

**AN UNDERGRADUATE THESIS**

**THE EFFECT OF USING PHOTOGRAPH AS A MEDIA AND  
GUIDE QUESTION TECHNIQUE ON WRITING ABILITY AT  
THE TENTH GRADERS OF SMAN 2 SEKAMPUNG EAST  
LAMPUNG**

By:  
Liana Fajarani  
Student Number: 1501070184



Tarbiyah and Teacher's Training Faculty  
English Education Department

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**  
**1441 H/2020 M**

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

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**1441 H/2020 M**



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APPROVAL PAGE

Title : THE EFFECT OF USING PHOTOGRAPH AS A MEDIA AND  
GUIDE QUESTION TECHNIQUE ON WRITING ABILITY AT  
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NOTIFICATION LETTER

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*Assalamu'alaikum Wr.Wb.*

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ABILITY AT THE TENTH GRADERS OF SMAN 2  
SEKAMPUNG EAST LAMPUNG**

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

*Wassalamu'alaikum Wr.Wb.*

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*Assalamu'alaikum Wr. Wb.*

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Skripsi

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikum Wr. Wb.*

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RATIFICATION PAGE

No. B-2109/M-28-16/PP-00-9/07/2020

An Undergraduate thesis entitled: THE EFFECT OF USING PHOTOGRAPH AS A MEDIA AND GUIDE QUESTION TECHNIQUE ON WRITING ABILITY AT THE TENTH GRADERS OF SMAN 2 SEKAMPUNG EAST LAMPUNG by Liana Fajarani, student number 1501070184, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thursday, 09<sup>th</sup> July 2020 at 08.00 – 10.00 a.m.

**BOARD OF EXAMINERS:**

Chairperson : Dr. Widhiya Ninsiana, M.Hum  
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**THE EFFECT OF USING PHOTOGRAPH AS A MEDIA AND GUIDE  
QUESTION TECHNIQUE ON WRITING ABILITY AT THE TENTH  
GRADERS OF SMAN 2 SEKAMPUNG EAST LAMPUNG**

**ABSTRACT**

**By:**

**LIANA FAJARANI**

The purpose of the research is to know the effect of using photograph as a media and guide question technique on writing ability at the tenth graders of SMAN 2 Sekampung East Lampung. The researcher had outlined the problems in this research that focused on Writing Ability. In fact, there are still many students find the difficulties in narrative writing ability. This condition is also found at the tenth graders of SMAN 2 Sekampung East Lampung. It is the problem investigated by researcher.

This research was quasi experimental design. Technique sampling in this research used to determine the amount of the sample was purposive cluster sampling technique. The method used by researcher in collecting data are observation, documentation and test. The subject of study was the tenth graders of SMAN 2 Sekampung East Lampung, such as X-2 of 35 students. The researcher given essay test to student that are pre-test and post-test to get the data. After getting the data, the researcher calculated using t-test formula.

The result of data analysis is " $t_{\text{observed}} = 10,84$ " is higher than table. It can be seen from the critical value  $t_{\text{table}}$  for 1% level is 2,74 and critical value for 5% level is 2,03. The result of data interpretation shown that  $t_{\text{observed}}$  is higher than  $t_{\text{table}}$ , so  $2,03 < 10,84 > 2,74$ . Based on the result of analysis data above, it can be inferred that  $H_0$  is refused and  $H_a$  is accepted. This mean that photograph as a media and guide question technique give significant effect on writing ability especially for the tenth graders of SMAN 2 Sekampung East Lampung.

**Keywords:** *Writing ability, Photograph and Guide Question Technique*

**PENGARUH PENGGUNAAN FOTO SEBAGAI MEDIA DAN PANDUAN  
TEKNIK PERTANYAAN DALAM KEMAMPUAN MENULIS DI KELAS  
SEPULUH SMAN 2 SEKAMPUNG LAMPUNG TIMUR**

**ABSTRAK**

**OLEH**

**LIANA FAJARANI**

Tujuan dari penelitian ini adalah untuk mengetahui efek penggunaan foto sebagai media dan teknik pertanyaan panduan tentang kemampuan menulis pada siswa kelas kesepuluh SMAN 2 Sekampung Lampung Timur. Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan kemampuan kemampuan menulis. Faktanya, masih banyak siswa menemukan kesulitan dalam kemampuan menulis narasi. Kondisi ini juga ditemukan pada kelas kesepuluh SMAN 2 Sekampung Lampung Timur. Ini adalah masalah yang diselidiki oleh peneliti.

Penelitian ini adalah quasi desain eksperimental. Teknik sampling dalam penelitian ini digunakan untuk menentukan jumlah sampel adalah teknik sampling cluster purposive. Metode yang digunakan oleh peneliti dalam mengumpulkan data adalah pengamatan, dokumentasi dan tes. Subyek studi adalah siswa kelas sepuluh SMAN 2 Sekampung Timur Lampung, yaitu X-2 yang berjumlah 35 siswa. Peneliti memberikan tes esai kepada siswa yaitu pra-tes dan pasca-tes untuk mendapatkan data. Setelah mendapatkan data, peneliti menghitung menggunakan t-Test formula.

Hasil analisis data adalah " $t_{\text{observed}} = 10,84$  lebih tinggi dari tabel. Hal ini dapat dilihat dari nilai kritis  $t_{\text{table}}$  untuk tingkat 1% adalah 2,74 dan nilai kritis untuk 5% tingkat adalah 2,03. Hasil dari interpretasi data menunjukkan bahwa  $t_{\text{observed}}$  lebih tinggi dari  $t_{\text{table}}$ , jadi  $2,03 < 10,84 > 2,74$ . Berdasarkan hasil analisis data di atas, dapat disimpulkan bahwa  $H_0$  ditolak dan  $H_a$  diterima. Ini berarti bahwa foto sebagai media dan teknik pertanyaan panduan penting dalam kemampuan writing terutama untuk siswa kelas sepuluh di SMAN 2 Sekampung Lampung Timur,

**Kata Kunci** : *Kemampuan Menulis, Foto dan Panduan Teknik Pertanyaan*



**STATEMENT OF RESEARCH ORIGINALITY**

The undersigned:

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are accepted from the bibliographies mentioned.

Metro, July 2020  
The Writer,



**LIANA FAJARANI**  
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### ORISINALITAS PENELITIAN

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

Metro, Juli 2020  
Penulis,



**LIANA FAJARANI**  
**NPM. 1501070184**

## MOTTO

فَاصْبِرْ إِنَّ وَعْدَ اللَّهِ حَقٌّ

“So be patient. Verily, the promise of Allah is true”. (QS. Ar-Rum: 60)

## **DEDICATION PAGE**

This undergraduate thesis would highly dedicated to:

1. My beloved mother (Karnilawati) and beloved father (Dwijo Subroto) who always pray me and give spirit for me, thanks for your support, meanwhile material and spiritual that was given. Thank you very much.
2. My beloved family who always help me when I need help, thank you very much.
3. My beloved friends, Diah Ayu Muntafiqoh and Anis Satu Sa'diyah who always support me and accompany me in all process.
4. My lecturers especially for Dr. Widhiya Ninsiana, M.Hum and Mr. Ahmad Subhan Roza, M. Pd, thanks for your help for me.
5. My almamater State Institute for Islamic Studies of Metro.

## ACKNOWLEDGMENT

In the name of god Allah SWT, the Most Gracious, and the Most Merciful, who always gives all what we need and has taught human beings of what they don't know before. Allah has given His gift to the researcher that she could accomplish this Undergraduate thesis. May Shalawat and Salam always be given to our prophet Muhammad SAW, who has brought us from the darkness to the lightness in the world.

This undergraduate thesis is entitled “The Effect of Using Photograph As a Media and Guide Question Technique on Writing Ability at The Tenth Graders of SMAN 2 Sekampung East Lampung”.

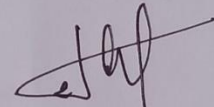
The writer would like to express her sincere gratitude to her sponsor and co-sponsor, Dr. Widhiya Ninsiana, M. Hum and Ahmad Subhan Roza, M. Pd, that have guided her give understanding and motivation in the process of completing this undergraduate thesis. Her gratitude also goes to:

1. Prof. Dr. Enizar, M.Ag, the Rector of State Institute for Islamic Studies of Metro (IAIN Metro).
2. Dr. Akla, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty.
3. Ahmad Subhan Roza, M.Pd, the Head of English Education Department.
4. Her academic advisor, Dr. Akla, M.Pd, for his advice, guidance, suggestion and support.
5. All lecturers of English Education Department who have taught and educated the researcher during her study at IAIN Metro.

6. Her beloved family. Thanks for attention, love, help and motivation. Because of you all, she become who she is now, much better than before.
7. Her beloved Friends in English Education Departement.

The researcher feels that it is really pleasure for her to receive criticisms and suggestions to make this undergraduate thesis better. She also hopes that this undergraduate thesis would be beneficial, particularly for her and for who are interested in it.

Metro, July 2020  
The Researcher



**LIANA FAJARANI**  
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# CHAPTER I

## INTRODUCTION

### **A. Background of Study**

In teaching English, there are four skills that must be mastered by the students, they are reading, speaking, listening and writing. Writing is one of the language abilities that will never be left in education. It is very essential part of the lesson, not only in language class, but also in other classes such as biology, Mathematics, and History, etc. Students need to know how to write letters, how to put written reports together, how to reply the advertisements, how to write or type using electronic media. They need to know some of writing's special conventions (punctuation, paragraph, construction, etc.)

