing learning media and measure the effectiveness of using *iSpring media* to improve student learning outcomes. The object of this research is the students of class VIII E as the experimental group and class VIII F as the control group. This study uses the ADDIE development model which consists of five stages, namely *analysis, design, development, implementation* and *evaluation*. The results showed that the use of *iSpring learning media* was feasible to be used in the learning process and was able to improve student learning outcomes at SMP Negeri 37 Semarang. This is evidenced by the media validity test from media experts which shows an average result of 84%. This percentage belongs to the very good category and deserves to be used. Meanwhile, the material expert gave a percentage of 93.3% on the material aspect and 96% on the media display aspect. The average yield percentage of 94.7% can be categorized as very good and feasible.⁴

The first and second prior studies show similarities and differences with this study. The first prior study shares a similarity with this study in that it used the *iSpring program* as a learning media. The difference from the first prior study lies in the research method. This study uses a quantitative research method, whereas the first prior study used a developmental method. Furthermore, the difference between this study and the first previous study is

⁴ Arlitya Stri Pritakinanthi, *Pengembangan Media Pembelajaran Menggunakan iSpring Untuk Meningkatkan Hasil Belajar Mata Pelajaran Bahasa Inggris Kelas VIII SMP Negeri 37 Semarang* (Semarang: Universitas Negeri Semarang, 2017).

the type of writing technique. The first prior study discussed analytical exposition text, and descriptive text is discussed in this study. Next, the second prior study shares a similarity with this study in that it uses the iSpring program as a learning media. The difference from the second prior study lies in the research method. This study uses a quantitative research method, whereas the second prior study used a developmental method. Meanwhile, the difference between this study and the second prior study is the researcher observes the vocational high school while the second prior study observes the junior high school.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Teaching Descriptive Writing Skill

1. Definition of Writing

Students have to master four abilities in order to learn English: listening, speaking, reading, and writing. All of these abilities were critical for learning English on the spot.

Writing was the most challenging of the four language skills, according to Tribble, since we were able to understand that writing could be a difficult language talent to acquire.¹ Furthermore, it was one in which only a small number of experts were necessary. It implies that writing is a tough skill since authors must know how to correctly compose words, as well as how to put and arrange those words into sentences that are ostensibly meaningful according to grammatical standards.

Writing is always around us, even if we don't read it, according to Cornbleet and Carter.² We see written materials ranging from grocery lists to academic essays every day. Brown also stated that writing is the exclusive domain talent of specialists and academics in educational institutions.³

¹ Christopher Tribble, *Language Teaching Writing* (New York: Oxford University Press, 1996).

² Cornbleet, Sandra, and Ronald Carter, *The Language of Speech and Writing* (London and New York: Routledge, 2001).

³ H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (New York: Longman University Press, 2007).

Teaching English includes a variety of language skill which includes listening, speaking, reading, and writing. As one of the English language skill, writing is one of the four English learning skills that students have to master.

Because, according to Harmer, being able to write is a vital. International language speakers, as well as all people who speak their native language, need this ability.⁴ In addition, writing is used for various purposes. Writing is called productive skill. This means that writing is a process where the writer produces something that contains the thoughts, feelings, or ideas of the author in the form of notes in the form of letters and numbers symbolically so that it can be understood by others.

The steps of writing may include planning, drafting, editing, and final draft.⁵ In planning step, a subject should be prepared. To seek out an inspiring topic may well be sometimes rather difficult. Handling the statement, it's demanding for the scholars to make their own writing in brief time especially for beginners because they have much time within the writing steps.

Besides that, according to Kane, writing is a rational and valuable activity. In addition, writing requires practice of mind and mastery of techniques that anyone can learn.⁶ Meanwhile, Weir said that writing is a social cultural act whose thoughts are not limited by individual writers.

⁴ Jeremy Harmer, *How to Teach Writing* (New York: Logman University Press, 2004).

⁵ *Ibid.* 5.

⁶ Thomas S. Kane, *The Oxford Essential Guide to Writing* (New York: Oxford University Press, 1988).

Moreover, Hayland said that writing is a way of sharing personal meaning emphasizing personal power to build understanding of a topic. Besides that, according to Harmer said that Writing is one of the four English language skill that are part of the English learning syllabus. Therefore, it can be used for various purposes where mastery of writing effectively can be seen as the main goal for students.⁷

2. Writing Process

There are several processes for writing well. For this section, according to Harmer definition the writing process that's the stage the author goes through so as to provide something during this final written be tormented by content (subject matter) of the writing, variety of writing (shopping list, letter, reports, novels), and also the medium it's (pen and paper, computer word files, live chat, etc).⁸

a. Planning

The author would plan what they would write. Before writing they try to determine what would be written on writing. They plan however the author has thought about what is needed before writing it on a piece of paper. When planning of writer must think of three main problems. First, it must consider the purpose of writing because it

⁷ Deni Setiono, *Improving Writing Skill by Using Picture Word Inductive Model (PWIM) Strategy of the Eighth Graders at SMP Ma'arif Andatu II Dente Teladas Tulang Bawang in the Academic Year of 2020/2021* (Metro: IAIN Metro, 2021).

⁸ *Ibid.*

affects one, among others, not only the type of text produced, but also the language used, and the information chosen for inclusion. Second, writer does not only think about the results they write, not only affect the form of writing, but also the choice of language whether formal or informal. Third, the writer must consider the structure of the content of a work, how to properly order facts, ideas, or arguments that would be included in the writing.

b. Drafting

Drafting is a design strategy for compiling and developing continuous writing procedures to conclude that information found during planning can be a part of what success or not.

c. Editing (Reflecting and Revising)

After the writers write the draft, they then read what they had written to see where it worked and where it didn't. Reflections and revisions are often assisted by readers or editors who comment and make suggestions. The reaction of other readers to the paper would help the author make the right revisions.

d. Final Version

After the writer has edited their draft, made the changes they deem necessary, they produced their final version. This may look very

different from the original plan and the first concept, because the changes have changed in the editing process. But the author is now ready to send written text to the intended audience.

3. Teaching Writing

Teaching writing covers teaching of a language ability and organization of ideas. Harmer said that out and away the foremost important reason for teaching writing, of course, that it is a basic of language skill. Therefore, teaching writing to students of English is more important than other language skill. Teaching or learning the thanks to write successfully gets even more complicated and challenged for both language teachers and students.

However, the teachers agree that within the classroom, writing should be much attention as reading, speaking, and listening. Many teachers and the students like consider writing to be most difficult subject of language skill to find out. Brown states that there are five sorts of writing class performance:

a. Imitative or writing down

Beginning level of learning to jot down, students would simply “writing down” English letters, words and possibly sentences so as to find out the convention of the orthographic code.

b. Intensive or controlled

Writing is typically used as production mode for learning, reinforcing or testing grammatical concepts. This intensive writing typically appears in controlled, written grammar exercises.

c. Self Writing

A significant proportion of classroom writing is also dedicated to self writing or writing with only the self in mind as an audience.

d. Display Writing

It was noted earlier that writing within the college curricular context may be a way of life. For all language students, short answer exercises is say examinations, and even research reports will involve a part of display.

e. Real Writing

Well virtually every classroom writing task would have part of display writing in it, the identical classroom writing aims for communication of messages to an audience in need of those messages.

There are subcategories of illustrate it can be injected:

- 1) Academic.
- 2) Vocational/Technical.
- 3) Personal

When the teacher writing the classroom its many activities that the students liquidate learning. The teacher not only asks the students to put in writing down sentence or composition, but may also focus the

activities in language practice and make them active. For example asks them to place in writing dialogue with their partner. It makes the students get ideas or suggestion from other students. The teaching of writing is mater of prescribing a group of predetermined tasks or exercises to the students. When teachers teach writing course, she/he doesn't only teach the simplest way to develop ideas in writing, but also needs a big attention of the thanks to write English sentences grammatically and systematically thus teaching writing are visiting be good if the teachers ability is being improved.⁹

4. Types of Writing

In generality, there are three kinds of writing namely academic writing, personal writing, and creative writing. Alice Oshima explained that “Academic writing is the kind of writing used in high school and college classes. Academic writing is different from creative writing and personal writing”.¹⁰ It should be noted that creative writing is the kind of writing such as stories, poetries etc. Then, personal writing is kind of writing such as letters or e-mails. Beside that, creative writing and personal writing are informal and academic writing is formal.

Focus on academic writing, there are several types of writing that is usually used in high school and college classes are as follows:

⁹ *Ibid.*

¹⁰ Alice Oshima & Ann Haque, *Introduction to Academic Writing*, (The United State of America: Longman, 2007), 3th Edition, p.3

a. Description

Descriptive writing related to the senses that tell how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture. It has a meaning that a good description has to be able to make the reader can imagine the object, place, or person in his or her mind by reading our writing.¹¹ It means that description has its principal purpose to describe the object from specific until general character to make the reader are able to imagine the object in their mind based on the writer's elaboration in his writing.

b. Narration

Narration is an account or description of events in the past which entails following a time sequence or chronological.¹² It can be concluded that narration refers to a past story in writing because it has purpose to describe events in the past with a certain chronological systematically.

c. Exposition

Expository paragraphs are related to facts, ideas, beliefs. It explains, analyzes, defines, compares, illustrates. It answers the questions such as What? Why? How? What was the cause? The effect? Like what? Unlike what?. It is one kind of paragraph that we write through reports or term papers or tests.¹³

¹¹*Ibid.*, p. 61

¹²R.R Jordan, *Academic writing Course Study Skills in English*, (Cambridge: Longman, 1999), p. 27

¹³Thomas S. Kane, *Essential Guide to Writing*, (New York: Oxford University Press, 2000), p.89

In an expository type, the writer just tries to show the fact of an object in order to make the readers believe or disbelieve something related to the object. It means that expository or exposition just shows the fact of an object without a goal to make the reader agree with the writer's opinion.

d. Argumentation

While in argumentation type, in addition to only convincing the readers to believe or disbelieve something the truth of the fact of an object, it also has a goal to persuade the readers in order to take a certain course of action related to the new truth exposed to them.¹⁴

So, argumentation is a text in which you agree or disagree with a problem, using reasons to support your opinion, your goal is to convince your reader that your opinion is right. It means that argumentation is used to make a case or to prove or disprove a statement or proposition.

e. Report

Kennedy explained that "report is one kind of writing that has purpose to provide general information about whole class of things".¹⁵ So, report text just has purpose to tell a general information of the object. It doesn't have purpose to tell a story, procedure or arguments.

¹⁴ Sanggam Siahaan, *Issue in Linguistics*, p. 217

¹⁵ Graeme Kennedy, *Structure and Meaning in English*, (New York: Pearson Longman, 2003), p.334

5. Descriptive Text

A text is the original words and form of a written or printed work.”

In other words, it consists of spoken or written words that have the purpose of conveying message”. It means that by putting the words together to communicate a meaning or to send a message, so a piece of text is created.

In addition, according to Hyland, Texts are autonomous objects which can be analyzed and described independently of particular context, researchers or readers. Texts have their structures. They are orderly arrangement of words, clauses, and sentences by following the principles which guide the correct arrangement of elements. Researchers can encode full semantic representation of their intended meaning.

It means that text consists of words, clauses and sentences which arranged to be one unity. Thus, a simple conclusion can be drawn that texts are group of words, clauses, sentences or organize patterns of spoken or written language. The texts are not only having purpose, but also meaning.

One factor that affects to differences in text is the purpose for which the text being used. When constructing a piece of text, the writer or the researcher makes choices about words used and how these words will be put together. The choices of words will depend on the purpose and context of the text. Texts can be said as structures in different ways to achieve their purpose. For example, the purpose of descriptive text is to describe a something, place or people.

Descriptive text is a text that is always in around us when we want to describe something or someone. It is learnt by Junior High School (SMP) in the first and second years. In general, descriptive means describe about particular person, place or thing details. Descriptive text should concentrate on action (verbs), rather than sensation (adverbs and adjectives). Descriptive text has generic structures and language features. Writer should assume the role of readers whose idea of the described events, in entirety, constructed by text content. Abisamra adds that “descriptive is the text picturing the person, place and thing with clear detail to help the readers visualize an object which is described”. So, by writing a descriptive text, the writers will create their sense of impression and get a clear picture of the object which is described. Furthermore, description activity is used to describe an object and the readers become easily to be understood, so that they can imagine the object which is described clearly like the real one.

According to Gerot and Wignell, “descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sound, etc”.¹⁶ It means that when we want to describe how something looks, smells, feels, acts, tastes, sound to someone by a text, we can create descriptive text. Basically, it provides detail information about characteristics of people, places, and things. The detail information is used

¹⁶ Gerot, L., & Wignell, P. (1995). *Making Sense of Functional Grammar: An Introductory Workbook*. Cammeray, NSW: Antipodean Educational Enterprises.

to help the reader in creating a mental picture. In short, the descriptive text is emphasized about text to tell something details. They add that there are two generic structures of descriptive text; namely, identification and description. In identification, the learners will identify phenomenon or subject that is going to be described. While, description, the learners will describe specifically parts, qualities, and characteristics of an object that is being described. Furthermore, they also explain about the grammatical features (language features (simple present tense, action verb and adjective), vocabulary, and mechanics) of descriptive text.

Related to ideas above, there are some indicators of English descriptive text. First, generic structure (identification is to identify phenomenon be described, and description is to describe parts, qualities, and characteristics of subject). And secondly, the grammatical features (focus on language features (simple present tense, action verb, adjective), vocabulary and mechanics).