Moreover, in writing the appropriate technique is needed so that student can be better understanding about writing text. Photograph and guide question is a technique in teaching English and usually used for narrative text. By using photograph, students will be asked to describe and tell what is in the photograph with the guide question as a reference for students in telling stories. The questions in the form of 5W + 1H, namely: what happened, when it happened, who was in the story, where the story happened, why it happened, and how the story happened. Students will be easier to write with photograph and guide question.

In this study, the researcher choose SMAN 2 Sekampung as the location because from that school the researcher found out writing problems. The problems were found at preliminary observation on May 16th 2019. In this stage, the researcher conduct interview with teacher and student related to writing problems. From the interview, it was found that basically the students of tenth graders liked English lesson, but they did not like writing.

Based on the survey in SMAN 2 Sekampung the researcher finds some students problems in learning English especially at the tenth graders students such as they still have low ability in writing ability of narrative text. They were also confused about what they would write. It happened because they were usually only given examples of text types. After that they should write or produce their own text with limited guidance. Although writing is difficult, the students realized that they need to improve their writing skill because they know that writing skill is very important.

The above pre-survey results are explained based on minimum mastery criteria into passed and failed score. The result of the pre-survey data explanation are illustrated in the following table.

**Table 1**

Students' Writing Score of Narrative Writing Ability at The Tenth Graders  
in SMAN 2 Sekampung East Lampung

<b>No.</b>	<b>Score</b>	<b>Explanation</b>	<b>Students</b>	<b>Percentage</b>
1.	$\geq 75$	Passed	10	42%
2.	$< 75$	Failed	22	58%
	<b>Total</b>		<b>32</b>	<b>100%</b>

Source taken on pre-survey at May 16<sup>th</sup>, 2019

Referring the table above, it can be inferred that the students narrative writing ability is low because the student score more less than of the standard of minimum completeness of mastery learning in SMAN 2 Sekampung is 75, it can be seen that just 10 students that have a good score of getting score more than 75 and 22 are failed because they have not reach the standard of minimum completeness of mastery learning yet or getting score under 75.

Based on those data above, it can be assumed that writing ability of narrative text is low. So, it is necessary for English teacher to use effective technique in learning writing. It will make the learning process more interesting. The researcher conclude that the quality of English lesson in mastering writing is still low especially in narrative text and student still feel difficult when they study about narrative text in writing.

## **B. Problem Identification**

From the problem background above, the researcher would like to identify the problems of the research as follows:

1. The students do not understand the material about narrative text;
2. The students get low score in writing;
3. The students narrative writing ability is low;
4. The students find difficulties to write anarrative text.
5. The student confused about what they would write.

## **C. Problem Limitation**

Based on problem background above, the researcher would like to limit the problem such as point number four that is the students find difficulties to write a narrative text. The subject of this research is the tenth graders student of SMAN 2 Sekampung.

## **D. Problem Formulation**

Based on the background above, the researcher would like to formulate the problem as follows: “Is there any positive and significant effect of using photograph as a media and guide question technique on writing ability at the tenth graders of SMAN 2 Sekampung”.



## **E. Objective and Benefits of The Study**

### **1. Objectives of the Study**

Based on the formulation above, this research aim to know is there any positive and significant effect of using photograph as a media and guide question technique on writing ability at the tenth graders of SMAN 2 Sekampung.

### **2. Benefits of the Study**

After doing the research and find the result, the researcher hopes that it will be useful:

#### **a. For the students**

By using photograph as a media and guide question, it is hoped:

1. To enable the students to knows their weakness in writing ability especially narrative text.
2. To enable the students to be good in write.

#### **b. For the teacher**

The result of the research can help the teacher to know the most effective technique to improve the teaching writing by using photograph. It also gives the teacher reference if he/she gets the same problem, he/she can use this technique to overcome it in one day.

c. For the researcher

The research is quantitative experiment research. The researcher can take the benefit of this research as the one of requirement for pass the undergraduate thesis in her campus.

## F. Prior Research

The first prior research was conducted by Wardani, Basri, and Waris.<sup>1</sup> This research employed a pre-experimental research design that involved one group. The researcher found out two variables: dependent and independent variable. In relation to the title, the dependent variable was students' ability in making descriptive text, while the independent variable was the use of guided questions technique.

The differentiation between the first prior research with this study is this study uses media that is photograph to help the students in making written text. The prior research just uses guide question without media in teaching classroom.

The second prior research was conducted by Nuryanto and Sukarno.<sup>2</sup> In this research the quantitative data were collected by using the score of pre-test and post-test. The score were accounted to find the mean score. It was based on the students' product of writing. Then, the researcher also used T-test.

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<sup>1</sup>Imelda Wardani, HasanBasri, And Abdul Waris, *Improving The Ability In Writing Descriptive Text Through Guide-Questions Technique*, (UniversitasTadulako, Journal Of English Language Teaching Society, 2014), P. 1-13.

<sup>2</sup>Sri Nuryanto, Sukarno, *Using Photographs As Media To Improve Students' Writing Skills Of Class X IIS2 Of SMA N1 SEYEGAN*, (Yogyakarta State University, E-Journal, 2016), p. 1-7.

The differentiation from the second research and this study is this research used qualitative data and was supported by quantitative data. The researcher conducted observation and interview to collect the qualitative data. The collecting data were in the form of field notes, interview transcripts, and photographs.

Moreover, the third research was conducted by Rahim.<sup>3</sup> This research using the same method that is guide question with a more detailed explanation of that is WH Question.

The differentiation from the third prior research and this study is the sample of the study. This study observed senior high school student while the third prior research has the target population of sample respondents is from ESL learners from Year Five in school. Other differentiation is the research instrument will include pre-test and post-test while interview is used as a method to see the respondents' feedback towards the use of Graphic Organizer and WH Questions.

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<sup>3</sup>Mas Aida Abd Rahim, *The Effectiveness Of Using Wh-Questions In Improving The Writing Skill Of Upper Primary School Students In Malaysia*, (Malaysia: Universiti Teknologi MARA, International Journal of Development Research, 2017), p. 1-4.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Writing Ability

##### 1. Definition of Writing

Writing is the activity of making a recording language in a piece of paper or any other areas to express the idea and message from the writer including the usage of vocabulary and structure of language. Writing is also created by particular set of symbol, and letter for representing the wordings of particular language.<sup>4</sup> Ken argues that writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.<sup>5</sup>

The researcher concludes that writing is a process of sharing information, message, ideas, or thoughts in grammatically correct sentences. The students have to write what they think in their mind and state it on a paper by using correct procedure, in narrative text for instance. Writing also needs series practices to develop this skill. It cannot be achieved in one time learning only.

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<sup>4</sup>PindhoAnjayani, *Error Analysis on the Use of Prepositions in Students' Writing*, (Semarang: Faculty of Languages and Arts. State University of Semarang, 2016), p. 2.

<sup>5</sup>Hyland Ken, *Second Language Writing*, (America: Cambridge University Press, 2003), p. 9.

## **2. Teaching Writing**

Senior high school students are expected to reach informational level because they are prepared to the wider environment. They are expected to produce knowledge using their own language. In this case, the students must be able to create a text using their own words. One of the goals in learning English at senior high school is to develop communication skill in English both spoken and written language. Therefore, the teacher must be careful in teaching writing to his/her students.

Curriculum of writing for senior high school, they are:

- a. Grammar (simple present tense, simple past tense, simple past continuous tense)
- b. Introducing texts (narrative, recount, descriptive, procedure)
- c. Generic structure of the texts.

From the explanation above, researcher concludes that teaching writing for senior high school students must be related to curriculum. Furthermore, the teacher must be able to use an interesting technique especially in teaching writing.

### 3. Steps Writing Process

Some steps in writing are follows:

a. Pre-writing

This is the planning phase of the writing process, when students brainstorm, research, gather and outline ideas, often using diagrams for mapping out their thoughts. Audience and purpose should be considered at this this point, and for the older students', a working thesis statement need to be started.<sup>6</sup>

b. Drafting

Students' create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument. Audience and purpose need to be finalized.<sup>7</sup>

c. Self-Revising

Revising is often neglected in the writing process. While revising, students learn technique to make their writing better technique they can apply the next time they draft.

d. Peer/Adult Revising

The adult/parent revision option allows you to involve parents more closely in their child's education and helps bridge the gap between school and home. You may require both peer and adult revision, offer the option of one or the other, or simply use peer

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<sup>6</sup>Garth Sundem, M.M, *Improving Student Writing Skills*, (U.S.A: Shell Education, 2013), p. 43.

<sup>7</sup> Ibid., p. 53

revision, as this technique is easier to control in the format of your classroom and requires less organized correspondence.<sup>8</sup>

e. Editing

Editing as part of the writing process should first be done by the author and then again by a peer or adult, using the appropriate editing marks. Just as in revision, it is useful to ask students to make multiple “passes” through their writing, checking only one area at a time, for example spelling, paragraphing, or commas.<sup>9</sup>

The researcher concludes that teaching writing is how someone can extend their ability for the students'. How to make them can write well based on the media or experience. Breaking the act of writing down into distinct step enables student to maintain perspective on their writing, to understand that the feedback is about a specific aspect of their writing and can to enjoy writing.

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<sup>8</sup>Ibid., p. 57.

<sup>9</sup> Ibid., p. 60

**Table 2****The Measurement Rubrics of Narrative Writing Ability**

<b>Writing Ability</b>	<b>Score</b>	<b>Criteria</b>	<b>Criteria</b>
Content	30-27	Good	Extent, Relevance, Subject Knowledge
	26-22	Average	
	21-17	Fair	
	16-13	Poor	
Organization	30-27	Good	Coherence, Fluency, Clarity, Logical Sequencing
	26-22	Average	
	21-17	Fair	
	16-13	Poor	
Vocabulary	30-27	Good	Richness, Appropriate Register, Word Form Mastery
	26-22	Average	
	21-17	Fair	
	16-13	Poor	
Language Use	30-27	Good	Accuracy (A Usage of Articles, Word Order, Tenses, Prepositions, Sentence Constructions
	26-22	Average	
	21-17	Fair	
	16-13	Poor	
Mechanics	30-27	Good	Paragraphing, Spelling, Capitalization, Punctuation <sup>10</sup>
	26-22	Average	
	21-17	Fair	
	16-13	Poor	

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<sup>10</sup>BlankaFrydrychova, *Evaluating writing in English as a second language*, (Czech Republic: University of Hradec Kralove, 2011), p. 392.



According to the explanation above, there are some criteria to measure the students' narrative writing ability and it has each writing score and level of score for each criteria. And all of the score of criteria it can be the total score of students' narrative writing ability.

## **B. Narrative Text**

### **1. Definition of Narrative Text**

According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. Furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate. In addition, she explained that a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.<sup>11</sup>

In addition, Anderson and Anderson (2003) explain that narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The

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<sup>11</sup>Rebecca J.L., *A Critical Handbook of Children's Literature*, (Massachusetts: Pearson Education, 2003), p. 37.

problem reaches its high point in the middle. The ending resolves the problem.<sup>12</sup>

Based on the definition of expert, we can conclude narrative text is a story with complication or problematic events and it tries to find the resolution to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

## 2. Generic Structure of Narrative Text

Generic structure is structure in text which is usually used by learners in target language. Generic structure is divided into five elements, they are:

### a. Orientation (introduction)

It contains the thesis of the text. In this level, the character of the story, introduces the students. In the story happened and who is involved on the story. In this level also used to produce atmosphere so that makes the student are persuaded to follow the story. In other words orientation of narrative text tells who the character was / where, where it happened, when it happened.

### b. Sequence of Events (complication)

This part tells the sequence of the story. The problem faced by the character. The complication makes the story more

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<sup>12</sup>Anderson M. & Anderson K., *Text Types in English 2*, (Australia: Macmillan Education, 2003), p. 16.

interesting because the Character is prevented to reach his or her wants. It is in the middle of story.

c. Resolution

It tells the reader (students). How the problem was solved it also called solving problem. A satisfying narrative we will give the resolution of the problem.

d. Re-orientation

It tells what the story has told or tells again the character and contains the message of moral value to the readers. Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable. But sometimes the students find more than one complication and resolution. It can be seen in the following example.

e. Evaluation

This part can be joined in orientation part. It contains the narrative begin. Evolution tells about the time and place of the event being storied. Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable. But sometimes the students (readers) find more than one complication and resolution. It can happen when the problem (complication) was still arisen or unsolved in scheme.<sup>13</sup>

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<sup>13</sup>IrwanSulistyo, *An Analysis Of Generic Structure Of Narrative Text*, Journal Of YasihaGubug, 2013, P. 171.

## C. Photograph As a Media of Teaching

### 1. Definition of Photograph

One of the media visual types is photograph. The human race has applied the use of images to communicate its thoughts no matter their complexity. Information has been more effectively communicated through the use of visual images, especially through photography. Although, every picture or a photograph or an image tells a story, they are devoid of any national language and only profess a universal language of knowledge. Incidentally, a photograph is believed to give a cultural context, establish a connection with the viewer, and impart the message, which has a long retention in the memory of the learner.<sup>14</sup>

Photographs would be special in opening the way rather than reducing the cognitive and semantic ambiguity. Such ambiguity or the certainty of a number of possible interpretations could be exploited by the teacher. Photographs of movements and emotions can be used to portray pupils in activities, those taken in the contexts of life known to children (school, park, houses) or as part of an educational trip or more generally, photos of people. We know the other people are

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<sup>14</sup>Abdulaziz Alenizi, *Use of Photography to Support the Learning Process of Science Teachers of Ninth Through Twelfth Grade In the Schools of Kuwait*, (Greeley, Colorado: University of Northern Colorado, 2015), p. 1.

special for us, since that in our brains there are two specific areas dedicated to recognizing bodies and faces.<sup>15</sup>

Moreover, teaching with objects and photographs is a natural way to work towards meeting a variety of curriculum standards at the state and national level. It means that object of photograph which was taken from surrounding environment can be helpful for teacher to achieve the goal of teaching in the curriculum. Learning from contextual example is easier to do. Photograph can explain many things which might lead the students in developing their idea before started writing. Photograph can help the teacher to introduce a new teaching point in materials and find interesting way of getting the student to write themselves.

## **2. Advantages and Disadvantages of Using Photographs**

### **a. Advantages of Using Photographs**

Visual materials work as a powerful tool in this aspect, as far as they give teachers the opportunity to show the culture of the target language, the habits and the body language that lie behind the language transactions. All this makes students understand that the use of the target language has a purpose: the real purpose of real communication. The visual impact of images has been proved to be superior to the one of texts that is why visual aids result to be

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<sup>15</sup>Serena Triacca, *Teaching and Learning with Pictures the Use of Photography in Primary Schools*, (Italy: Catholic University of the Sacred Heart, 2017), p. 2.

very effective to help students in memorizing new vocabulary and structures.<sup>16</sup>

Visuals have the power to bring the outside world into the classroom. Photographs, with their realistic depiction, have even more potential to do so than. What is more, photographs are easy to create these days, so learners can decide in what way they want to capture the reality, which can be particularly useful in case their drawing skills are not good.

b. Disadvantages of Using Photographs

Photographs in general are an effective tool, but photographs created at school have even bigger value. And the element of fun is almost always there as taking photographs is usually an enjoyable process for students. Although some people have a tendency towards perfectionism, they do not normally mind the quality of the photographs being lower, because the lack of professional features in the photographs is compensated for by the a joy from a personal expression and a pleasant atmosphere during the process.

Correspondingly, students can have an image in their mind but the result might look differently. Consequently, the meaning or the message of the picture is not clear. Some pictures are difficult to understand. It might be difficult to recognize what the picture

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<sup>16</sup>RamírezGarcíaMaría, *Usage of Multimedia Visual Aids in the English Language Classroom: A Case Study at Margarita Salas Secondary School*, (Curso: Trabajo Fin De Máster, 2012), p. 6.

represents or what is happening. Different interpretations give reasons for speaking and listening.<sup>17</sup>

## **D. Guide Question Technique**

### **1. Definition of Guided Question**

Guided question is a technique for teaching English in which the teacher give some questions the students applied to a topic in teaching writing.<sup>18</sup> Guided question can help the students to explore their idea in learning writing skill and the question can be a way to help exploring topic in writing skill. Asking question can be a way of playing with material before deciding what you want to make of it, like toying with modeling clay until it takes a vague shape that suggests the final shape it ought to take.

If you happen to know in advance what sort of writing you want to do, you can turn directly to the questions that are most suitable for that sort of writing. If you do not know what sort of writing you want to do, working through several sets of questions may lead you to a purpose as well as to information. Teachers use the guide question method where the question called 5Ws and the H grid. It works because the question it generates (What, Where. When, Why, Who, and How) which deals with topic.

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<sup>17</sup>Nikola Polášková, *Photography in an English classroom*, (Brno: Masaryk University Brno, 2015), p. 14.

<sup>18</sup>Muhammad BagusNawawi, *Improving Students' Writing Skill Through Guide Question*, (Tangerang: SyarifHidayatullah University, 2011), p. 17.

## **2. The Purpose of Using Guided Question**

Based on the definition of guided question above the purposes of using guided question are:

- a. To increase students' achievement in writing skill especially in narrative text.
- b. To make easier for students' in exploring the topic which they will write about.<sup>19</sup>

## **3. Procedure of Teaching**

The researcher makes the procedure of teaching writing ability in narrative text by using guide question. They are:

- a. Motivation. Teacher motivates the students.
- b. Presentation. The teachers explain to the students how to answer the question in guided question correctly and applied in narrative text.
- c. Exercise. The teacher gives the students test.
- d. Evaluation. The teachers evaluate the students' error.<sup>20</sup>

## **E. Theoretical Framework and Paradigm**

### **1. Theoretical Framework**

This research is quantitative research. This research is aimed to knowing the effectiveness independent variable towards dependent

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<sup>19</sup>Ibid., p. 20.

<sup>20</sup> Ibid., p. 24



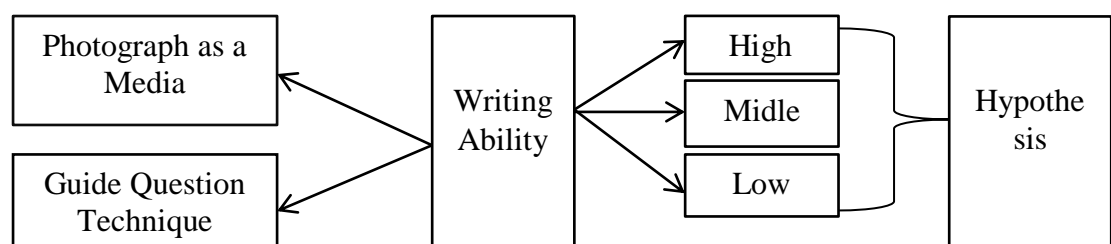
variable. In this research there are two variables, they are independent variable ( $X_1, X_2$ ), that is Photograph As a Media and Guide Question technique and dependent variable (Y), that is Writing Ability. Theoretical framework in this research is there is a effect of using photograph and guide question to develop writing ability, by using photograph and guide question, the student will be able to make the concept of their narrative text before they write what they should write, then they will be easier in building a narrative text.