6. Assessment of Writing

The composition was analyzed and scored by this way:

a. The criteria of writing compositions

To make writing assessment used these criteria:

- 1) Content
- 2) Organization
- 3) Vocabulary
- 4) Grammmarr

5) Mechanic

b. Assessment Indicators

Based on the criteria above, the researcher used the assessment indicators that is integrated with the standard scores to measure students' writing performance. The standard scores that is used are as follows:

Table 2. 1 The Standard Score

No	Assesement Indicators	Score	Category	Standard
1.	Content	30-27	Excellence	Highly understand; very clever; very wide and complete; very suitable with title
		26-22	Good	Average to good; some knowledge of subject, mostly relevant to the topic but lack detail
		21-17	Fair	Poor to fair; limited knowledge of subject, inadequate development of topic
		16-13	Poor	Very poor; does not show knowledge, not pertinent to topic
2.	Organization	20-18	Excellence	Very good excellent; ideas clearly stated, well organized, logical sequencing and relevant to generic structure
		17-14	Good	Average to good; loosely organized, limited support and logical but incomplete sequencing, relevant to generic structure but sometimes using unclear sentences
		13-10	Fair	Poor to fair; not fluent, ideas confused, lacks logical sequencing, generic structure not clear
		9-7	Poor	Very poor; does not communicate, no

				organization, not enough to evaluate
3.	Vocabulary	20-18	Excellence	Very good to excellent; sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register
		17-14	Good	Average to good: adequate range, occasional errors of words/idiom, form, choice, usage, but meaning not obscured
		13-10	Fair	Poor of fair: limited range, frequent errors of words/idiom, form, choice, usage, meaning confused or obscured
		9-7	Poor	Very poor; essentially translation, little knowledge of vocabulary, idiom, word form, or not enough to evaluate
4.	Grammar	25-22	Excellence	Very good to excellent; effective complex construction, few errors of agreement, tense number, word order/function, article, pronoun, and preposition
		21-18	Good	Average to good; effective but simple construction, minor problem in complex construction, several errors of agreement, tense, word order/function, articles, pronoun, preposition, but meaning seldom obscured
		17-11	Fair	Poor to fair; major problem in complex/simple construction, frequent errors of negation, agreement, tense, word order/function, articles, pronoun, preposition and/of fragment, deletion, meaning confused or obscured
		10-5	Poor	Very poor: virtually no mastery of sentence construction rules, dominated by errors, did not communicate, or not enough to evaluate
5.	Mechanic	5	Excellence	Very good to excellent; demonstrated mastery of convention, few errors of

				spelling, punctuation, capitalization, paragraphing
		4	Good	Average to good; occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
		3	Fair	Poor to fair; frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
		2	Poor	Very poor; no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate
	Total scores ¹⁷			

B. The Concept of iSpring Program

1. Definition of iSpring Program



Figure 2. 1 The logo of iSpring

One area that has had a significant impact with the development of this technology is the field of education, where education contains information about various knowledge needed by informants, especially for students. To be able to provide information to students, educators are required to have broad knowledge as well as to convey messages to students.

¹⁷ Burhan Nurgiantoro, *Penilaian Dalam Pengajaran Bahasa Dan Sastra* (Yogyakarta: BPFE, 2001).

Isjoni says that the use of ICT has a significant relationship in the field of various intelligences or 'multiple-intelligences' which characterizes a learning culture that is no longer tied to conventional learning.¹⁸

iSpring is a tool that provides several features in Power Point which includes realistic dialogue simulation characters with additional assessment evaluation features. The results of making learning media using iSpring can be converted in the form of flash, power point, HTML5, and MP4 video formats, or even can be used as mobile-based media.

iSpring works as a Power Point add-in so that the placement of iSpring is in Microsoft Power Point, in other words, researchers also use Microsoft Power Point as a basis for providing outline materials, because considering using Power Point, it is still less interactive.

iSpring software has been widely used in various fields such as marketing, simulation videos, course interactions, to classroom learning. This is because the manufacturing process is easy but can create innovative and interesting works.

iSpring media has features that can apply the ability of the senses of sight and hearing because it can contain video presenters, animations, and various evaluation features that can be combined with power points so that they are able to understand students' ability to understand the subject matter. In

¹⁸ Isjoni and Arif Ismail, *Pembelajaran Virtual: Perpaduan Indonesia-Malaysia* (Yogyakarta: Pustaka Belajar, 2008).

making media, researchers focus on media that can be used as classical learning so that the output format produced by the media is in the form of *.swf*.¹⁹

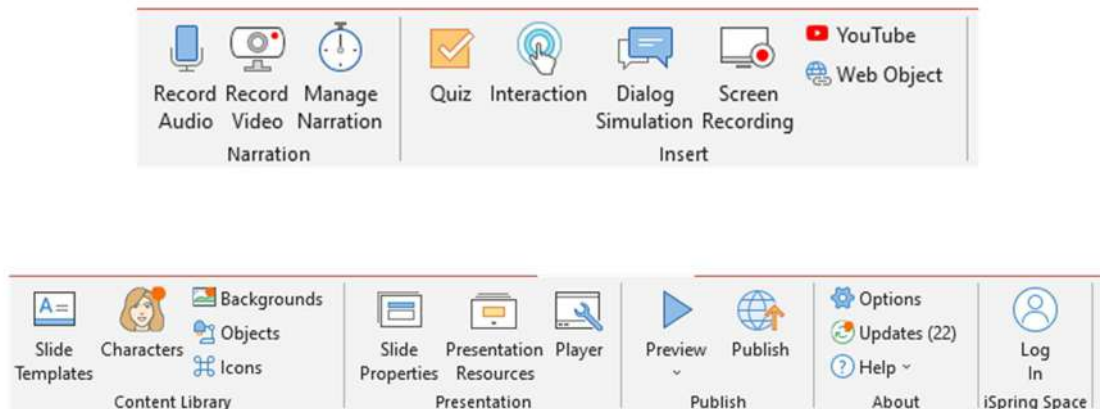


Figure 2. 2 iSpring interface display

From the various features above, it can be said that iSpring has various uses, including:

1. Can insert various forms of media including being able to record sound, video presenters, learning videos, add *Flash* and *YouTube videos*, import or record audio, add presentation maker information and educational logos, create materials in the form of 3-dimensional books, and create attractive navigation and designs.
2. Easy to convert in flash format without having to make it from *Adobe Flash Player software*, and can also be published on web pages offline.

¹⁹ Pritakinanthi, *Pengembangan Media Pembelajaran Menggunakan ISpring Untuk Meningkatkan Hasil Belajar Mata Pelajaran Bahasa Inggris Kelas VIII SMP Negeri 37 Semarang*.

3. Can make quizzes with various types of interesting questions/questions, such as: *True or False, Multiple Choice, Multiple Response, Type In, Matching, Sequence, Numeric, Fill in the Blank, Multiple Choice Text*.
4. It's easy to make and the output doesn't require a large capacity so it doesn't burden your laptop or computer.²⁰

2. How to Get iSpring Program

The following are some general steps that may be required to acquire the iSpring Program:

- a. Visit the official iSpring website.
- b. Browse the available products and find a program that fits your needs, such as iSpring Suite, iSpring QuizMaker, or iSpring Learn.
- c. Read product descriptions, features, and system requirements to ensure compatibility with your device and needs.
- d. If you need more information before deciding to purchase, try contacting iSpring's customer support team via their website. They may be able to provide additional information and answer your questions.
- e. Once you've decided which program you want to purchase, find a "Buy" or "Get It Now" button on the product page.

²⁰ Afidah and Wulandari, "Pengembangan Media Pembelajaran Berbasis iSpring Pada Materi Analytical Exposition Text," 2021.

- f. Click on the button and follow the given steps to complete the purchase process. This may include entering payment information, email addresses and other necessary personal information.
- g. Once the purchase is complete, you will usually receive a download link or instructions for sending the program to the email address you provided. Be sure to store this information properly.
- h. Follow the instructions provided to download, install and activate the iSpring program.

For an alternative way, we can "search" on YouTube "how to download the iSpring Program for free". It is possible that the application that we will get is a cracked version.

3. Advantages and Disadvantages of iSpring Program

The following are some of the advantages and disadvantages that may need to be considered when using the iSpring Program:

a. Advantages of iSpring Program

- 1) Intuitive Interface: The iSpring Program has an intuitive and easy-to-use interface, enabling users with no deep technical skills to create learning content easily.
- 2) Rich in Features: The iSpring Program offers various features that help in creating interesting and interactive learning content, such as a choice of design templates, animations, simulations, quizzes, sound recordings, and many more.

- 3) **Broad Compatibility:** Content created using the iSpring Program can be integrated with many popular e-learning platforms and LMS (Learning Management Systems), such as Moodle, Blackboard, and SharePoint.
- 4) **PowerPoint Conversion Capabilities:** iSpring Suite has powerful PowerPoint conversion capabilities, which allow you to quickly and easily turn your PowerPoint presentations into interactive learning content.
- 5) **Responsive Support:** iSpring has a responsive and friendly customer support team who are ready to help if you run into any technical issues or have questions about using their products.

b. Disadvantages of the iSpring Program

- 1) **Customization Limitations:** While iSpring offers plenty of templates and design features, some users may find content customization limited, especially if you want to create a very unique and fully customized learning experience.
- 2) **Dependence on PowerPoint:** Some iSpring programs, such as iSpring Suite, rely on PowerPoint as the foundational platform for content creation. If you're not familiar with PowerPoint or don't want to use PowerPoint, there may be a bit of a learning curve to get the most out of iSpring's features.

- 3) **Price:** The price of the iSpring Program may be considered quite expensive by some users, especially for individuals or organizations on a limited budget. However, costs may vary depending on the product you choose and the subscription plan you require.

It is important to remember that the advantages and disadvantages of the iSpring Program may vary depending on individual needs and preferences. It is recommended to visit the official iSpring website, read user reviews, and try the trial version (if available) to get a deeper understanding of whether the iSpring Program fits your learning needs

4. Teaching Writing Using iSpring Program

Here are the steps for teaching descriptive text using iSpring Suite:

- a. **Prepare Descriptive Text Material:** Collect several examples of relevant and interesting descriptive text, such as descriptions of tourist attractions, famous figures, or natural objects. Make sure the material is at the level of understanding of your students.
- b. **Create PowerPoint Slides:** Use PowerPoint as a basis for creating presentation slides that will be used in lessons. Each slide can contain a topic title, an image, and some key points you want to convey to students.
- c. **Add Interaction:** Use the iSpring Suite features to add interaction to your PowerPoint slides. You can use quizzes, questions, or

other interactive elements to engage students in learning. For example, you can add a multiple choice quiz to test students' understanding of descriptive text.

- d. **Insert Pictures or Multimedia:** Add pictures, videos or other multimedia elements that are relevant to the descriptive text being studied. This will help students visualize the object or place described in the text.
- e. **Use Animation:** Take advantage of the animation feature in PowerPoint to provide interesting visual effects and bring presentations to life. Animation can help explain content in a more interesting and engaging way for students.
- f. **Create Activities:** Use iSpring Suite to create activities that test students' understanding of descriptive text. For example, you can insert a puzzle, question, or short writing assignment that asks students to create their own descriptive text.
- g. **Provide Feedback:** Use the feedback feature provided by the iSpring Suite to provide evaluations and feedback to students. For example, after students complete a quiz or activity, you can provide feedback directly on the screen or via the results report generated by the iSpring Suite.
- h. **Test and Revise Content:** Before using a presentation in class, test the presentation you created using the iSpring Suite. Make sure

all interactions and multimedia elements work properly. Revise or improve content if needed.

- i. Share Content with Students: Once your presentation is ready, you can share it with students. iSpring Suite allows you to export presentations in a variety of student-accessible formats, such as SCORM files, HTML5 files, or videos.

C. Research Hypothesis

Paul S. Gray explains that hypothesis is a specific prediction that follows directly from theory²¹. In addition, the writer has two kinds of hypotheses, such as alternative and null hypothesis. Based on the above assumptions, hypotheses of this study can be formulated as follows:

Ha: There is a positive and significant influence of using *iSpring program* in teaching English on the students' writing skill at the tenth grade of SMK N 1 Metro.

Ho: There is no positive and significant influence of using *iSpring program* in teaching English on the students' writing skill at the tenth grade of SMK N 1 Metro.

Based on the explanations above, the researcher can predict that the *iSpring program* have a positive and significant influence in teaching English on the students' writing skill at the tenth grade of SMK N 1 Metro.

²¹ Paul S. Gray, *The Research Imagination: An Introduction to Qualitative and Quantitative Methods* (New York: Cambridge University Press, 2007).

CHAPTER III

RESEARCH METHOD

A. Research Design

Researcher conducted this research with quantitative methods. Researcher apply a study using a sample. The researcher was created to determine the influence of using the *iSpring* on students. Arikunto said that quantitative research is research that collects a lot of data, from collecting data, interpreting data, to presenting data.¹ This research was conducted at SMK N 1 Metro. In this study, researchers will investigate the tenth grade students who has 2-3 classes in each department consisting of 28-30 students/class.

Actually, Daniel decided that there are two kinds of quantitative research design namely experimental design and non-experimental design. The experimental design is defined as a test under controlled conditions that is made to demonstrate a known truth or examine the validity of a hypothesis.²

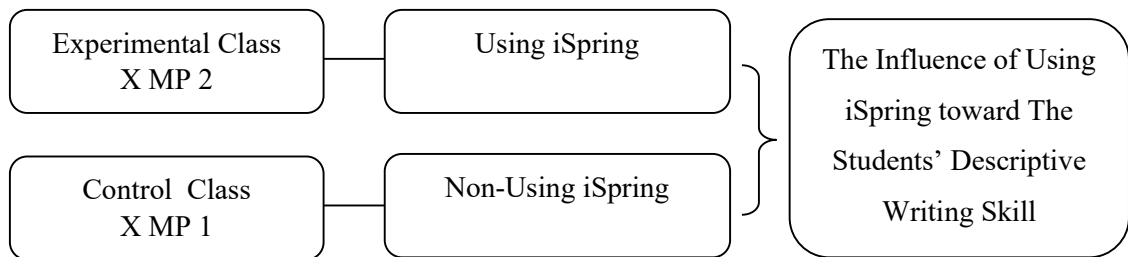
In this research, the researcher conduct the experimental design that uses two classes namely X MP 1 (MP: *Manajemen Perkantoran*/Office management) as a control class that don't receive the treatment and X MP 2 (MP: *Manajemen Perkantoran*/Office management) as an experimental class

¹ William L. Goodwin and Laura D. Goodwin, *Understanding Quantitative and Qualitative Research in Early Childhood Education* (New York: Teacher Collage, Columbia University, 1996). P. 33.