## 2. Paradigm

Paradigm is that are used by a domain or by groups of researchers within a domain, as the accepted perspective at a given time.<sup>21</sup> Based on the explanation, the researcher described the paradigm as follow:

**Figure 1**

The Effect of Using Photograph as a Media and Guide Question Technique on Writing Ability



<sup>21</sup>Lucienne T.M. Blessing and AmareshChakrabarti, *DRM, a Design Research Methodology*, (London: Springer, 2009), p. 240.

Based on the figure 1, we can find out Photograph as the ( $X_1$ ) variable and Guide Question as the ( $X_2$ ) variable writing ability as ( $Y$ ) variable. These variables are used to measure students' abilities in writing which result in different abilities of each student. Then the result of the effectiveness it selves produce three categories, they are high, middle, low. Ability levels are based on the result achieve by student when they fulfill the variables. And the result it selves would produce a hypothesis.

#### **F. Hypothesis Formulation**

Based on the figure 1 above, the researcher of formulate the hypothesis as follows:

1.  $H_a$  (Alternative Hypothesis)

There is a positive and significant effect of using photograph as a media and guide question technique on writing ability at the tenth graders of SMAN 2 Sekampung.

2.  $H_0$ (Null Hypothesis)

There is no a positive and significant effect of using photograph as a media and guide question technique on writing ability at the tenth graders of SMAN 2 Sekampung.

**CHAPTER III**  
**RESEARCH METHODOLOGY**

**A. Research Design**

Type of this research is quantitative research. Quantitative research is ‘Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)’.<sup>22</sup>

Besides that, Yogesh Kumar stated that an experimental design is set of a framework for adequate tests of the relations among variables.<sup>23</sup> In conclusion, quantitative experiment is a process to get the data by using numeric data to manipulate the active variable and the control variables to solve the research problem. To collect the data, the researcher would administer pre-test before treatment and post-test after treatment.

In this research, the researcher uses quantitative experiment to know the effect of Using Photograph as a Media and Guide Question technique (X<sub>1</sub>, X<sub>2</sub>) on Writing Ability (Y) through a treatment.

Furthermore the researcher describe the procedure of this research as follows:

T1	X	T2
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<sup>22</sup>Daniel Muijs, *Doing Quantitative Research in Education*, (London: Sage Publications, 2004), p. 1.

<sup>23</sup>Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi, New Age International, 2006), p. 171.

### Explanation

- T1 : The observed using pre-test to know student's writing ability  
(pre-test grade)
- X : Treatment
- T2 : The students' ability of making narrative text after following  
the treatment (post-test grade)

### B. Operational Definition of Variables

Operational definition is the definition which based on characteristic of the thing that would be defined and it can be observed or measured. Meanwhile, a variable can be defined as a symbol to which numerals or values are assigned. Often a term required an operational definition.<sup>24</sup>

In other explanation about operational is definition based on the characteristic of things that can be defined observed of measured in the observation. Based on the statement, the operational definition of variable in this research are:

#### 1. Independent Variable

The independent variable in this research is The Effect of using Photograph as a Media and Guide Question Technique at Tenth Graders of SMAN 2 Sekampung East Lampung. Photograph As a Media (X<sub>1</sub>) and Guide question (X<sub>2</sub>) technique can be defined at the writing technique to give the way and knowledge for students in narrative writing ability.

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<sup>24</sup>Simon Kwan and Peter Wolf, *Constructs and Variables*, DSC 500: Research Methods, 2002, p. 4.

There are two indicators that indicate the students be able to achieve the objectives of Photograph As a Media ( $X_1$ ) as follow:

- a. Student can match the image with the story.
- b. Student can make narrative text with photograph as a media.

There are two indicators that indicate the students be able to achieve the objectives of Guide Question technique e( $X_2$ ) as follow:

- a. Student can answer the guide question based on the arrangement of the narrative text.
- b. Student can compose narrative text based on the guide question.

## 2. Dependent Variable

Dependent variable is the variable which is observed and measured to determine the effect of the independent. Dependent variable in this research is Writing Ability at Tenth Graders of SMAN 2 Sekampung East Lampung. Writing ability can be defined as a knowledge of students in practice to write. The indicators of this variable are:

- a. Student can write a story with generic structure like as;orientation, complication, resolution.
- b. Student know how to write, develop topic into good writings and arrange sentences well.
- c. Student can write with the accuracy of using sentences and punctuation.

In this research the student can explore their ideas with a good writing, especially narrative text. This variable can be measured by making a narrative text. The test would be given two times, which are before the treatment or called as pre-test and after the treatment or called as post-test. The test is making a narrative text by using strategy with photograph and guide question. The student would get the score according to rubric measurement of writing ability categories include content, organization, vocabulary, language use, and mechanic. And each categories has speaking score criteria include good, average, fair, and poor. So the highest score is 100 as the total of the score narrative writing ability.

## **C. Population and Sample Technique**

### **1. Population**

Population is all the individuals or units of interest; typically, there is not available data for almost all individuals in a population.<sup>25</sup> The population of this research is the students of the tenth graders of SMAN 2 Sekampung. In this research, the whole of the students at the tenth graders is 224 students.

### **2. Sample**

When population is showing all of member, under the population is sample. Sample is a subset of the individuals in a population; there is

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<sup>25</sup>Bret Hanlon and Bret Larget, *Samples and Populations*, (Madison: University of Wisconsin, 2011), p. 7.

typically data available for individuals in samples.<sup>26</sup> In this research, the researcher used the purposive cluster sampling. In this survey, the researcher choosing one class at tenth graders of SMAN 2 Sekampung as a sample which consists of 32 students.

### **3. Sampling technique**

In this research, the researcher used purposive cluster sampling technique. So the researcher uses one class to be observed. This sampling technique is used to know the effectiveness of using photograph as a media and guide question to develop writing ability in narrative text.

## **D. Data Collecting Technique**

To collect the data, the researcher use test, documentation and observation method.

### **1. Test**

According to Donald Ary, etc., A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. This score, based on a representative sample of the individual's behavior, is an indicator of the extent to which the subject has the characteristic being measured.<sup>27</sup> It means that the test is the most research that used as the main tool to measure the ability of each individual. The test that researcher used to collect the data as follow:

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<sup>26</sup>Ibid.

<sup>27</sup>Donald Ary, et.al., *Introduction to Research in Education*, (USA: Wadsworth, Cengage Learning, 2010), p. 201.

a. Pre-test

The researcher gives pre-test in order to know their basic knowledge. In this case the students' writing ability in narrative text that they have achieved.

b. Post-test

The post-test is held in order to know the students' writing ability in narrative text after being taught photograph and guide question. The post-test has been done after the treatment, in this case the test is written test making narrative text in order to know whether this method is effective or not to develop students' writing ability.

## 2. Documentation

Documentation defined as documents supplied as proof of evidence of something.<sup>28</sup> The researcher used documentation method to get the detail information about the profile, history and the organization structure at SMAN 2 Sekampung.

## 3. Observation

Observation is "A systematic method of data collection that relies on a researcher's ability to gather data through his or her senses".<sup>29</sup>

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<sup>28</sup>Susan Pirie, *Documentation and Record Keeping*, (Canada: East Surrey Hospital, 2010), p. 22.

<sup>29</sup>Zina O'Leary, *The Essential Guide To Doing Research*, (London: Sage Publications, 2004), p. 170.



Observation also defines as “technique collecting data it done with doing observation with detail note and systematic”. In this research the researcher use the non-participant observation because the researcher only observed it and noted it. The researcher observed the location of the research, the condition of the students directly to get the data. The researcher used the observation sheet to note information in that information.

## **E. Research Instrument**

The functional of using research instrument is also to get the data that useful when the researcher has done to collect information in the field. The research instruments are:

### **1. Instrument Blueprint**

The instrument blueprints which would be used follow as:

- a. The instrument which would be used for the test includes the pre-test and post-test. The test is taken from the students’ narrative writing assignment. The test would be taken from the score of the students’ after making a narrative writing. The researcher use photograph as a media to support the guide question as strategy. Guide question given in form of 5W+1H question. Then, the student should make a narrative text in written form. The score of test would be taken after giving treatment by implementing photograph as a media and guide question strategy.

- b. The instrument which would be used in documentation method is documentation guidance, as follow; 1) Documentation about teachers and official at SMAN 2 Sekampung; 2) Documentation about students of SMAN 2 Sekampung; 3) Documentation about the organization structure of SMAN 2 Sekampung.
- c. The instrument which would be used in observation method is observation guidance as follow; 1) Observation the location sketch of SMAN 2 Sekampung; 2) Observation the establishment of SMAN 2 Sekampung; 3) Observation about building of SMAN 2 Sekampung.