² Daniel Muijs, *Doing Quantitative Research In Education* (London: Sage Publications, 2004).

that receives the treatment that is teaching by using *iSpring*. The design is follows:

Figure 3. 1 The Influence of Using *iSpring* in Experimental and Control Group



This research is focused on two variables, the independent variable (X) is *iSpring* program and dependent variable (Y) is students' writing skill. The independent variable is a type of explanatory variable that can be presumed to be the cause of the variation of another explanatory variable. While the dependent variable is the explanatory variable which is thought to be influenced by the independent variable. In short, the dependent variable is influenced and the independent variable is the variable that gives effect to the dependent variable.

Firstly, both of groups receive the pre-test before doing a treatment. Secondly, the experimental class (X MP 2) gets a treatment using *iSpring* and control class (X MP 1) doesn't get a treatment. Thirdly, both groups receive the post-test with the same instrument in the pre-test. Finally, it will be found the influence of using *iSpring* toward the students' descriptive writing skill. The description of sequence is:

Table 3. 1 The True Experiment Design

Group	1. Pre-test	2. Treatment	3. Post-test
Experimental group	X	X	X
Control group	X		X

Following the post-test, the analyses of statistical are carried out to see whether the treatment has had an influence for experimental group.³ Using pre-test and post-test can provide improvement or not in learning English for students. The form of how to use media in learning English. From this study, researchers can compare the use of the iSpring program in learning using the pre-test and post-test. It can be said that if using the post-test, the students' scores are better than using the pre-test, which means that the use of the iSpring program can improve the writing skills of students of SMK N 1 Metro in learning.

B. The Operational Definition of Variables

There are two variables in this research, while the operational of variables as follows:

1. Independent Variable

In this research Independent Variable is iSpring program. Independent variables are those that (probably) cause, influence, or affect outcomes. They are also called treatment, manipulated, antecedent, or

³ *Ibid.*, p. 18

predictor variables. This study uses the iSpring program to writing skills.

2. Dependent Variable

Dependent variables are those that depend on the independent variables; they are the outcomes or results of the influence of the independent variables. Other names for dependent variables are criterion, outcome, effect, and response variables. The dependent variable of this study is students' writing skills.

C. Population, Sample, and Sampling Technique

1. Population

Population is all the things that will be used for research, such as items or all people used for research. The population is all members of the research subject who have similar characteristics. The number of members of the population is very large to infinity and can also be "relatively" not many, can be counted in number and cannot or are mutually counted, can be identified entirely and can only be partially recognized. In this study what is meant by the population is the entire subject of the study, namely the tenth grade students of SMK N 1 Metro totaling 360 students.

2. Sample

Sample is to select a portion of the population to be measured in the research. The population is large and does not allow the researcher to determine the sample in that population, for example due to lack of funds

to conduct research using a large population, there is also the researcher's energy and time to conduct research, so the researcher can use a sample that has been taken from a large number of people to conduct research. In order for the results of the study to be generalizable to the population, the samples taken must be representative. That is, the sample must reflect and be representative of the state of the population. The researcher uses a two sample class. The researcher takes from X MP 1 which consist 21 students and X MP 2 which also consist 21 students. So, there are 42 students in total as the sample.

3. Sampling Technique

The sampling technique is influenced by the needs and objectives of the study. To find out the sample that will be used to research this research, the researcher used the sampling technique for this research. In this research, the researcher uses a cluster purposive sampling technique as a sampling technique which based on previous knowledge of a population and the specific purpose of the research. The researcher chooses X MP 2 as experimental class because their low score in writing.

D. Data Collection Method

1. Test

Researchers used a writing test as an instrument to collect data. The test material is taken from the subject matter taught to students. Therefore, this study uses the test method in data collection to measure these two

variables. In the data collocation using my test as a researcher does: the written test is by giving the children command to practice creating text.

Whereas, this research is a true experiment design research with applying pre-test and post-test group design. So, the researcher uses test as data collection method to measure dependent variable. The researcher will use written test as a data collecting method to measure students' descriptive writing skill.

a. Pre-test

The pre-test will be held in the first meeting before doing treatment in order to know ability of the students before doing the action research.

b. Post-test

The post-test will be held in the last meeting after doing treatments to find out whether the treatment gives any contribution to the students' achievement in the class or is there any significant different between the experimental class and the control class scores.

2. Documentation

Arikunto explains that documentation is a method that is used to find data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, agenda, etc.⁴

⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010).

The researcher uses this method to get the data about the history of school, the conditions of teachers and official employees, the quantity of students, and the organization structures of SMK N 1 Metro.

E. Research Instrument

The research instrument in this research held the test which has explained follows:

1. Instrument Blueprint

To earn the data related to the research problems, the researcher designed with indicators which have been decided. Moreover, the researcher used Pre-test and Post-test instrument.

In order to know students' writing skill, the researcher measures the students' writing skill by asking them to make descriptive text. The researcher is instructing the students to make a simple composition which was determined. The composition was analyzed and scored by this way:

a. The criteria of writing compositions

To make writing assessment used these criteria:

- 1) Content
- 2) Organization
- 3) Vocabulary
- 4) Grammmar
- 5) Mechanic

b. Assessment Indicators

Based on the criteria above, the researcher used the assessment indicators that is integrated with the standard scores to measure students' writing performance. The standard scores that is used are as follows:

Table 3. 2 The Standard Score

No	Assesement Indicators	Score	Category	Standard
1.	Content	30-27	Excellence	Highly understand; very clever; very wide and complete; very suitable with title
		26-22	Good	Average to good; some knowledge of subject, mostly relevant to the topic but lack detail
		21-17	Fair	Poor to fair; limited knowledge of subject, inadequate development of topic
		16-13	Poor	Very poor; does not show knowledge, not pertinent to topic
2.	Organization	20-18	Excellence	Very good excellent; ideas clearly stated, well organized, logical sequencing and relevant to generic structure
		17-14	Good	Average to good; loosely organized, limited support and logical but incomplete sequencing, relevant to generic structure but sometimes using unclear sentences
		13-10	Fair	Poor to fair; not fluent, ideas confused, lacks logical sequencing, generic structure not clear
		9-7	Poor	Very poor; does not communicate, no organization, not enough to evaluate
3.	Vocabulary	20-18	Excellence	Very good to excellent; sophisticated range, effective word or idiom choice and usage, word

				form mastery, appropriate register
		17-14	Good	Average to good: adequate range, occasional errors of words/idiom, form, choice, usage, but meaning not obscured
		13-10	Fair	Poor of fair: limited range, frequent errors of words/idiom, form, choice, usage, meaning confused or obscured
		9-7	Poor	Very poor; essentially translation, little knowledge of vocabulary, idiom, word form, or not enough to evaluate
4.	Grammar	25-22	Excellence	Very good to excellent; effective complex construction, few errors of agreement, tense number, word order/function, article, pronoun, and preposition
		21-18	Good	Average to good; effective but simple construction, minor problem in complex construction, several errors of agreement, tense, word order/function, articles, pronoun, preposition, but meaning seldom obscured
		17-11	Fair	Poor to fair; major problem in complex/simple construction, frequent errors of negation, agreement, tense, word order/function, articles, pronoun, preposition and/of fragment, deletion, meaning confused or obscured
		10-5	Poor	Very poor: virtually no mastery of sentence construction rules, dominated by errors, did not communicate, or not enough to evaluate
5.	Mechanic	5	Excellence	Very good to excellent; demonstrated mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
		4	Good	Average to good; occasional errors of spelling, punctuation, capitalization,

				paragraphing, but meaning not obscured
		3	Fair	Poor to fair; frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
		2	Poor	Very poor; no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate
	Total scores ⁵			

F. Data Analysis Technique

The data obtained from class control and experimental class research would be analyzed with SPSS version 23 to answer the question. To investigate whether there is a positive and significant effect of iSpring Program on writing comprehension among class X MP 2 students of SMK Negeri 1 Metro. Researchers used independent samples t-test to analysis score between control class and experimental class. Independent samples t-test was used to determine whether there was a difference in the mean of the two unpaired samples if the data normal and the homogeneity test is homogeneous. And if otherwise was used Mann whitney Test, in this research researcher used non parametric statistical significance tests.

1. Prerequisite Test

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by writers in many

⁵ Nurgiantoro, *Penilaian Dalam Pengajaran Bahasa Dan Sastra*.

disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.⁶ Based on definition above, to get the accurate result, the researcher had to do some tests such as normality test and homogeneity test before analysis the data.

a. Normality Test

Test for normality calculate the probability that the sample was drawn from the normal population. The researcher used SPSS version 23 to analysis normality test.

H₀: the data was not normal

H_a: the data was normal.

The criteria of acceptance or rejection of normality test as following:

Ha was rejected if $\text{sig} < \alpha = 0,05$

Ha was accepted if $\text{sig} > \alpha = 0,05$

b. Homogeneity

The Homogeneity Test was the test performed to determine two or more of the data samples comes from the population has variants the same (homogeny). In this research, the researcher used statistical computation by using SPSS version 23 (Statistical Package for the Social Sciences).

⁶ Erceg-Hurn and Miroseovich, *Modern Robust Statistical Methods* (Crawley: American_Psychological Association, 2008).

The hypotheses for the homogeneity test as following:

H₀ = the variance of the data was not homogeneous

H_a = the variance of the data was homogeneous

The criteria of acceptance or rejection of hypothesis test as following:

Ha was rejected if $\text{sig} < \alpha = 0,05$

Ha was accepted if $\text{sig} > \alpha = 0,05$

2. Hypothetical Test

After researchers know the results of the Prerequisite Test, researchers will determine whether to use an independent sample t-test or Mann Whitney, to know the significance of the treatment effect. If our significances is less than 0,05 to indicated statistical significances. The researcher used SPSS version 23 to process the data in normality test, homogeneity test, and independent sample t-test or Mann whitney Test

The Researcher Formulates the Hypotheses as follows:

H₀: There is no positive and significant influence of using iSpring program in teaching English on the students' writing skill at the tenth grade of SMK N 1 Metro.

H_a: There is a positive and significant influence of using iSpring program in teaching English on the students' writing skill at the tenth grade of SMK N 1 Metro.

The criteria of acceptance or rejection of hypothetical test were:

Ha was accepted if $\text{Sig.} < \alpha = 0,05$

H_a was rejected if $\text{Sig.} > \alpha = 0,05$

The researcher would apply inferential statistic to find out the significant different between post-test in experimental group and post-test in control group.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of the Research Location

a. The History of SMK Negeri 1 Metro

A brief history of the establishment of SMK Negeri 1 Metro, originally named SMEA Persiapan, and began to be established on August 1, 1965, supported by the SMEA Negeri 1 Metro Committee. The formation of the SMEA Negeri 1 Metro Committee began on January 1, 1965, protected by a single chess consisting of:

- 1) Head Regent of Central Lampung
- 2) Chief State Controller of Central Lampung
- 3) Commander of Police Resort 611 Central Lampung
- 4) Commander of Kodim 0411 Central Lampung

Students started studying on August 1, 1965 and the place of study was SMEP Negeri Metro, which is now SMPN 3 Metro. Then the Preparatory SMEA was inaugurated as SMEA Negeri 1 Metro on August 1, 1965 by the Office of the Directorate General of Education and Secondary Education of Lampung Province, Mr. Ismangun (deceased). In 1970 the place of study moved to SMEA Negeri 1 Metro which was located on Jalan Kemiri 15A Metro Central Lampung and the school was in an unfinished state.

The land for the building was given by the Regional Government of Level II of Central Lampung Regency at the end of 1967 and built by the Central Government, at a cost of Rp. 139,000,000.00 (One hundred and thirty-nine million rupiah). While the contracting was by CV. Rumpun with the Director Mr. Zen Datu, whose information was handed over administratively in 1973 with the Regional Office of the Directorate General of Lampung Province The Principal since SMEA Persiapan until now has experienced several changes, namely:

- 1) Mashuri DM, BA (Principal of SMEA Persiapan from 1965 to 1966)
- 2) TMD Nasution (Principal of SMEA Negeri Period 1966-1968)
- 3) Drs. Soegiyanto (Principal of SMEA Negeri Period 1968-1975)
- 4) Dudun Abdullah (late) (Principal of Metro State SMEA 1975-1983)
- 5) Drs. Basri DJ (Head of SMEA Negeri Metro Period 1983-1990)
- 6) Drs. Djoko Sampurno (late) (Head of SMEA Negeri Metro Period 1990-1995)
- 7) Drs. Mashuri DM, BA (Head of SMEA Negeri Metro Period 1995-1996)
- 8) Drs. Rosyidi Zahari (Head of SMK Negeri Metro Period 1999-2002)

- 9) Drs. Sudjadi Margono (Head of SMK Negeri Metro from 2002 to 2003)
- 10) Drs. Hj Asnayus (Head of SMK Negeri Metro 2003-2005)
- 11) Djumijati, S.Pd (Head of SMK Negeri 1 Metro 2005-2013)
- 12) Dra. Dwi Widyaningsih (Head of SMK N 1 Metro 2014-2021)
- 13) Fahrissy, S.Pd (Head of SMK N 1 Metro from 2021 to present)

b. Location Geographical School

SMK Negeri 1 Metro is located on Jalan Kemiri 15A Iring Mulyo, East Metro Sub-district, Metro City. With boundaries:

- 1) North is bordered by residential land
- 2) South is bordered by Kemiri road
- 3) West bordered by SMK Negeri 3 Metro.

c. School Profile

Name of School	: SMK Negeri 1 Metro
NPSN / NSS	: 10807612 / 401126104001
Adress	: Kemiri Street Number 4 Iringmulyo East Metro Sub-district Metro City
Postal Code	: 34112
Phone	: (0725) 41295-42774
Email	: smkn1metro@gmail.com
Website	: smkn1metro.sch.id

- Study Program : 1) Accounting
2) Marketing
3) Office
4) Hospitality
5) Culinary
6) Travel Business

d. Vision and Mission of SMK Negeri 1 Metro

Vision

In carrying out its activities, SMK Negeri 1 Metro is always far-sighted by adhering to the school vision, namely: "Becoming a School of Excellence, Noble Character and Environmental Insight".

Mission

In order for the vision to be implemented, it is necessary to have a school mission, namely:

- 1) Organizing school management and administration in a professional, accountable and democratic manner by applying appropriate technology based on the principles of school-based management.
- 2) Organizing the learning process and counseling guidance services in a professional, quality and responsible manner, in accordance with the established curriculum by utilizing the latest technology.

- 3) Compile and develop the school curriculum periodically by integrating noble character values, environmental preservation, technological development, as well as regional needs and potential by involving all stakeholders.
- 4) Integrating noble character values in the curriculum and daily life.
- 5) Integrating environmental conservation knowledge and techniques in the curriculum and daily life to create a school environment free of air pollution, noise pollution and odor pollution so as to provide comfort in the implementation of the educational process.
- 6) Organizing extracurricular activities, self-development, and other non-academic activities and facilitating them with adequate facilities and competent trainers.
- 7) Involving the business world, the industrial world, partner institutions and the community in the education and training process in accordance with the principles of dual system education principles.
- 8) Carry out the educational process by prioritizing discipline, order and responsibility from all parties in the educational process based on predetermined academic guidelines.
- 9) Preserve, protect and manage the environment optimally.
- 10) Prioritizing the utilization of recycling by means of 3R (Reuse, Reduse, Recycle).

e. The Data of the Teachers and Employers in SMK Negeri 1 Metro

See in the appendix

f. The Structure Organization of SMK Negeri 1 Metro

See in the appendix

g. Location Sketch of SMK Negeri 1 Metro

See in the appendix

h. Students Data at SMK Negeri 1 Metro

See in the appendix

i. The Condition of Facilities SMK Negeri 1 Metro

See in the appendix

2. Description of Research Data

a. The Students Pre-test Result of X MP 2 (Experimental Class) and X MP 1 (Control Class)

The researcher conducted a pre-test on 6th, December 2023. It was done to find out the students' basic knowledge towards the descriptive text before giving treatment. The pre-test which was used in this research is writing test. The pre test result of Experimental Class could be seen as follows:

Table 4. 1 The Pre-Test Result of Experimental Class (X MP 2)

NO.	NAME	RATER 1						RATER 2						AVE- RAGE
		CO	OR	VO	GR	MC	SCORE	CO	OR	VO	GR	MC	SCORE	
1	AFN	13	10	13	18	3	57	13	11	13	18	3	58	57,5
2	AJB	22	11	13	18	3	67	23	11	13	18	3	68	67,5
3	AK	13	17	14	14	4	62	13	17	14	14	4	62	62
4	ARS	13	13	13	18	4	61	14	13	13	19	4	63	62
5	AS	13	13	13	17	4	60	13	13	13	17	4	60	60
6	ASLA	16	13	12	11	4	56	16	13	12	12	4	57	56,5
7	CA	17	14	13	17	4	65	17	14	13	17	4	65	65
8	GCR	16	13	10	10	4	53	16	13	11	10	4	54	53,5
9	GP	13	11	13	17	4	58	13	11	13	18	3	58	58
10	HM	13	14	13	17	5	62	13	15	13	17	5	63	62,5
11	IK	16	13	14	14	4	61	16	13	14	15	4	62	61,5
12	MA	16	13	11	10	4	54	16	13	11	11	3	54	54
13	NK	14	13	13	21	4	65	14	13	13	21	3	64	64,5
14	NPH	14	14	17	17	5	67	13	14	17	17	5	66	66,5
15	NZR	14	13	14	17	4	62	14	14	13	17	3	61	61,5
16	RPP	16	13	13	17	4	63	16	13	13	17	4	63	63
17	SAI	21	13	13	21	4	72	20	13	13	21	3	70	71
18	SMH	14	13	13	20	4	64	14	13	13	21	4	65	64,5
19	SN	13	13	13	17	4	60	13	13	13	17	4	60	60
20	WPBL	18	13	13	21	4	69	18	13	13	21	4	69	69
21	ZM	17	13	13	21	4	68	17	13	13	21	3	67	67,5
TOTAL														1307,5
AVERAGE														62,26
THE HIGHEST SCORE														71
THE LOWEST SCORE														53,5
THE NUMBER OF STUDENTS WHO GOT 75 OR MORE														0
THE NUMBER OF STUDENTS WHO DIDN'T GET 75 OR MORE														21

Based on the table above, the researcher measured the class interval using Sugiono's formula as follows:

R = the highest score-the lowest score

$$= 71-53,5$$

$$= 17,5 = 18$$

$$K = 1 + 3,3 \log n$$

$$= 1 + 4,362$$

$$= 5,362 = 6$$

$$P = \frac{R}{K}$$

$$= \frac{18}{6}$$

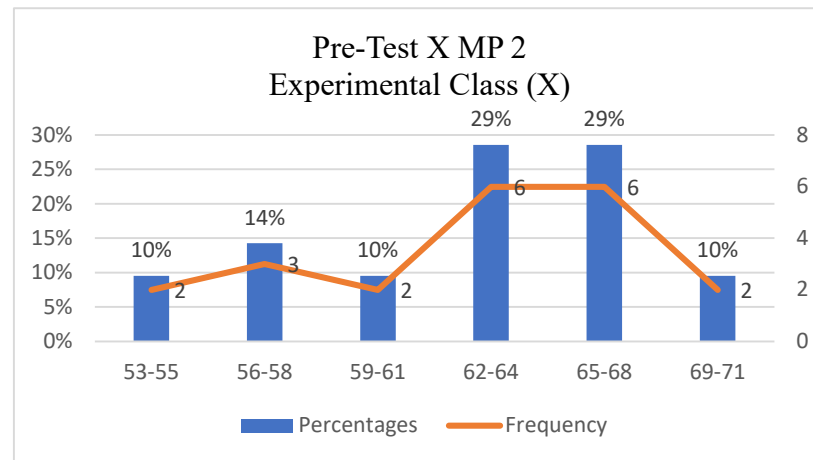
$$= 3$$

After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

Table 4. 2 Frequency Distribution of The Pre-Test Result at Experimental Class (X MP 2)

Interval	Frequency	Percentages
53 - 55	2	10%
56 - 58	3	14%
59 - 61	2	10%
62 - 64	6	29%
65 - 68	6	29%
69 - 71	2	10%
TOTAL	21	100%

Graphs 4. 1 The Pre-Test Result of Experimental Class (X MP 2)



Based on the table and graph frequency distribution above, it can be inferred that 21 students as the research sample can be divided:

- 1) For the class interval of 53-55, there were 2 students or 10%
- 2) For the class interval of 56-58, there were 3 students or 14%
- 3) For the class interval of 59-61, there were 2 students or 10%
- 4) For the class interval of 62-64, there were 6 students or 29%
- 5) For the class interval of 65-68, there were 6 students or 29%
- 6) For the class interval of 69-71, there were 2 students or 10%

Based on the data above it can be seen that 0 student or 0% of students whose scores reached the KKM (75) and 21 students or 100% who did not pass the test. And the next is the pre-test result of Control Class:

Table 4. 3 The Pre-Test Result of Control Class (X MP 1)

NO.	NAME	RATER 1						RATER 2						AVE-RAGE
		CO	OR	VO	GR	MC	SCORE	CO	OR	VO	GR	MC	SCORE	
1	APL	17	14	17	17	4	69	17	15	16	17	4	69	69

2	APS	17	14	17	17	4	69	17	15	16	17	4	69	69
3	APW	17	14	17	17	4	69	17	15	16	17	4	69	69
4	AWS	17	14	17	17	4	69	17	15	16	17	4	69	69
5	CAP	17	14	17	17	4	69	17	15	16	17	4	69	69
6	CAP	21	14	17	17	4	73	21	15	16	17	4	73	73
7	DAES	21	15	17	17	4	74	21	16	16	17	4	74	74
8	ES	20	15	17	17	4	73	20	16	16	17	4	73	73
9	KMP	20	14	17	17	5	73	20	13	18	17	5	73	73
10	M	13	11	15	18	4	61	12	11	15	17	4	59	60
11	MRAA	18	17	18	21	3	77	18	17	18	21	3	77	77
12	NW	17	15	16	18	4	70	17	16	15	18	4	70	70
13	OA	17	11	14	17	4	63	17	13	17	18	2	67	65
14	QA	17	15	15	18	4	69	18	15	15	17	4	69	69
15	RAP	17	14	15	18	4	68	17	14	15	18	4	68	68
16	RDPS	17	14	15	18	4	68	17	14	15	18	4	68	68
17	SMW	24	15	17	18	4	78	24	15	17	18	4	78	78
18	SNT	17	15	16	17	4	69	17	15	17	16	4	69	69
19	VIR	25	17	17	17	4	80	25	17	17	17	4	80	80
20	YPL	13	11	14	18	4	60	13	11	14	18	4	60	60
21	ZE	17	15	16	17	4	69	17	15	16	17	4	69	69
TOTAL														1471
AVERAGE														70
THE HIGHEST SCORE														80
THE LOWEST SCORE														60
THE NUMBER OF STUDENTS WHO GOT 75 OR MORE														3
THE NUMBER OF STUDENTS WHO DIDN'T GET 75 OR MORE														18

Based on the table above, the researcher measured the class interval using Sugiono's formula as follows:

$R = \text{the highest score} - \text{the lowest score}$

$$= 80 - 60$$

$$= 20$$

$$K = 1 + 3,3 \log n$$

$$= 1 + 4,362$$

$$= 5,362 = 6$$

$$P = \frac{R}{K}$$

$$= \frac{20}{6}$$

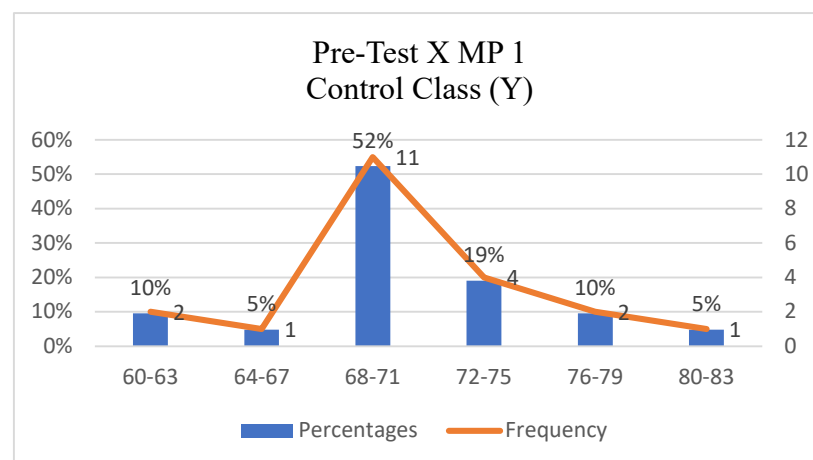
$$= 3,3 = 4$$

After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

Table 4. 4 Frequency Distribution of The Pre-Test Result at Control Class (X MP 1)

Interval	Frequency	Percentages
60 - 63	2	10%
64 - 67	1	5%
68 - 71	11	52%
72 - 75	4	19%
76 - 79	2	10%
80 - 83	1	5%
TOTAL	21	100%

Graphs 4. 2 The Pre-Test Result of Control Class (X MP 1)



Based on the table and graph frequency distribution above, it can be inferred that 21 students as the research sample can be divided:

- 1) For the class interval of 60-63, there were 2 students or 10%
- 2) For the class interval of 64-67, there were 1 students or 5%
- 3) For the class interval of 68-71, there were 11 students or 52%
- 4) For the class interval of 72-75, there were 4 students or 19%
- 5) For the class interval of 76-79, there were 2 students or 10%
- 6) For the class interval of 80-83, there were 1 students or 5%

Based on the data above it can be seen that only 3 students or 14,28% of students whose scores reached the KKM (75) and 18 students or 85,71% who did not pass the test.

b. The Students Post-test Result of X MP 2 (Experimental Class) and X MP 1 (Control Class)

After considering the pre-test result of descriptive text, the researcher conducted the treatment of *iSpring Program* as teaching media to help the students getting better understanding of descriptive text. Beware of that, the researcher identified the students' difficulty in descriptive writing comprehension and offered *iSpring Program* as teaching media to know if there was positive and significant influence of it.