## **2. Instrument Calibration**

Instrument calibration is the scale of measurement which would be used to decide the instrument standard which would be used. There are three distinct aspect of validity, they are content validity, criterion validity, and construct validity. Moreover, in this research, the researcher only sees from content and constructs validity. Content validity refers to whether or not the content of the manifest variables is right to measure the latent concept that the researcher tries measure.<sup>30</sup> The focus of the content validity is on the adequacy of the sample and not simply on the appearance of the test. It means, the items of the test should represent the material being used. The researcher would compose the test instrument based on the subject matter content of syllabus.

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<sup>30</sup>Daniel Muijs, *Doing Quantitative Research.*, p. 66.

Meanwhile, construct validity is concerned with whether is test is actually in line with the theory of what it means to know the certain language knowledge or certain language skill. It is evident that knowing the structure means that the students are able to construct or generate new ideas, in a certain occasion. Related to this theory, the test items given here should really measure or really test the students' ability to generate or construct new ideas. Moreover, the researcher would collect the data by using the test. The test is writing a narrative text. Teacher would give opportunity to use photo and students should make a narrative text based on the photo.

#### **F. Data Analysis Technique**

The researcher used simple statistical formula to comparing the result of the pre-test and the post-test. The data would be analyzed by using T-test formula to know the significant and treatment effect. Before analyzing the data by using T-test, the researcher would account the variants of populations.

T =

$$T = \frac{\sum D}{\sqrt{\left[ \frac{(N \sum D^2 - (\sum D)^2)}{N - 1} \right]}}$$

Explanation:

$T$  = Score of T-test

$\sum D$  = Total of difference between pre-test and post-test

$\sum D^2$  = Total of the difference between pre-test and post-test (quadratic<sup>(2)</sup>)

$N$  = Total of the participants.

**CHAPTER IV**  
**RESEARCH RESULT AND DISCUSSION**

**A. Description of Data**

**1. Research Setting**

**a. School Profile of SMAN 2 Sekampung East Lampung**

SMAN 2 Sekampung East Lampung is located on Jl. Sidomulyo Sekampung East Lampung. It was established on November 29, 2007. At the moment the principal is Budi Rahayu, S.Pd, M.M.Pd.

**b. The Buildings of SMAN 2 Sekampung East Lampung**

SMAN 2 Sekampung East Lampung has following buildings: 23 classroom, 1 principal's room, 2 teacher's room, an administrasi staff's room, a mosque, a science laboratory, a biology laboratory, a language laboratory, 4 bathroom, 3 canteens, 1 cooperation room, an auditorium, a ceremony yard and parking area.

**c. The Condition of Teachers and Official Employees in SMAN 2 Sekampung East Lampung**

The numbers of teachers and official employees in SMAN 2 Sekampung East Lampung are :

**Table 3**  
**The Condition of Teachers and Official Employees in SMAN 2**  
**Sekampung East Lampung**

No	Name	Sex	Occupation
1.	Adi Haryono	Male	Administration Staff
2.	Agung Widodo	Male	Sport Teacher
3.	Agus Fahim	Male	Islamic Teacher
4.	Agus Susanto	Male	Chemistry Teacher
5.	Ahmad Safe'i	Male	Physics Teacher
6.	Amin Rahayu	Female	Biology Teacher
7.	Aprilia Handayani	Female	English Teacher
8.	Aprilia Widiyastuti	Female	Islamic Teacher
9.	Arini	Female	Art Teacher
10.	Astri Mela Agustin	Female	Entrepreneurship Teacher
11.	Budi Rahayu	Male	Principal
12.	Dewi Eniwati	Female	Biology Teacher
13.	Dewi Kartika Rini	Female	Indonesian Teacher
14.	Dian Hariani	Female	English Teacher
15.	Dian Noviyanto	Male	Lampungnese Teacher
16.	Edi Yanto	Male	Sociology Teacher
17.	Endang Argawati	Female	Chemistry Teacher
18.	Endang Murniyati	Female	Pancasila Teacher
19.	Endang Supriatin	Female	History Teacher

20.	Eni Dwi Astuti	Female	Administration Staff
21.	Eryanti Yustisia	Female	Economics Teacher
22.	Etik Sariwati	Female	Sociology Teacher
23.	Fajar Dwi Ismayati	Female	Economics Teacher
24.	Fajar Dwi Ismayati	Female	History Teacher
25.	Feta Alfiriana	Female	Administration Staff
26.	Fitri Paullina	Female	English Teacher
27.	Herlin Faulina	Female	Mathematic Teacher
28.	Heru Yudo Zuwono	Male	Entrepreneurship Teacher
29.	Indiati	Female	Art Teacher
30.	Kusri	Male	Gardener
31.	Luluk Hidayati	Female	Counselor
32.	Lya Oktaviani	Female	Administration Staff
33.	Margono	Male	Administration Staff
34.	Megawaty Lathan	Female	Mathematic Teacher
35.	Mugiarto	Male	Pancasila Teacher
36.	Muhammad Nurhuda	Male	Entrepreneurship Teacher
37.	Mustatun	Female	Geography Teacher
38.	Novita Ferliana	Female	History Teacher
39.	Ratna Utami Dewi	Female	Mathematic Teacher
40.	Risky Destian	Male	Administration Staff
41.	Robertus Aji Suganda	Male	Sport Teacher

42.	Robitoh	Female	Islamic Teacher
43.	Rohimah	Female	Mathematic Teacher
44.	Sari Yuliani	Female	Lampungnese Teacher
45.	Silvia Madhona	Female	Economics Teacher
46.	Sitairesmi Kusumaningrum	Female	Biology Teacher
47.	Siti Asiyah	Female	Economics Teacher
48.	Sri Suparti	Female	Physics Teacher
49.	Sri Wulandari	Female	Mathematic Teacher
50.	Sukezi	Female	Chemistry Teacher
51.	Sulistyo Adhi Nugroho	Male	Sociology Teacher
52.	Sumirah	Female	Indonesian Teacher
53.	Supardi	Male	Sport Teacher
54.	Surtini	Female	Indonesian Teacher
55.	Suwarti	Female	Pancasila Teacher
56.	Suyanti	Female	Biology Teacher
57.	Tisna Yuniarsih	Female	English Teacher
58.	Turyanto	Male	Pancasila Teacher
59.	Umi Faizah	Female	Art Teacher
60.	Wayan Murnita Meilani	Female	Mathematic Teacher

Source: Documentation of SMAN 2 Sekampung in the Academic Year 2020/2021 on February 17, 2020



**d. The Quantity of SMAN 2 Sekampung East Lampung**

The quantity of SMAN 2 Sekampung East Lampung student in the in the Academic Year 2020/2021 that can be identified as follows:

**Table 4**  
**The Quantity of SMAN 2 Sekampung East Lampung Student in The Academic Year 2020/2021**

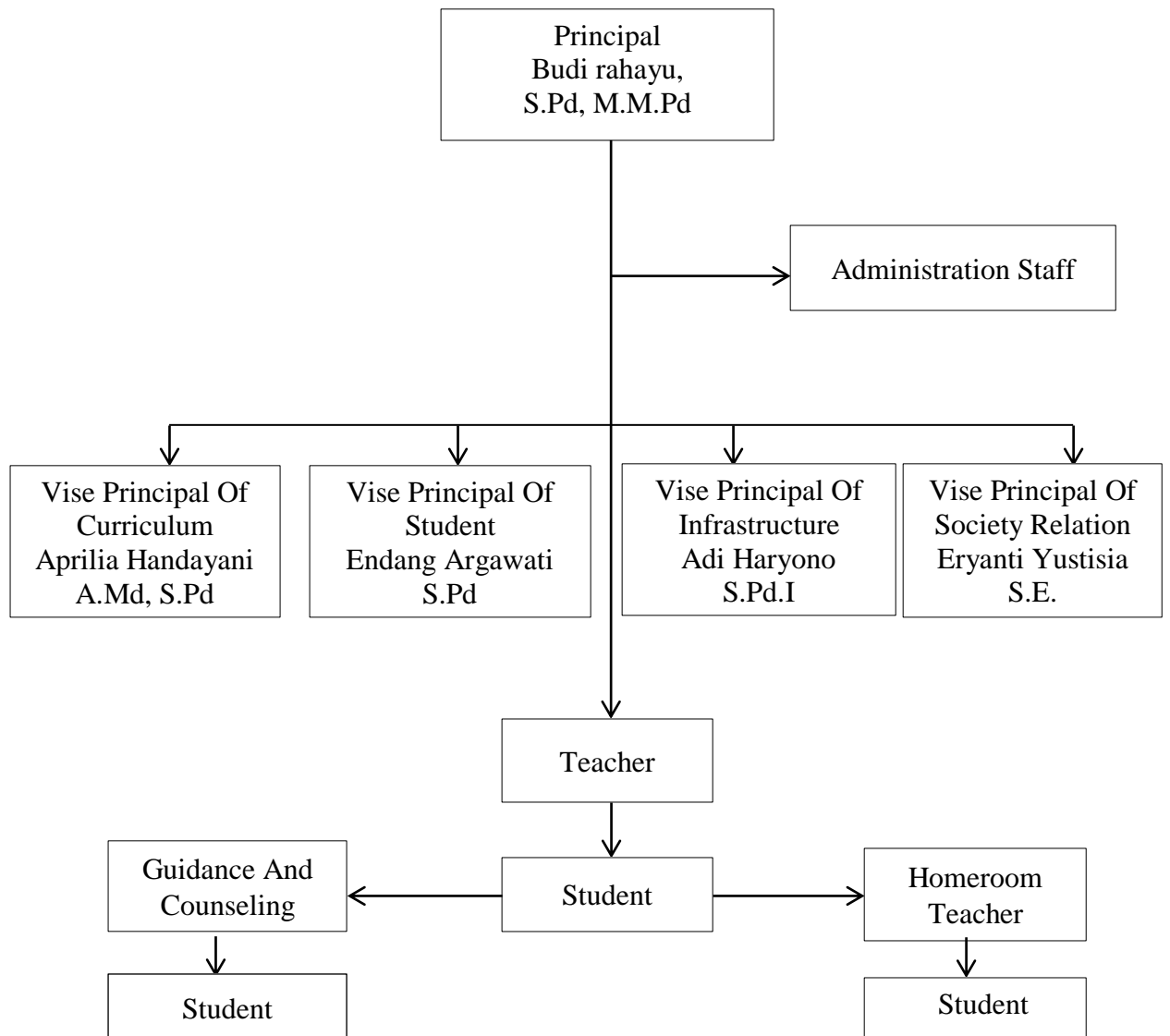
Male	Female	Total
293	393	686

Source: Documentation of SMAN 2 Sekampung in the Academic Year 2020/2021

**e. Organization Structure of SMAN 2 Sekampung**

The organization structure of SMAN 2 Sekampung in the academic year 2020/2021 can be identified as follows:

**Figure 2**  
**Organization Structure of SMAN 2 Sekampung in The Academic**  
**Year 2020/2021**



## 2. Research Data

### a. The Result Of Student Pre-Test

The researcher conducted pre-test in the first meeting of research in order to find out the initial differences between the groups who have similar level. The pre-test used in this research is essay test. The result of pre-test can be identified as follows:

**Table 5**  
**The Result of Narrative Writing Ability Pre-Test at The X-2**  
**Graders of SMAN 2 Sekampung**

No.	Students Initial	Sex	Score	Explanation
1.	ABH	M	76	Average
2.	AAS	M	66	Average
3.	AA	M	64	Low
4.	AGN	F	60	Low
5.	BLP	M	63	Low
6.	CV	F	56	Low
7.	DPS	F	55	Low
8.	DS	M	78	Average
9.	FN	F	68	Average
10.	GR	F	78	Average
11.	IR	M	68	Average
12.	KS	M	70	Average
13.	NIJ	F	68	Average
14.	OB	M	60	Low
15.	PRS	F	74	Average
16.	RS	F	73	Average
17.	RAR	F	68	Average

18.	RON	F	62	Low
19.	RF	M	68	Average
20.	RSA	M	87	High
21.	RA	F	70	Average
22.	SBA	M	66	Average
23.	SY	F	75	Average
24.	SM	F	71	Average
25.	ZR	M	73	Average
26.	ROS	M	75	Average
27.	RPA	M	60	Low
28.	SNR	M	87	High
29.	TN	F	76	Average
30.	URS	F	62	Low
31.	VA	F	64	Low
32.	VA	M	76	Average
33.	WGK	M	76	Average
34.	ZNS	F	69	Average
35.	ZC	M	68	Average
	$\sum x$		<b>2421</b>	
	$\bar{x}$		<b>69,17</b>	

Source: The result of pre-test at the X-2 of SMAN 2 Sekampung on Monday, February 17,2020.

Based on the result pre-test narrative writing ability above, the highest score is 87 and the lowest score is 55. The writer measured the class interval using the formula according to Suharsimi Arikunto's opinion, as follows:

$$R = t - r$$

Note:

R = Class Interval

t = the Highest Score = 87

r = the Lowest Score = 55

$$R = 87 - 55$$

$$= 32$$

$$K = 1 + 3,3 \log 35$$

$$= 1 + 3,3 \cdot 1,54$$

$$= 1 + 5,09$$

$$= 6,09 \rightarrow 6$$

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

$$= \frac{32}{6}$$

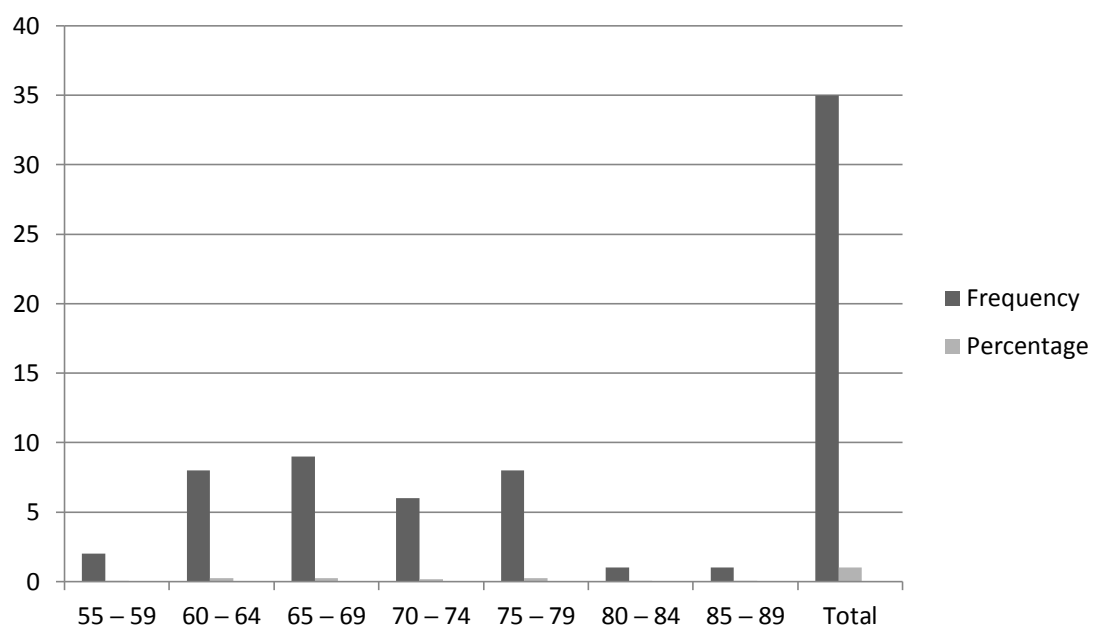
$$= 5,3 \rightarrow 5$$

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

**Table 6**  
**The Table of Frequency Distribution of Narrative Writing Ability**  
**Pre-Test Score**

No.	Class Interval	Frequency	Percentage
1.	55 – 59	2	5,7 %
2.	60 – 64	8	22,86 %
3.	65 – 69	9	25,7 %
4.	70 – 74	6	17,14 %
5.	75 – 79	8	22,86 %
6.	80 – 84	1	2,86 %
7.	85 – 89	1	2,86 %
Total		35	100 %

**Figure 3**  
**Chart of the students' narrative writing ability pre-test**



Based on the table frequency and chart, it shows that the score pre-test at the high level is 2 (5,72%) in score 80-89, at the average level is 23 (65,7%) in score 65-79 and the level low is 10 (28,56%) in score 55-64. So, the result of pre-test narrative writing ability is at the average level.

#### **b. Post-Test Result**

After analyzing the weakness and understanding of student in narrative writing text, the writer conducted the treatment to help the student in understanding of narrative writing ability. The writer ask to the student about the difficulties in narrative writing and gave more explanation about narrative writing by using photograph as a media and guide question until the student understood. After the student in this class have been given the treatment and they have understood, further the writer gave the post test to measure their knowing of narrative writing ability.

To know the level of students' writing ability, the writer determines the minimum passing grade (MPG) in that school. It is equal to 75. If the value obtained by the student under the KKM then student is declared incomplete and if the student gained greater than or equal to KKM, the student expressed completed. For more details value distribution can be seen in the table below:

**Table 7**  
**The Result of Narrative Writing Ability Post-Test at The X-2**  
**Graders of SMAN 2 Sekampung**

No.	Students Initial	Sex	Score	Explanation
1.	ABH	M	90	High
2.	AAS	M	88	High
3.	AA	M	76	Average
4.	AGN	F	88	High
5.	BLP	M	88	High
6.	CV	F	88	High
7.	DPS	F	74	Average
8.	DS	M	96	High
9.	FN	F	88	High
10.	GR	F	92	High
11.	IR	M	76	Average
12.	KS	M	76	Average
13.	NIJ	F	78	Average
14.	OB	M	78	Average
15.	PRS	F	88	High
16.	RS	F	94	High
17.	RAR	F	78	Average
18.	RON	F	72	Low
19.	RF	M	78	Average
20.	RSA	M	92	High
21.	RA	F	80	Average
22.	SBA	M	62	Low
23.	SY	F	92	High
24.	SM	F	82	Average
25.	ZR	M	88	High
26.	ROS	M	88	High



27.	RPA	M	62	Low
28.	SNR	M	88	High
29.	TN	F	96	High
30.	URS	F	68	Low
31.	VA	F	70	Low
32.	VA	M	88	High
33.	WGK	M	78	Average
34.	ZNS	F	82	Average
35.	ZC	M	88	High
	$\sum x$		<b>2896</b>	
	$\bar{X}$		<b>82,74</b>	

Source: The result of post-test at the X-2 of SMAN 2 Sekampung on  
Thursday, February 20,2020.