Furthermore, after the students in X MP 2 class had been given the treatment of *iSpring Program* as teaching media, and they had understood already, the researcher gave the post-test to measure their descriptive writing comprehension. The result of post-test can be seen below:

Table 4. 5 The Post-Test Result of Experimental Class (X MP 2)

NO.	NAME	RATER 1						RATER 2						AVE- RAGE
		CO	OR	VO	GR	MC	SCORE	CO	OR	VO	GR	MC	SCORE	
1	AFN	25	18	15	21	4	83	26	18	15	21	4	84	83,5
2	AJB	26	19	17	20	3	85	26	18	17	20	4	85	85
3	AK	26	18	18	20	5	87	26	18	18	20	5	87	87
4	ARS	26	17	17	20	2	82	26	17	18	21	2	84	83
5	AS	26	17	17	20	4	84	26	17	17	21	4	85	84,5
6	ASLA	26	18	18	22	4	88	26	18	19	22	4	89	88,5
7	CA	26	18	18	22	4	88	26	18	18	22	4	88	88
8	GCR	26	17	18	22	4	87	26	18	18	22	4	88	87,5
9	GP	24	16	16	20	2	78	24	16	17	20	3	80	79
10	HM	26	18	18	22	4	88	27	18	18	18	4	85	86,5
11	IK	25	18	18	21	5	87	24	18	18	21	4	85	86
12	MA	27	18	18	22	3	88	27	18	18	22	3	88	88
13	NK	26	17	19	22	4	88	26	17	19	22	4	88	88
14	NPH	26	18	18	22	3	87	26	18	18	22	3	87	87
15	NZR	26	18	18	22	5	89	26	18	18	22	5	89	89
16	RPP	26	20	18	21	4	89	26	20	18	21	4	89	89
17	SAI	26	19	18	21	4	88	26	19	18	21	4	88	88
18	SMH	26	18	18	21	4	87	26	18	18	21	4	87	87
19	SN	26	18	18	21	5	88	26	18	18	21	5	88	88
20	WPBL	27	18	18	21	5	89	27	18	18	21	5	89	89
21	ZM	27	18	18	21	4	88	27	18	18	21	4	88	88
TOTAL														1819,5
AVERAGE														86,64
THE HIGHEST SCORE														89
THE LOWEST SCORE														79
THE NUMBER OF STUDENTS WHO GOT 75 OR MORE														21
THE NUMBER OF STUDENTS WHO DIDN'T GET 75 OR MORE														0

Based on the table above, the researcher measured the class interval using Sugiono's formula as follows:

R = the highest score-the lowest score

$$= 89-79$$

$$= 10$$

$K = 1+3,3 \log n$

$$= 1+ 4,362$$

$$= 5,362 = 6$$

$$P = \frac{R}{K}$$

$$= \frac{10}{6}$$

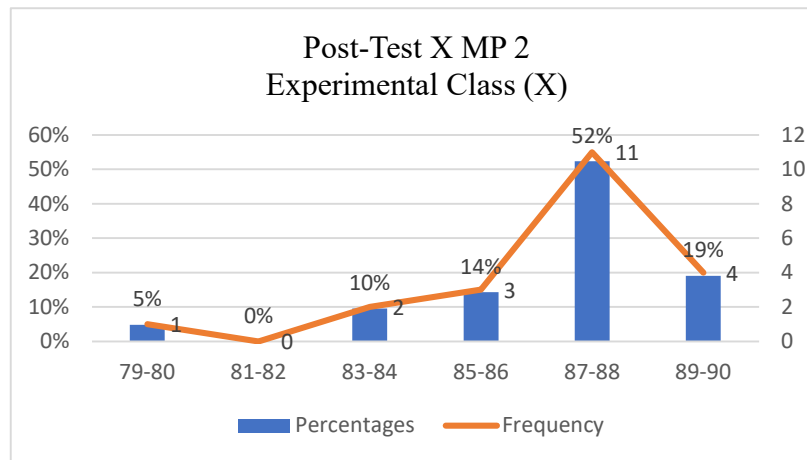
$$= 1,6 = 2$$

After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

Table 4. 6 Frequency Distribution of The Post-Test Result at Experimental Class (X MP 2)

Interval	Frequency	Percentages
79 - 80	1	5%
81 - 82	0	0%
83 - 84	2	10%
85 - 86	3	14%
87 - 88	11	52%
89 - 90	4	19%
TOTAL	21	100%

Graphs 4. 3 The Post-Test Result of Experimental Class (X MP 2)



Based on the table and graph frequency distribution above, it can be inferred that 21 students as the research sample can be divided:

- 1) For the class interval of 79-80, there were 1 students or 5%
- 2) For the class interval of 81-82, there were 0 students or 0%
- 3) For the class interval of 83-84, there were 2 students or 10%
- 4) For the class interval of 85-86, there were 3 students or 14%
- 5) For the class interval of 87-88, there were 11 students or 52%
- 6) For the class interval of 89-90, there were 4 students or 19%

Based on the data above, it can be seen that 21 students or 100% of students whose scores reached the KKM (75) and 0 students or 0% who did not pass the test. It can be concluded that the use of the *iSpring Program* as teaching media is proven to improve the writing ability of X MP 2 students, which is an experimental class. And next is the data from X MP 1:

Table 4. 7 The Post-Test Result of Control Class (X MP 1)

NO	NAME	RATER 1						RATER 2						AVE RAGE
		CO	OR	VO	GR	MC	SCORE	CO	OR	VO	GR	MC	SCORE	
1	APL	23	14	18	18	3	76	23	14	18	18	3	76	76
2	APS	25	18	15	17	5	80	25	18	15	17	5	80	80
3	APW	25	17	17	17	4	80	24	18	17	17	4	80	80
4	AWS	19	14	17	22	4	76	19	14	17	22	4	76	76
5	CAP1	22	17	14	18	3	74	22	17	14	18	3	74	74
6	CAP2	23	14	15	12	3	67	23	14	15	12	3	67	67
7	DAES	21	13	14	11	4	63	21	13	14	11	4	63	63
8	ES	20	14	15	17	4	70	19	13	14	18	4	68	69
9	KMP	26	14	11	11	3	65	26	14	11	11	3	65	65
10	M	16	11	14	17	2	60	16	11	14	17	2	60	60
11	MRAA	24	18	18	21	4	85	24	18	18	21	4	85	85
12	NW	24	14	14	18	3	73	24	14	14	18	3	73	73
13	OA	22	13	14	11	3	63	22	13	14	11	3	63	63
14	QA	16	11	14	17	3	61	15	11	13	17	3	59	60
15	RAP	24	17	17	20	4	82	24	17	17	20	4	82	82
16	RDPS	24	17	13	20	4	78	24	17	13	20	4	78	78
17	SMW	24	18	18	22	4	86	24	18	18	22	4	86	86
18	SNT	24	18	18	13	3	76	24	18	18	13	3	76	76
19	VIR	25	18	18	22	5	88	25	18	18	22	5	88	88
20	YPL	21	13	14	19	2	69	21	13	14	19	2	69	69
21	ZE	26	17	14	19	2	78	26	17	14	19	2	78	78
TOTAL														1548
AVERAGE														73,8
THE HIGHEST SCORE														88
THE LOWEST SCORE														60
THE NUMBER OF STUDENTS WHO GOT 75 OR MORE														11
THE NUMBER OF STUDENTS WHO DIDN'T GET 75 OR MORE														10

Based on the table above, the researcher measured the class interval using Sugiono's formula as follows:

$R = \text{the highest score} - \text{the lowest score}$

$$= 88 - 60$$

$$= 28$$

$$K = 1 + 3,3 \log n$$

$$= 1 + 4,362$$

$$= 5,362 = 6$$

$$P = \frac{R}{K}$$

$$= \frac{28}{6}$$

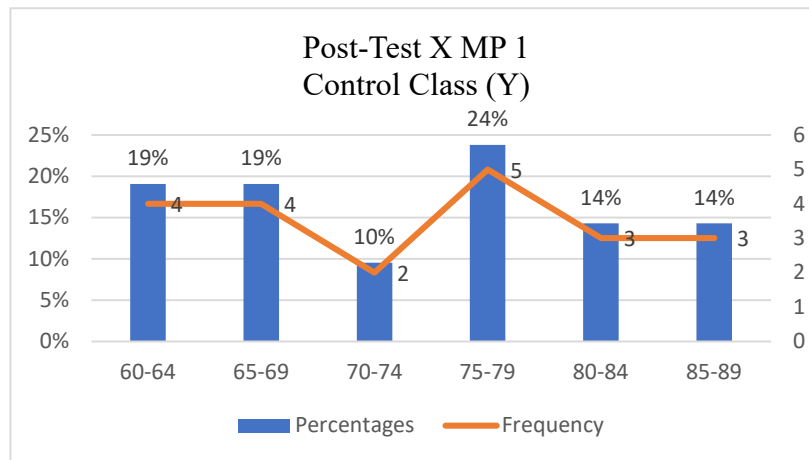
$$= 4,6 = 5$$

After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

Table 4. 8 Frequency Distribution of The Post-Test Result at Control Class (X MP 1)

Interval	Frequency	Percentages
60 - 64	4	19%
65 - 69	4	19%
70 - 74	2	10%
75 - 79	5	24%
80 - 84	3	14%
85 - 89	3	14%
TOTAL	21	100%

Graphs 4. 4 The Post-Test Result of Control Class (X MP 1)



Based on the table and graph frequency distribution above, it can be inferred that 21 students as the research sample can be divided:

- 1) For the class interval of 60-64, there were 4 students or 19%
- 2) For the class interval of 65-69, there were 4 students or 19%
- 3) For the class interval of 70-74, there were 2 students or 10%
- 4) For the class interval of 75-79, there were 5 students or 24%
- 5) For the class interval of 80-84, there were 3 students or 14%
- 6) For the class interval of 85-89, there were 3 students or 11%

Based on the data above, it can be seen that 11 students or 52,38% of students whose scores reached the KKM (75) and 10 students or 47,61% who did not pass the test.

To sum up, the post-test result was categorized into very sufficient category. On the students writing comprehension, there was certain influence to help the students get.

3. Hypothesis Testing

Differences in Increasing Learning Outcomes in the Experimental class (X MP 2) and the Control Class (X MP 1)

a. Normality and Homogeneity Test

Figure 4. 1 Case Processing Summary Post-test X and Post-test Y

Case Processing Summary							
GROUP		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
WRITING SCORES	POSTTEST X	21	100,0%	0	0,0%	21	100,0%
	POSTTEST Y	21	100,0%	0	0,0%	21	100,0%

The Table of Case Processing Summary shows the number of students in the experimental class and the control class are 21 students. Missing 0 indicates that the missing data is zero, thus there is no data that has not been processed.

Figure 4. 2 Test of Normality in Post-test X and Post-test Y

Tests of Normality							
GROUP		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
WRITING SCORES	POSTTEST X	,224	21	,007	,814	21	,001
	POSTTEST Y	,129	21	,200 [*]	,956	21	,444

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The sample that researcher used only amounted to 42 samples. So, because the sample used is <50 samples, what must be used is *Shapiro-Wilk test*. In the *Shapiro-Wilk test* for experimental class data sig value is obtained 0,001 and for control class data got 0,444. Result of Normality test in the experimental class is less than 0,05. So, all that data is not normally distributed.

After the normality test, the next prerequisite test is the homogeneity test. The results are as follows:

Figure 4. 3 Test of Homogeneity of Variance in Posttest X and Posttest Y

Test of Homogeneity of Variances			
WRITING SCORES			
Levene Statistic	df1	df2	Sig.
25,898	1	40	,000

Based on above regarding the homogeneity test using *Levene's test* obtained significant values which were all less than 0,05 so the data is not homogeneous.

In conclusion, Normality test results for experimental class shows distributed data is not normal. For the results of Homogeneity test is not homogeneous. Then to test the differences in the data, researcher using the *Mann Whitney test*.

b. Mann Whitney Test

Figure 4. 4 Mean ranks of Post-test X and Post-test Y

Ranks				
GROUP		N	Mean Rank	Sum of Ranks
WRITING SCORES	POSTTEST X	21	30,71	645,00
	POSTTEST Y	21	12,29	258,00
	Total	42		

Based on data above the number of students for the experimental class as many as 21 with an average rank value of 30,71. And the

number of students for the control class was 21 with an average rank value of 12,29.

Figure 4. 5 Test Statistics Post-test X and Post-test K

Test Statistics^a

	WRITING SCORES
Mann-Whitney U	27,000
Wilcoxon W	258,000
Z	-4,882
Asymp. Sig. (2-tailed)	,000

a. Grouping Variable: GROUP

Table above show results test *Mann-whitney* got mark Asymp. Sig. (2-tailed) of 0,000. The value of Sig. (2-tailed) indicates smaller than 0,05. So, there are differences in student learning outcomes between classes experiment with control.

Hypothesis:

H₀ = There is no positive and significant Influence of Using *iSpring Program* as Teaching Media Toward The Students' Descriptive Writing Skill at the Tenth Grade of SMK N 1 Metro.

H_a = There is a positive and significant Influence of Using *iSpring Program* as Teaching Media Toward The Students' Descriptive Writing Skill at the Tenth Grade of SMK N 1 Metro.

If the Asymp. Sig. > 0,05 then H₀ is accepted, H_a is rejected. If the Asymp. Sig. < 0,05 then H₀ is rejected, H_a is accepted. The above test obtained an Asymp. Sig. (2-tailed) value of 0,000 which is less than

0,05 so there is a difference in student learning outcomes between the experimental and control class. This means that H_0 is rejected and H_a is accepted, meaning that there is a positive and significant Influence of Using *iSpring Program* as Teaching Media Toward The Students' Descriptive Writing Skill at the Tenth Grade of SMK N 1 Metro.

B. Discussion

The researcher created and applied a pre-test, which was used to assess the students' writing comprehension ability at the beginning of the research, which aimed to apply the treatment in this study. From the results of the pre-test, the researcher can conclude that the students' writing comprehension ability is pretty low, it is evident that 0 student who passed the KKM 75 out of 21 students who took the test. Then the researcher chose and applied the Descriptive text as a part of the as a treatment to find out whether the *iSpring Program* could have a positive and significant influence on the students' writing comprehension ability. The researcher conducted the treatment which was carried out in one meetings. The treatment has been held on December 08, 2023. After the treatment was completed, the next researcher applied a post-test on December 11, 2023.

Furthermore, the data obtained in the post-test, it can be seen that the scores was increasing. The students' scores on the post-test were higher than the pre-test. This is evidenced by 21 students who successfully passed KKM 75. Then the data are strengthened by using the *Mann Whitney* test. If the results

of the test is Asymp. Sig. $> 0,05$ then H_0 is accepted, H_a is rejected. If the Asymp. Sig. $< 0,05$ then H_0 is rejected, H_a is accepted. The above test obtained an Asymp. Sig. (2-tailed) value of 0,000 which is less than 0,05 so there is a difference in student learning outcomes between the experimental and control class. This means that H_0 is rejected and H_a is accepted, meaning that there is a positive and significant Influence of Using *iSpring Program* as Teaching Media Toward The Students' Descriptive Writing Skill at the Tenth Grade of SMK N 1 Metro.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Writing is one of the forms of communicating by using written language. The one of the kinds writings is descriptive text. Descriptive text is writer tries to make the readers to image or to visualize the object that the writer described about; characteristics, part, quality, etc. One of the problems when writing descriptive text is the student feel difficult to express their idea. The *iSpring program* is one of the media that can be used in learning writing skills.

iSpring can insert various forms of media including being able to record sound, video presenters, learning videos, add *Flash* and *YouTube* videos, import or record audio, add presentation maker information and educational logos, create materials in the form of 3-dimensional books, and create attractive navigation and designs. Easy to convert in *flash* format without having to make it from *Adobe Flash Player* software, and can also be published on web pages offline. Can make quizzes with various types of interesting questions, such as: *True or False, Multiple Choice, Multiple Response, Type In, Matching, Sequence, Numeric, Fill in the Blank, Multiple Choice Text*. It's easy to make and the output doesn't require a large capacity so it doesn't burden your laptop or computer.

It can be used as the media in learning writing comprehension and it can improve in writing comprehension. It can be seen from the result of the test

by using *Mann-whitney*. If the Asymp. Sig. $> 0,05$ then H_0 is accepted, H_a is rejected. If the Asymp. Sig. $< 0,05$ then H_0 is rejected, H_a is accepted. The above test obtained an Asymp. Sig. (2-tailed) value of 0,000 which is less than 0,05 so there is a difference in student learning outcomes between the experimental and control classes. This means that H_0 is rejected and H_a is accepted, meaning that there is a positive and significant Influence of Using *iSpring Program* as Teaching Media Toward The Students' Descriptive Writing Skill at the Tenth Grade of SMK N 1 Metro.

B. Suggestion

Based on the explanation above, the researcher suggests some points as follows:

1. To Teacher

The teacher should choose a great media in teaching English especially in writing class in order that the students can more participate fully in the class and understand the material that is delivered by the teacher, because by a great media in teaching and learning, it can automatically improved the student motivation in learning process and try the best effort to accepting the material that is taught by the teacher.

2. To Student

- a. The Students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.

- b. The students should to care more about grammar and punctuation in their writing.
 - c. The students are suggested to improve their descriptive writing skill.
3. To Headmaster
- a. The researcher greatly expects that this study can give contribution for the school, such as a good inspiration for further studies in learning descriptive writing skill.
 - b. The school is recommended to make the further study in applying *iSpring Program* as teaching media in learning descriptive writing.

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APPENDICES

**THE DATA OF THE TEACHERS AND EMPLOYERS IN SMK NEGERI 1
METRO**

Marketing		
No	Name	Subject
1	Hendri, S.Pd	Digital Branding dan On Bording
	NIP. 19840201 201402 1 001	Waka Bid. Kurikulum & MM
2	Fitrianingsih, S.Pd, M.Pd	PPKn
	NIP. 19810806 200604 2 010	Mulok PAK
		Waka Bid. Kesiswaan
3	Ana Rosada, S.Pd.	Digital Marketing dan Operation
	NIP. 19860728 201001 2 012	Waka Bid. Sarana dan Prasarana
4	Suharni, S.E	Penataan Produk
	NIP. 19740620 200312 2 002	Mepel Pilihan (Penataan Produk)
		Kaprogkeh. Keahlian Bisnis Daring dan Pemasaran
5	Mamik Suratmi, S.Pd	Pengelolaan Bisnis Ritel
	NIP. 19660514 199303 2 006	Dasar - Dasar Pemasaran
6	Eko Setianingsih, SE.	Dasar - Dasar Pemasaran
	NIP. 19731120 200501 2 006	Perencanaan Bisnis dan Komunikasi Bisnis
7	Henra Fitriyanti JRI, SE	Penataan Produk
	NIP. 19760924 201001 2 005	Projek Kreatif dan KWU
8	Ahmad Satibi, S.Pd	Ekobis, Adm Umum dan Marketing
	NIP. 19860518 201402 1 002	Dasar - Dasar Pemasaran
9	Bekti Ardarani, S.Pd	Bisnis Online
		Informatika
10	Filma Eka Santika, M.Pd.	Pendidikan Agama Islam dan Budi Pekerti
11	Meilina, S.Pd	Bahasa Indonesia
	NIP. 19800529 200902 2 001	
12	Vivin Refi Astuti, S.Pd	Matematika
	NIP. 19831214 200902 2 001	
13	Lydia Sukma, S.Pd.	Sejarah Indonesia
	NIP. 19831007 200903 2 002	
14	Umi Ma'rifah, S.Pd.	Bahasa Inggris
	NIP. 19810208 200604 2 014	

15	Meidy Wardhana Putra, S.Pd	Pendidikan Jasmani, Olah Raga dan Kesehatan
	NIP. 19910512 201502 1 001	
16	Wiwin Ariyanti, S.Pd	Bimbingan Konseling (BK)
	NIP. 19870117 201502 2 001	
17	Oong Setianto, S.Pd.	Matematika

Office

No	Name	Subject
1	Endang Supriati, SE	Dasar - Dasar MP
	NIP. 19730405 200604 2 016	Projek Kreatif dan KWU
		Peminatan
		Kaprogkeh. MP
2	Dra. Titin Suyanti	OTK Sarana dan Prasarana
	NIP. 19651026 199702 2 001	Peminatan
		Ka. Bengkel Otomatisasi & Tata Kelola Perkantoran
3	Sulis Ernawati, S.Pd	OTK Humas
	NIP. 19790314 200604 2 018	Dasar Kejuruan
		Produk Kreatif dan KWU
4	Ririn Widayati Nur Hidayat, S.Pd	OTK Kepegawaian
	NIP. 19720218 200701 2 009	Dasar Kejuruan
5	Gusnetty Jayasinga, S.E, M.Pd.	Produk Kreatif dan KWU
	NIP. 19740808 200501 2 006	
6	Dyah Ayu Novitasari, SE	OTK Keuangan
	NUPTK. 2452 7626 6430 0033	OTK Humas
7	Rosita Dewi, S.Pd.	Pendidikan Agama Islam dan Budi Pekerti
8	Tutik Suwantini, S.Pd	PPKn
	NIP. 19680923 200701 2 018	Mulok PAK
9	Arsewenda Rachma Yunita, S.Pd	Bimbingan Konseling (BK)
	NUPTK. 4948 7656 6621 0132	
10	Hanan Wijaya, S.Pd	Pendidikan Jasmani, Olah Raga dan Kesehatan
	NUPTK. 3344 7626 6320 0033	
11	David Yonic Wihelmina, S.Th	Pendidikan Agama Kristen dan Budi Pekerti
	NIP. 19841105 200902 1 001	
12	Aminudin Zakki, S.Pd	Matematika

	NIP. 19820802 200902 1 002	
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Accounting

No	Name	Subject
1	Fahrisya, S.Pd.	Kepala Sekolah
	NIP. 19820221 200604 1 005	
2	Siti Muamanah, S.Pd	Komputer Akuntansi
	NIP. 19781215 200212 2 004	Praktikum Akuntansi Lembaga/ Instansi
		Kaprogkeh. Akuntansi dan Keuangan Lembaga
3	Dra. Sri Suryatiningsih	Produk Kreatif dan KWU
	NIP. 19661123 199203 2 006	
4	Nurasih Fithriani, S.Pd	Komputer Akuntansi
	NIP. 19761010 200312 2 011	Administrasi Pajak
		Praktikum Akuntansi Perusahaan Jasa, Dagang dan Manufaktur
5	Sampe Pakpahan, S.Pd	Akuntansi Keuangan
	NIP. 19700502 200502 1 002	Praktikum Akuntansi Perusahaan Jasa, Dagang dan Manufaktur
6	Anna Syamuthia, S.E	Dasar Kejuruan AKL
	NIP. 19800320 200501 2 014	Akuntansi Keuangan
		Praktikum Akuntansi Perusahaan Jasa, Dagang dan Manufaktur
		Ka.Bengkel Akuntansi dan Keuangan Lembaga
7	Jarwoto, S.Pd	Dasar Kejuruan AKL
	NIP. 19700619 200701 1 005	IPAS
8	Puput Deriasari, S.Pd	Produk Kreatif dan KWU
	NIP. 19840903 201402 2 001	Dasar Kejuruan AKL
9	Lusia Rini Natalia, S.Pd	Praktikum Akuntansi Lembaga/ Instansi
	NIP. 19861227 201402 2 001	Mapel Pilihan
10	Fariani, S.Pd	Mapel Pilihan
	NIP. 19810211 200502 2 005	Praktikum Akuntansi Perusahaan Jasa, Dagang dan Manufaktur
		Praktikum Akuntansi Lembaga/ Instansi
11	Safa'at Malik, S.Ag	Pendidikan Agama Islam dan Budi Pekerti

	NIP. 19750828 201001 1 008	
12	Elizabeth Budiningrum K, S.Pd	PPKn
	NIP. 19751119 200902 2 001	Mulok PAK
13	Azriyanies, S.Pd	Bahasa Indonesia
	NUPTK. 4160755656300033	
14	Retno Nurjayanti, S.Pd	Matematika
	NIP. 19721220 200604 2 004	
15	Suci Lestari, S.S., M.Pd.	Bahasa Inggris
	NIP. 19770405 200604 2 020	
16	Hendroza, S.Kom	Informatika
	NIP. 19731217 200312 1 003	
17	Aprialia Puspita, S.Pd.	Bimbingan Konseling (BK)
18	Bekti Satriadi, S.Pd	Bimbingan Konseling (BK)
	NIP. 19770923 200312 1 001	Waka Bid. Hubungan Masyarakat dan Industri
19	Sukarsih Rahayu, S.Ag	Pendidikan Agama Budha dan Budi Pekerti
	NIP. 19840426 200902 2 006	
20	Dhea Indah Khotimah, S.Pd.	IPAS

Travel Business

No	Name	Subject
1	Adhynin, A.Md.	Dasar UPW
		Pengelolaan Meeting, Incentive, Conference dan Exhibition
		Perencanaan dan Pengelolaan Perjalanan Wisata
		Projek Kreatif dan KWU
		Kaprogkeh. UPW
2	N. Siti Maryamah, S.Psi.	Pemesanan dan Perhitungan Tarif Penerbangan
		Pemanduan Perjalanan Wisata
		Projek Kreatif dan KWU
		Bimbingan Konseling (BK)
		Ka. Bengkel UPW
3	Almateus Nanang R, S.Pd	Pendidikan Agama Khatolik dan Budi Pekerti
	NIP. 19820101 200902 1 004	
4	Uswatun Khasanah, S.Si	IPAS
	NIP. 19820412 200101 2 020	

5	Valentina Siwi NW, S.Pd. M.Pd	Bahasa Inggris
	NIP. 19781007 200804 2 002	
6	Gustini, S.Pd.	Bahasa Indonesia
	NIP. 19700808 202121 2 004	
7	Husnul Khotimah, S.Pd.	Bimbingan Konseling (BK)
8	Nur Anisya, S.Pd.	Bahasa Inggris
		Projek Kreatif dan KWU

Hospitality

No	Name	Subject
1	Ermawati Purnomo, S.Pd	Laundry
	NIP. 19760424 200604 2 018	Dasar Perhotelan
		Kaprogkeh. Perhotelan
2	Susi Pancawati, S.Pd	Food and Beverage
	NIP. 19770109 200604 2 002	Mapel Pilihan
		Dasar Perhotelan
3	Rahmawaty Melinda BN, S.ST.Par	Front Office
	NIP. 19840822 200902 2 001	Dasar Perhotelan
4	Puji Yudowaluyo, S.Pd	House Keeping
	NIP. 19770708 201001 1 004	Laundry
		Dasar Perhotelan
5	Dahrul Ahmad Ahyarudin, S.Pd	Front Office
	NIP. 19851216 201101 1 003	Bahasa Inggris
6	Dwita Meriani, S.Pd	Produk Kreatif dan KWU
	NIP. 19730904 200312 2 007	Dasar Perhotelan
7	Dionisius Pramadi, S.Tr. Par	House Keeping
		Dasar Perhotelan
		Mapel Pilihan
8	Sri Sugiarti, S.Ag	Pendidikan Agama Islam dan Budi Pekerti
	NIP. 19720201 200604 2 007	
9	Tina Susanti, S.Ag, M.Pd	Pendidikan Agama Hindu dan Budi Pekerti
	NIP. 19860308 200902 2 004	
		SMK Negeri 3 Metro
		SMK KP Gajah Mada 1 Metro
10	Yati Oktiyana, S.Pd	Bahasa Indonesia
	NIP. 19761013 200604 2 004	

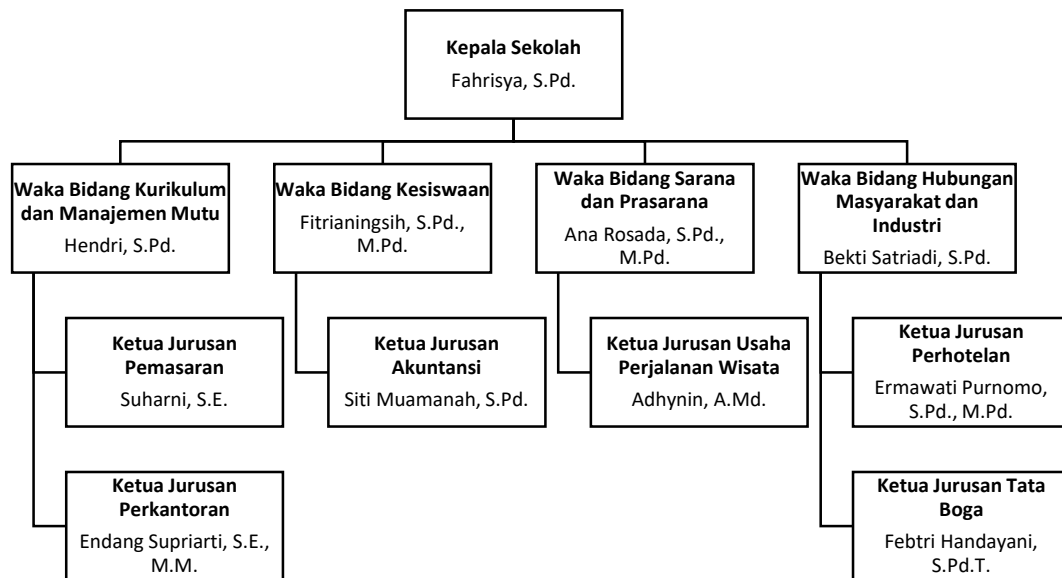
11	Adnan Puspa Wijaya, S.Pd.	Matematika
	NIP. 19870821 201101 1 002	
12	Anatri Sumartika, S.Pd.	Sejarah Indonesia
		IPAS
13	Nur Aminah, S.Pd	Bahasa Inggris
	NIP. 19720125 199512 2 001	
14	Susanto	Seni Budaya
	NUPTK. 3663 7536 5320 0002	Mulok Bahasa Lampung
15	Drs. Siswantoro	Bimbingan Konseling
	NIP. 19621005 199202 1 001	
16	Reftilia	Bimbingan Konseling (BK)
		Mulok Bahasa Lampung
17	Indri	Front Office