Based on the student English learning result above, the writer measured the class interval using the formula according to suharsimi arikunto's opinion, as follows:

$$R = t-r$$

Note:

R = Class Interval

t = the Highest Score = 96

r = the Lowest Score = 62

$$R = 96 - 62$$

$$= 34$$

$$K = 1 + 3,3 \log 35$$

$$= 1 + 3,3 \cdot 1,54$$

$$= 1 + 5,09$$

$$= 6,09 \rightarrow 6$$

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

$$= \frac{34}{6}$$

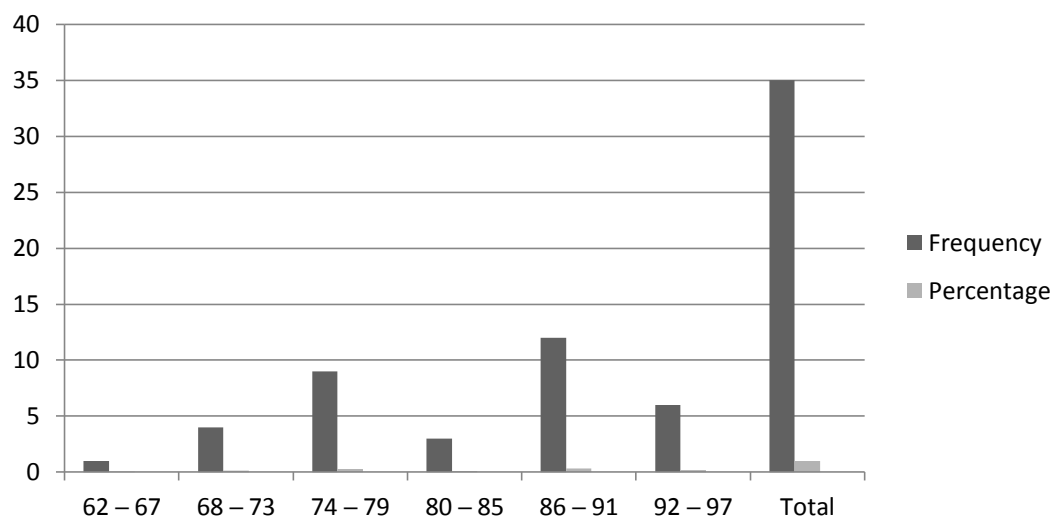
$$= 5,66 \rightarrow 6$$

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

**Table 8**  
**The Table of Frequency Distribution of Narrative Writing Ability**  
**Post-Test Score**

No.	Class Interval	Frequency	Percentage
1.	62 – 67	1	2,86 %
2.	68 – 73	4	11,43 %
3.	74 – 79	9	25,7 %
4.	80 – 85	3	8,57 %
5.	86 – 91	12	34,29 %
6.	92 – 97	6	17,14 %
Total		35	100 %

**Figure 4**  
**Chart of The Students' Narrative Writing Ability Post-Test**



Based on the table frequency and chart, it shows that the score post-test at the high level is 18 (51,43%) in score 86-97, at the average level is 12 (34,27%) in score 74-85 and the level low is 5 (14,29%) in score 62-73. So, the result of pre-test narrative writing ability is at the high level.

## B. Hypothesis Testing

After the writer collect the data through test, documentation, observation, the writer analyzed the data by using analysis of t-test in order to find whether there is the effect of the teacher's professional competence toward the students English learning result at the tenth graders of SMAN 2 Sekampung.

Preparing the table in order to find whether there is the effect of the teacher's professional competence toward the students English learning result at the tenth graders of SMAN 2 Sekampung.

**Table 9**  
**The List of Pre-Test Score and Post-Test Narrative Writing Ability**  
**Score at The Tenth Graders of SMAN 2 Sekampung**

No.	Student Initial	The Score of Pre-Test	The Score of Post-Test	D	D <sup>2</sup>
1.	ABH	76	90	14	196
2.	AAS	66	88	12	144
3.	AA	64	76	12	144
4.	AGN	60	88	28	784
5.	BLP	63	88	25	625
6.	CV	56	88	32	1024
7.	DPS	55	74	19	361
8.	DS	78	96	18	324
9.	FN	68	88	20	400
10.	GR	78	92	14	196
11.	IR	68	76	8	64
12.	KS	70	76	6	36
13.	NIJ	68	78	10	100
14.	OB	60	78	18	324
15.	PRS	74	88	14	196
16.	RS	73	94	21	441
17.	RAR	68	78	10	100
18.	RON	62	72	10	100
19.	RF	68	78	10	100
20.	RSA	87	92	12	144

21.	RA	70	80	10	100
22.	SBA	66	62	2	4
23.	SY	75	92	17	289
24.	SM	71	82	11	121
25.	ZR	73	88	15	225
26.	ROS	75	88	13	169
27.	RPA	60	62	2	4
28.	SNR	87	88	1	1
29.	TN	76	96	20	400
30.	URS	62	68	6	36
31.	VA	64	70	6	36
32.	VA	76	88	12	144
33.	WGK	76	78	2	4
34.	ZNS	69	82	13	169
35.	ZC	68	88	20	400
<b>TOTAL</b>				<b><math>\sum D</math> 463</b>	<b><math>\sum D^2</math> 7905</b>
<b><math>\bar{D}</math></b>				<b>13,23</b>	

The average of D = (463:35) = 13,23

Putting the data above into the formula of t-test in order to get “t<sub>observed</sub>”.

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

$$t = \frac{13,23}{\sqrt{\frac{7905 - \frac{(463)^2}{35}}{35(35-1)}}$$

$$t = \frac{13,23}{\sqrt{\frac{7905 - (214369 : 35)}{35 (34)}}}$$

$$t = \frac{13,23}{\sqrt{\frac{7905 - 6124,8}{1190}}}$$

$$t = \frac{13,23}{\sqrt{\frac{1780,2}{1190}}}$$

$$t = \frac{13,23}{\sqrt{1,49}}$$

$$t = \frac{13,23}{1,22}$$

$$t = 10,84$$

To know the critical value of t-test ( $t_{table}$ ), the writer firstly counted  $df$ ,  $df$  is degree of freedom. The formulation of  $df = N - 1$ .  $N$  is the number of research population.

$$\begin{aligned} df &= N - 1 \\ &= 35 - 1 \\ &= 34 \end{aligned}$$

After considering the t-test table by using df 34, the researcher not found it in the table. It is done interpolation because 34 are higher than 30 and smaller than 40.

**Table 10**  
**Critical Value of  $t_{table}$**

Degree of Freedom	5 %	1 %
Df 30	2,04	2,76
Df 40	2,02	2,72

**Table 11**  
**Interpolation**

	5 %	1 %
Df 30 + df 40/2	$2,04 + 2,02/2$	$2,76 + 2,72/2$
	$= 2,03$	$= 2,74$

1. The critical value of t-test ( $t_{table}$ ) for the 5% level is 2,03
2. The critical value of t-test ( $t_{table}$ ) for the 1% level is 2,74

From all the data analysis above, it can be found that:

1. “ $t_{observed}$ ” = 10,84
2. “ $t_{table}$ ” level of 5% = 2,03  
“ $t_{table}$ ” level of 1% = 2,74

Its mean that “ $t_{observed}$ ” higher than “ $t_{table}$ ” or it can be written as  $2,03 < 10,84 > 2,74$ . From the value above, it can be inferred that there

is positive and significant effect of using photograph as a media and guide question technique on writing ability at the tenth graders of SMAN 2 Sekampung. From the result of those test, there was different mark of students. It can be seen from the result of the students' pre-test and post-test.

- If  $t_{\text{observed}} > t_{\text{table}}$ ,  $H_a$  is accepted and  $H_o$  is rejected
- If  $t_{\text{observed}} < t_{\text{table}}$ ,  $H_a$  is rejected and  $H_o$  is accepted

The writer has formulation the Alternative Hypothesis ( $H_a$ ) such as: "There is a positive and significant effect of using photograph as a media and guide question technique on writing ability at the tenth graders of SMAN 2 Sekampung East Lampung".

Finally, the data confirmed that " $t_{\text{observed}}$ " = 10,84 was higher than " $t_{\text{table}}$ " level of significant 5% = 2,03 and " $t_{\text{table}}$ " level of significant 1% = 2,74. Therefore, it can be concluded that  $H_a$  is accepted and  $H_o$  is rejected. It means that there was a positive and significant effect of using photograph as a media and guide question technique on writing ability at the tenth graders of SMAN 2 Sekampung East Lampung.



### C. Discussion

In this research, there are two variables. They are Photograph As a Media and Guide Question Technique (X) and Writing Ability (Y). Narrative writing is the process to express the ideas, feeling or share information by written. But, there still many students find some difficulties in narrative writing ability.

Teaching writing needed a right technique to be used in order to make it successful. Therefore, the teacher must be able to choose the proper technique and should be creative to encourage the students to comprehend the narrative writing by using the right technique. In this research, the writer has implemented technique by using photograph as a media and guide question technique in order to reach the teaching learning objectives.

To investigate the effect of photograph as a media and guide question technique on writing ability, the researcher used t-test. It demonstrated that there was positive effect of photograph as a media and guide question technique on writing ability.

The result indicated that the students' ability in comprehending the narrative writing improved after they were taught by using photograph as a media and guide question technique. Furthermore, if  $t_{\text{observed}}$  count compared with  $t_{\text{table}}$  it can be obtained the value of  $t_{\text{observed}} > t_{\text{table}}$ , both were gained at a significance level of 5% and the 1% significance level ( $2,03 < 10,84 > 2,74$ ). This mean that the hypothesis proposed by the writer was accepted.

**D. Limitation**

This researcher was prevailed on the tenth graders of SMAN 2 Sekampung East Lampung in the Academic Year of 2020/2021. So, the result of this research is only for this school. It could not be generalized as general result.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the learning process on pre-test and post-test, the researcher would like to describe the conclusion that photograph as a media and guide question technique have effect on writing ability at the tenth graders of SMAN 2 Sekampung East Lampung.