Culinary

No	Name	Subject
1	Febtri Handayani, S.Pd.T.	Produk Pastry dan Bakery
	NIP. 19840204 201001 2 009	Kaprogkeh. Tata Boga
2	Afidatul Muhajjalina, S.Pd.	Pengelolaan dan Penyajian Makanan
	NIP. 19691225 200501 2 009	Projek Kreatif dan KWU
3	Shofia Maisuri, S.Pd	Produk Cake dan Kue
	NIP. 19690510 200701 2 019	Produk Pastry dan Bakery
4	Sri Wirawati, S.Pd.	Produk Cake dan Kue
		Dasar- Dasar Kuliner
		IPAS
5	Zuli Astuti, S.Pd.T.	Pengolahan dan Penyajian Makanan
		Dasar- Dasar Kuliner
		Kepala Bengkel Tata Boga
6	Aprialita, S.Pd	Projek Kreatif dan KWU
	NIP. 19710219 200604 2 008	
7	Novdilia Sari, S.Pd	Tata Hidang
	NUPTK. 6455 7636 6530 0063	Dasar- Dasar Kuliner
		Mapel Pilihan
8	Ratri Hening Pahayu	PPKn
		Mulok PAK
9	Agus Rianto, S.Pd	Matematika

	NIP. 19660604 199103 1 011	
10	Oong Setianto, S.Pd.	Matematika
11	Norma Ika Damasanti, S.S	Bahasa Inggris
	NIP. 19770524 200604 2 003	
12	Ketut Andi Artike, S.Pd	Seni Budaya
	NIP. 19870723 201101 1 006	
13	Ardi Kismawan, M.Pd.	Pendidikan Agama Islam dan Budi Pekerti
14	Eka Loraena, S.Psi	Bimbingan Konseling (BK)
15	Esty Ratna Sari, S.Pd.	Bimbingan Konseling (BK)
16	Neti Septina. S.Kom	Informatika
	NIP. 19830925 201001 2 018	
17	Nurul Fithriya, S.Pd	Pendidikan Jasmani, Olah Raga dan Kesehatan
	NIP. 19770830 200902 2 001	

THE STRUCTURE ORGANIZATION OF SMK NEGERI 1 METRO

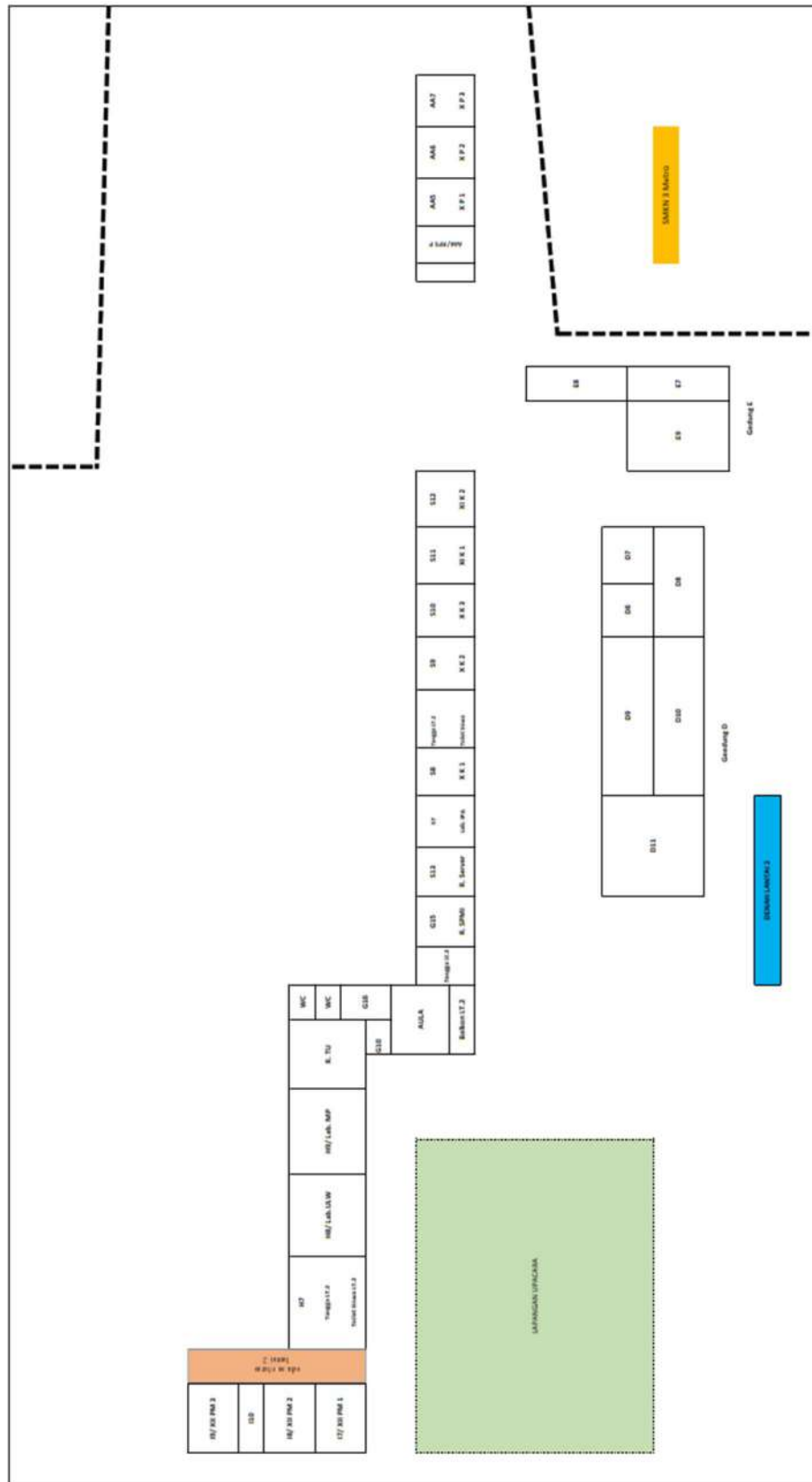


LOCATION SKETCH OF SMK NEGERI 1 METRO

Floor 1



Floor 2



STUDENTS DATA AT SMK NEGERI 1 METRO

CLASS X			
Class	M	F	Total
AKL 1	5	30	35
AKL 2	3	30	33
AKL 3	4	28	32
K 1	9	25	34
K 2	11	25	36
K 3	12	24	36
MP 1	5	29	34
MP 2	4	28	32
P 1	9	22	31
P 2	11	23	34
P 3	13	18	31
BD 1	8	26	34
BD 2	6	28	34
BD 3	9	24	33
ULW	12	23	35
TOTAL	121	383	504

CLASS XI			
Class	M	F	Total
AKL 1	3	33	36
AKL 2	5	31	36
AKL 3	3	33	36
K 1	1	21	22
K 2	7	24	31
K 3	6	24	30
MP 1	5	31	36
MP 2	5	29	34
P 1	12	18	30
P 2	12	19	31
P 3	15	18	33
BD 1	15	20	35
BD 2	6	28	34
BD 3	6	29	35
ULW	18	14	32
TOTAL	119	372	491

CLASS XII			
Class	M	F	Total
AKL 1	4	31	35
AKL 2	4	30	34
AKL 3	2	30	32
K 1	5	24	29
K 2	5	22	27
K 3	6	21	27
MP 1	3	31	34
MP 2	3	28	31
P 1	10	25	35
P 2	11	21	32
P 3	12	21	33
BD 1	11	21	32
BD 2	4	31	35
BD 3	3	33	36
ULW	6	20	26
TOTAL	89	389	478

THE CONDITION OF FACILITIES SMK NEGERI 1 METRO

No.	Facilities	Quantity
1	Headmaster Room	1
2	Teacher Room	7
3	Administration Room	1
4	Classroom	45
5	Library	1
6	Parking Area	3
7	Mosque	1
8	Toilet	14
9	Canteen	2
10	Computer Lab	3
11	Language Lab	2
12	Office Lab	1
13	Travel Lab	1
14	Science Lab	1
15	Culinary Lab	2
16	Hotel	1
17	Badminton Field	1
18	Ceremony Field/Basketball Field	1
19	Business Center	1
20	D/PK Building	1
21	“I Love SMK N 1” Monument	1

SILABUS PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris
 Satuan Pendidikan : SMK
 Kelas : X (sepuluh)

- KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.
- KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	• Fungsi Sosial - Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks - Dapat mencakup - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan - Kosakata dan istilah terkait	- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau
4.4 Teks deskriptif		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal	dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti <i>quite, very, extremely, dst.</i> - Kalimat deklaratif dan interrogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, cjaan, tanda baca, dan tulisan tangan	bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat. - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	- Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI	

Guru Mata Pelajaran

Valentina Siwi Nugroho Widhi, M.Pd.

Mahasiswa / Peneliti



Diemas Adjie Nugroho

Mengetahui,
Kepala Sekolah

Fahrisya, S.Pd.
NIP. 19820221 200604 1 005

LESSON PLAN (RPP)

Satuan Pendidikan : SMK NEGERI 1 METRO
 Mata Pelajaran : Bahasa Inggris
 Kelas : X
 Materi Pokok : Descriptive Text
 Alokasi Waktu : 2 x 45 menit

A. Kompetensi Inti

- KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasionall.
- KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Tujuan Pembelajaran

- a. Melalui pembelajaran ini, peserta didik mampu terampil dalam merinci informasi teks deskriptif berdasarkan social function, generic structure, dan language features sesuai dengan konteks penggunaannya dengan baik dan benar.
- b. Melalui pembelajaran ini, peserta didik dapat terampil dalam menyimpulkan informasi teks deskriptif.
- c. Peserta didik mampu bekerja sama dengan baik dalam kelompok dan dapat mengkomunikasikan informasi secara lisan dan tulis terkait descriptive text.
- d. Melalui kegiatan diskusi kelompok, peserta didik diharapkan mampu Menyusun teks deskriptif dan dapat mempresentasikan dengan sikap Ledisiplinan dan bergotong royong.

C. Materi Pembelajaran

1. Faktual
 - a. Jenis Teks : Descriptive text
 - b. Topik : Mendeskripsikan orang, agar dapat menumbuhkan perilaku santun, peduli, jujur, disiplin, percaya diri, kerjasama, bertanggung jawab, menghargai perbedaan, dan perdamaian.
2. Konseptual
 - a. Social Function of Descriptive text.

- It describes about person, animal, place, or thing.
- b. Language Features of Descriptive text:
- Use present tense as dominant tenses;
 - Use linking verbs or relational process frequently
 - Use action verbs or material process and behavioral process
 - Use mental verb or mental process when describing feelings;
 - Use nominal group frequently to describe;
 - Use adjective and adverbs
 - Use noun phrase
3. Prosedural
- a. Generic Structure of Descriptive text:
- 1) **Identification**
- Identify the phenomenon to be described.
 - Introducing where or who is the subject is being described.
 - Usually answer the following questions: What is the text about?
- 2) **Description**
- Describes the phenomenon in parts, qualities, and the characteristic of the person, place, or thing to be describe.
4. Metakognitif
- Pengetahuan tentang bagaimana peserta didik menyadari Akan cara-cara terbaik untuk mempelajari materi faktual, konseptual, dan prosedural tentang jenis teks *descriptive text*.
5. Materi pengayaan dan remedial

D. Media/alat, bahan, dan sumber pembelajaran

1. Media/alat : *Output dari iSpring Program*
2. Bahan : Materi pembelajaran
3. Sumber Belajar : Buku Bahasa Inggris & sumber yang relevan.

E. Langkah-langkah Pembelajaran

KEGIATAN PENDAHULUAN (15 MENIT)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi. Descriptive Text.	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
KEGIATAN INTI (60 MENIT)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, dan menuliskannya kembali. Mereka diberi topik terkait materi Descriptive Text.
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi Descriptive Text.
Collaboration	Peserta didik dibentuk, dalam beberapa kelompok untuk mengumpulkan ide dan informasi, mendiskusikan,

	mempresentasikan ulang, dan saling bertukar informasi mengenai Descriptive Text.
Communication	Peserta didik mempresentasikan hasil kerja kelompok secara klasikal mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Descriptive Text. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
KEGIATAN PENUTUP (15 MENIT)	
Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

F. Penilaian Hasil Belajar

1. Teknik Penilaian:

- a. Penilaian Sikap : Observasi/pengamatan
- b. Penilaian Pengetahuan : Tes Tertulis
- c. Penilaian Keterampilan : Unjuk Kerja tertulis, Portofolio

2. Bentuk Penilaian:

- a. Observasi : Jurnal guru
- b. Tes Tertulis : Uraian dan lembar kerja
- c. Unjuk kerja : Praktik/Pedoman Penskoran

Guru Mata Pelajaran

Valentina Siwi Nugroho Widhi, M.Pd.

Mahasiswa / Peneliti


Diemas Adjie Nugroho

Mengetahui,
Kepala Sekolah

Fahrissy, S.Pd.
NIP. 19820221 200604 1 005

PRE-TEST

NAMA : Aulia Fariza nurhasana

KELAS : X ME 2

Petunjuk:

1. Tulis nama dan kelas di lembar jawaban!
2. Pilihlah salah satu dari ketiga topik di bawah ini, kemudian deskripsikan topik tersebut!
3. Buat menggunakan bahasa Inggris!

Topik 1: Favorite place

Topik 2: Favorite pet

Topik 3: Favorite food

ANSWER:

Gado Gado is one of the typical dishes from Indonesia. this
food has many fans. Gado Gado Made from vegetables and
very delicious Peanut saure.

CO: 13 OR: 10 VO: 13 GR: 18 MC: 3 TOTAL: 57
 13 11 13 10 3 58

POST-TEST

NAMA : Aulia Fariza Nurhasana
 KELAS : X MP 2

Petunjuk:

1. Tulis nama dan kelas di lembar jawaban!
2. Deskripsikan topik di bawah ini!
3. Buat menggunakan bahasa Inggris!

Topik: Your Idol

ANSWER:

My Idol Kenny Austin

Allow me to introduce my idol to you. My idol has a name Kenny Austin. Kenny Austin is a model, actor and athlete from Indonesia.

Kenny Austin whose hobby is playing basketball. The beginning Kenny Austin's journey in the world of entertainment was by participating in a modeling contest for a milk brand specifically for men.

CO: 25 OR: 18 VO: 15 GR: 21 MC: 4 TOTAL: 83
 26 18 15 21 4 84

PRE-TEST

NAMA : AHQILA JESU BILVANA

KELAS : X MP 2

Petunjuk:

1. Tulis nama dan kelas di lembar jawaban!
2. Pilihlah salah satu dari ketiga topik di bawah ini, kemudian deskripsikan topik tersebut!
3. Buat menggunakan bahasa Inggris!

Topik 1: Favorite place

Topik 2: Favorite pet

Topik 3: Favorite food

ANSWER:

Favorite food Putu Ayu

Putu ayu is a market snack from central java which is quite popular among various groups of people.

This one cake has a sweet and savory taste with a soft and soft texture and anyone who eats it will feel the delicacy right away.

CO: 22 OR: 11 VO: 13 GR: 18 MC: 3 TOTAL: 67

22 11 13 18 3 68

POST-TEST

NAMA : AHQILA JESU BILYANA
 KELAS : X MP 2

Petunjuk:

1. Tulis nama dan kelas di lembar jawaban!
2. Deskripsikan topik di bawah ini!
3. Buat menggunakan bahasa Inggris!

Topik: Your Idol

ANSWER:

My Idol Jefri Nichol

Jefri Nichol or who is familiarly called Nichol was born in Jakarta on January 15, 1999. Jefri Nichol is an actor, model and advertisement star.

Besides being handsome, Jefri Nichol has a unique hobby namely shopping for second-hand goods, or often called thrift shopping.

The film that made him famous was Dear Nathan, playing the role of Nathan who has the image of bad boy, makes film audiences crazy with his charisma.

CO: 26 OR: 19 VO: 17 GR: 20 MC: 3 TOTAL: 85
 26 18 17 20 4 85

PRE-TEST

NAMA : Andika Kurniawan
 KELAS : X MP 2

Petunjuk:

1. Tulis nama dan kelas di lembar jawaban!
2. Pilihlah salah satu dari ketiga topik di bawah ini, kemudian deskripsikan topik tersebut!
3. Buat menggunakan bahasa Inggris!

Topik 1: Favorite place

Topik 2: Favorite pet

Topik 3: Favorite food

ANSWER:

Fried chicken is favorite food, at school and at home I often
eat it, apart from the cheap price, and getting a portion
that fits your stomach it also tastes delicious. The savory
and aroma really tempt me, even more so after it's finished
prying ummm... delicious.

CO: 13 OR: 17 VO: 14 GR: 14 MC: 4 TOTAL: 62

13 17 14 14 4 62

POST-TEST

NAMA : Andika Kurniawan
 KELAS : X.MP.2

Petunjuk:

1. Tulis nama dan kelas di lembar jawaban!
2. Deskripsikan topik di bawah ini!
3. Buat menggunakan bahasa Inggris!

Topik: Your Idol

ANSWER:

MY IDOL RADITYA DIKA

Raditya Dika was born on Desember 28 1984. He is writer, comedian, and an actor. He write some books that all of it are best seller. He is an actor in Kambing Jantan Movie, Cinta Brontosaurus, Manusia Setengah Salmon, and Serial Malam Minggu Mike.

He is easy going man. He has short black hair. His eyebrows are thick, he not so tall, he has white skin and pointed nose. Everyone mentioned that he has two big nostril.

CO: 26 OR: 18 VO: 18 GR: 20 MC: 5 TOTAL: 87
 26 18 18 20 5 87

PRE-TEST

NAMA : Amelia Rahma Sari
 KELAS : X MP 2

Petunjuk:

1. Tulis nama dan kelas di lembar jawaban!
2. Pilihlah salah satu dari ketiga topik di bawah ini, kemudian deskripsikan topik tersebut!
3. Buat menggunakan bahasa Inggris!

Topik 1: Favorite place

Topik 2: Favorite pet

Topik 3: Favorite food

ANSWER:

Cat

Who doesn't know cats? Cats are carnivorous mammals from the Felidae family. Almost all over the world there must be cats with various types. Each type of cats has a distinctive shape, colour, fur, and characteristics.

CO: 13 OR: 13 VO: 13 GR: 18 MC: 4 TOTAL: 61
 14 13 13 19 4 63

POST-TEST

NAMA : Amellia Rahma Sari
 KELAS : X.M.P.2

Petunjuk:

1. Tulis nama dan kelas di lembar jawaban!
2. Deskripsikan topik di bawah ini!
3. Buat menggunakan bahasa Inggris!

Topik: Your Idol

ANSWER:

My Idol is Jung Jaehyun

Let me to introduce my idol.

His name is Jung Jaehyun or Jung Yoon oh.

He is a member of NCT.

And he is twenty-six years old.

Jaehyun is so handsome. He has dimples when he smiles, a sharp jawline, a sharp nose, and has a lot of muscles in his body. His skin color is very light.

CO: 26 OR: 17 VO: 17 GR: 20 MC: 2 TOTAL: 82
 26 17 18 21 2 84



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.sain@metrouniv.ac.id

Nomor : B-1666/In.28/J/TL.01/04/2023
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SMK N 1 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **DIEMAS ADJIE NUGROHO**
NPM : 1901050012
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris
THE INFLUENCE OF ISPRING PROGRAM AS TEACHING
Judul : MEDIA TOWARD THE STUDENTS' WRITING SKILL AT THE
TENTH GRADE OF SMK N 1 METRO

untuk melakukan prasurvey di SMK N 1 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 07 April 2023

Ketua Jurusan,



Andianto M. Pd

NIP 19871102 201503 1 004



**PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH KEJURUAN NEGERI 1 METRO**

Jalan Kemiri No. 4 Iringmulyo Kecamatan Metro Timur Kota Metro Kode Pos : 34112
Telp. (0725) 41295-42774 Fax. (0725) 41295 NPSN :10807612 NSS :401126104001
e-mail : smkn1metro@gmail.com website:smkn1metro.sch.id



Nomor : 070/202/V.01/421.5/2023

Lampiran : -

Perihal : **Izin Pra Survey**

Yth. : Ketua Jurusan Pendidikan Tadris Bahasa Inggris
Institut Agama Islam Negeri Metro
di
Tempat

Sehubungan dengan surat saudara Nomor : B-1666/In.28/J/TL.01/04/2023 tanggal 07 April 2023 perihal tersebut pada pokok surat.

Dengan ini kami sampaikan bahwa pada prinsipnya kami dapat memberikan izin pra survey kepada:

Nama : **DIEMAS ADJIE NUGROHO**
NPM : 1901050012
Jurusan : Pendidikan Tadris Bahasa Inggris

Dengan catatan :

1. Mentaati peraturan dan tata tertib yang berlaku di SMK Negeri 1 Metro.
2. Segala sesuatu yang timbul akibat pra survey menjadi tanggung jawab mahasiswa yang bersangkutan.

Demikian untuk dijadikan periksa, atas perhatian dan kerjasamanya diucapkan terima kasih.



Metro, 13 April 2023
Kepala Sekolah,

FAHRISYA, S.Pd
NIP 19820221 200604 1 005



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

RATIFICATION PAGE

The Research Proposal entitled: THE INFLUENCE OF ISPRING PROGRAM AS TEACHING MEDIA TOWARD THE STUDENTS' DESCRIPTIVE WRITING SKILL AT THE TENTH GRADE OF SMK N 1 METRO. Written by: Diemas Adjie Nugroho, Student Number 1901050012, English Education Study Program, had been examined (Seminar Proposal) in Tarbiyah and Teacher Training Faculty on Tuesday, May 23rd, 2023 at 08.00 – 09.30 a.m.

BOARD OF EXAMINERS:

Chairperson	: Andianto, M. Pd.	(.....)
Examiner I	: Dr. Aria Septi Anggaira, M.Pd.	(.....)
Examiner II	: Yeasy Agustina Sari, M.Pd.	(.....)
Secretary	: Linda Septiyana, M.Pd.	(.....)

The Head of English Education Study Program

Andianto, M. Pd.
NIP. 198711022015031004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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SURAT TUGAS

Nomor: B-5628/In.28/D.1/TL.01/12/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **DIEMAS ADJIE NUGROHO**
NPM : 1901050012
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Untuk: 1. Mengadakan observasi/survey di SMK NEGERI 1 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF ISPRING PROGRAM AS TEACHING MEDIA TOWARD THE STUDENTS' DESCRIPTIVE WRITING SKILL AT THE TENTH GRADE OF SMK N 1 METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.



Dikeluarkan di : Metro
Pada Tanggal : 06 Desember 2023

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B-5627/In.28/D.1/TL.00/12/2023
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMK NEGERI 1 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5628/In.28/D.1/TL.01/12/2023, tanggal 06 Desember 2023 atas nama saudara:

Nama : **DIEMAS ADJIE NUGROHO**
NPM : 1901050012
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMK NEGERI 1 METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK NEGERI 1 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF ISPRING PROGRAM AS TEACHING MEDIA TOWARD THE STUDENTS' DESCRIPTIVE WRITING SKILL AT THE TENTH GRADE OF SMK N 1 METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 06 Desember 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



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SMK NEGERI 1 METRO

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Telp. (0725) 41295-42774 Fax. (0725) 41295 NPSN: 10807612 NSS: 401126104001
e-mail: smkn1metro@gmail.com website: smkn1metro.sch.id



Metro, 11 Desember 2023

Nomor : 070/698/V.01/SMKN.1/2023
Lampiran : -
Perihal : **Izin Research**

Kepada Yth.

Wakil Dekan Akademik dan Kelembagaan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
Di Tempat

Sehubungan dengan surat saudara Nomor : B-5627/In.28/D.1/TL.01/12/2023
tanggal, 6 Desember 2023 perihal tersebut pada pokok surat.

Dengan ini kami sampaikan bahwa pada prinsipnya kami dapat memberikan izin research
kepada:

Nama : Diemas Adjie Nugroho
NPM : 1901050012
Jurusan : Pendidikan Tadris Bahasa Inggris

Dengan catatan :

1. Mentaati peraturan dan tata tertib yang berlaku di SMK Negeri 1 Metro.
2. Segala sesuatu yang timbul akibat pra survey menjadi tanggung jawab mahasiswa yang bersangkutan.

Demikian untuk dijadikan periksa, atas perhatian dan kerjasamanya diucapkan
terima kasih.



Kepala Sekolah,

FAHRISYA, S.Pd
NIP 19820221 200604 1 005



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NPM : 1901050012

Jurusan : TBI
Semester : VI

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1	03/2022 Juni	Mr. Andi	Finalisasi judul 1. Persiapan BAB 1 Syarat seminar ikut lihat seminar 6x	
	20/22 3		Complete 1-3	
	2/23 4		Complete all, Redi expert R gasy Etern Ace Seminar	



Mengetahui
Ketua Jurusan TBI
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NIP. 19871102 201503 1 004

Dosen Pembimbing

Andianto, M.Pd
NIP. 19871102 201503 1 004

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Jurusan : TBI
Semester :

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
	3/20 6		Doc. Seminar	

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Ketua Jurusan TBI

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Dosen Pembimbing,

Dr. Much Deiniatur, M.Pd.
NIP. 198803082015031006

Dr. Aria Septi Anggaira, M.Pd.
NIP. 197909292005022006


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UIN JUSILA**

 Nama : Diemas Adjie Nugroho
NPM : 1901050012

 Jurusan : TBI
Semester :

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
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8.	2/2026 /6		Chapter IV	
9.	3/2026 /6		Result & Discussion	
10.	4/2026 /6		Data Analysis	
11.	8/2026 /6		Chapter V	
12.	9/2026 /6		Appendices Bibliography	
			Acc for Munawar	


 Mengetahui
Ketua Jurusan TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing,

Dr. Much Deiniatur, M.Pd.B.I.
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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1386/In.28/S/U.1/OT.01/12/2023**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : DIEMAS ADJIE NUGROHO
NPM : 1901050012
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1901050012

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 07 Desember 2023
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002



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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Program Studi Tadris Bahasa Inggris
Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri (UIN) Jurai
Siwo Lampung menerangkan bahwa:

Nama : Diemas Adjie Nugroho
NPM : 1901050012
Program Studi : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada Program Studi Tadris
Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.



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BIOGRAPHY



The author, Diemas Adjie Nugroho, was born in Sidomulyo, Punggur Subdistrict, on August 5, 2001. As the first child of Mr. Syaiful Bakri and Mrs. Sutirah, he was raised in a supportive family environment alongside one younger brother named Dafa Adjie Sapoetra.

This family background provided a strong motivational foundation for his personal growth and continuous academic endeavors. His formal educational journey commenced at SDN 6 Metro Barat, which was later followed by junior high school at SMPN 3 Metro and vocational studies at SMKN 1 Metro. Driven by a steadfast commitment to higher learning, Diemas subsequently enrolled in an undergraduate degree program at the State Institute for Islamic Studies (IAIN) Metro, an institution that is currently known as the State Islamic University (UIN) Jurai Siwo Lampung.