Teaching narrative writing needed a right technique to be used in order to make it successful. Therefore, the teacher must be able to choose the proper technique and should be creative to encourage the students to comprehend their narrative writing ability by using the right technique. There is positive and significant effect of using photograph as a media and guide question technique, because  $t_{\text{observed}} = 10,84$  can be tough of  $t_{\text{table}}$ ,  $N = 35$  by using level 5% would be gained score 2,032,  $t_{\text{observed}} = 10,84$  is more than  $t_{\text{table}} = 2,032$  and level 1% is 2,728. So, the result of t-test showed  $t_{\text{observed}} = 10,84$  is more than 2,032 and 2,728.

The researcher was prevailed on the tenth graders of SMAN 2 Sekampung East Lampung. So, the result of this research is only for this school. It could not be generalized as general result.

**B. Suggestion**

## 1. For student

- a. The student should study more to increase the narrative writing ability.
- b. The student should be more active, if they do not understand about English lesson, they should ask to the teacher.

## 2. For the English teacher

- a. The English teachers should use guide question technique in English learning.
- b. The English teachers are suggested to use photograph as media in teaching English especially writing.

## 3. For the headmaster

The headmaster is hoped to be able to support the English learning process by preparing the facilitation and instrument completely.

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# **APPENDIXES**

## SILABUS PEMBELAJARAN

**Sekolah** : SMA Negeri 2 Sekampung  
**Kelas** : X (sepuluh)  
**Mata Pelajaran** : Bahasa Inggris  
**Semester** : Ganjil

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang	<p><b>Teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang akan, sedang, dan telah dilakukan/terjadi di waktu yang akan datang (Will dengan Simple, Continuos, Perfect Tense).</b></p> <p><i>Fungsi sosial</i></p> <p>Menyatakan tindakan/kegiatan/kejadian yang akan, sedang, dan telah dilakukan/terjadi di waktu yang akan datang</p> <p><i>Struktur teks</i></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan membaca banyak pernyataan dan pertanyaan tentang tindakan/kegiatan/kejadian yang akan, sedang, dan telah dilakukan/terjadi di waktu yang akan datang, dalam berbagai konteks.</li> <li>Siswa mengikuti interaksi untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang akan, sedang, dan telah dilakukan/terjadi di waktu yang akan datang selama proses pembelajaran, dengan bimbingan guru.</li> <li>Siswa menirukan contoh-contoh pernyataan dan pertanyaan tentang tindakan/kegiatan/kejadian yang akan, sedang, dan telah dilakukan/terjadi di waktu yang akan datang</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial ungkapan tentang tindakan/kejadian yang terjadi di waktu yang akan datang</li> <li>Tingkat kelengkapan dan keruntutan struktur teks ungkapan tentang tindakan/kejadian yang terjadi di waktu yang akan datang</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes,</p>	<b>3 x 3 JP</b>	<ul style="list-style-type: none"> <li><a href="#">Audio CD/VC/D/DVD</a></li> <li><a href="#">SUA RA GU RU</a></li> <li><a href="#">Koran/majalah berbahasa Inggris</a></li> <li><a href="http://www.dailymail.com">www.dailymail.com</a></li> <li><a href="http://america.ninglish.state.gov/files/">http://america.ninglish.state.gov/files/</a></li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>akan, sedang, dan telah dilakukan/terjadi di waktu yang akan datang, sesuai dengan konteks penggunaannya.</p> <p>4.9 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang akan, sedang, dan telah dilakukan/terjadi di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p><i>You will meet her soon. She will be waiting for you there, .My classmate will have been here by the time you arrive.</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Will dengan <i>simple, continuous, dan perfect tense</i></p> <p>(2) ucapan, tekanan kata, intonasi</p> <p>(3) ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri pernyataan dan tindakan/kegiatan/kejadian yang akan, sedang, dan telah dilakukan/terjadi di waktu yang akan datang (fungsi sosial, struktur teks, dan unsur kebahasaan)</li> </ul> <p><b>Mempertanyakan</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pernyataan dan pertanyaan tentang tindakan/kejadian yang terjadi di waktu yang akan datang yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan keharusan dalam bahasa Inggris dalam konteks tanya-jawab dan kegiatan lain yang terstruktur.</li> <li>Siswa berusaha menyatakan dan menanyakan tentang</li> </ul>	<p>tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip percakapan</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau</li> </ul>		<p><a href="#">ae/re source files</a></p> <ul style="list-style-type: none"> <li><a href="http://learning.britishecouncil.org/en/">http://learning.britishecouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>tindakan/kegiatan/kejadian yang akan, sedang, dan telah dilakukan/terjadi di waktu yang akan datang dalam bahasa Inggris selama proses pembelajaran.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan ungkapan tentang tindakan/kejadian yang terjadi di waktu yang akan datang yang telah dipelajari dengan ungkapan-ungkapan lainnya.</li> <li>• Siswa membandingkan antara pernyataan dan pertanyaan tentang tindakan/kegiatan/kejadian yang akan, sedang, dan telah dilakukan/terjadi di waktu yang akan datang dalam bahasa Inggris dengan pernyataan dan pertanyaan dalam bahasa ibu atau bahasa Indonesia.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang akan, sedang, dan telah dilakukan/terjadi di waktu yang akan datang dengan bahasa Inggris, di dalam kelas.</li> <li>• Siswa menuliskan</li> </ul>	<p>cara penilaian lainnya.</p> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<i>learning jurnal</i>			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.2 Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif lisan dan tulis berbentuk cerita pendek, sesuai dengan konteks penggunaannya.</p> <p>4.9 Menangkap makna jenis teks naratif berbentuk cerita pendek, lisan dan tulis.</p>	<p><b>Teks <i>narrative</i> lisan dan tulis berbentuk cerita pendek.</b></p> <p><i>Fungsi Sosial</i></p> <p>Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai moral melalui cerita pendek</p> <p><i>Struktur teks</i></p> <p>(1) Orientasi: menyebutkan tempat dan waktu dan memperkenalkan tokoh-tokohnya</p> <p>(2) Evaluasi: terhadap masalah yang dihadapi tokoh</p> <p>(3) Komplikasi: muncul krisis</p> <p>(4) Resolusi: krisis berakhir secara baik atau tidak baik bagi tokoh</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Will dengan</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa membaca/mendengarkan/menonton berbagai macam cerita pendek berbahasa Inggris dari berbagai sumber.</li> <li>Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisan cerita pendek.</li> <li>Siswa belajar membaca cepat untuk mendapat gambaran umum dari cerita pendek melalui proses <i>skimming</i>, <i>scanning</i> dan <i>inferencing</i>, untuk mendapatkan informasi khusus.</li> </ul> <p><b>Mempertanyakan</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai cerita pendek yang ada dalam bahasa Inggris, perbedaan cerita pendek dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa membaca/mendengarkan beberapa cerita pendek dari berbagai</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial penggunaan cerita pendek</li> <li>Tingkat kelengkapan dan keruntutan struktur cerita pendek</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Tingkat kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bercerita (<i>Story telling</i>)</li> <li>Ketepatan dan kesesuaian dalam menggunakan struktur teks</li> </ul>	<p><b>4 x 3 JP</b></p>	<ul style="list-style-type: none"> <li><a href="#">Audi o CD/</a></li> <li><a href="#">SUA RA GURU</a></li> <li><a href="#">Koran/ majalah ber</a></li> <li><a href="#">www.wda.ilyen.english.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource/files">http://americanenglish.state.gov/files/ae/resource/files</a></li> <li><a href="http://learning.britishcouncil.org/en/">http://learning.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>simple, continuous, dan perfect tense</i></p> <p>(2) Adverbia penghubung waktu.</p> <p>(3) Adverbia dan frasa preposisional penunjuk waktu.</p> <p>(4) Ucapan, rujukan kata, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p><i>Topik</i></p> <p>Cerita yang memberikan keteladanan tentang perilaku peduli, percaya diri, cinta damai, bertanggung jawab.</p>	<p>sumber.</p> <ul style="list-style-type: none"> <li>Siswa membacakan cerita pendek kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Secara berpasangan siswa saling menganalisis cerita yang ditulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Menceritakan kembali cerita pendek yang dibaca kepada teman dan guru</li> <li>Siswa membuat klipring cerita pendek dengan menyalin dan beberapa sumber.</li> <li>Siswa membuat jurnal belajar (<i>learning journal</i>)</li> </ul>	<p>dan unsur kebahasaan dalam bercerita</p> <p><b>Pengamatan (observations):</b> Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> <li>Kesantunan dan kepedulian saat melakukan tindakan</li> <li>Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog cerita pendek.</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<ul style="list-style-type: none"> <li>• Kumpulan karya siswa yang mendukung proses penulisan cerita pendek berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>• Kumpulan hasil tes dan latihan</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

## Rencana Pelaksanaan Pembelajaran

Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/ Ganjil
Pertemuan ke	: 1
Alokasi Waktu	: 2 x 45 Menit

### A. Kompetensi Inti

- KI-1: Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI-2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- 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
- KI-4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

## **B. Kompetensi Dasar**

- Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif lisan dan tulis berbentuk cerita pendek, sesuai dengan konteks penggunaannya
- Menangkap makna jenis teks naratif berbentuk cerita pendek, lisan dan tulis

## **C. Indikator**

- Mengidentifikasi langkah retorika teks naratif

Karakter yang dikembangkan

1. Rasa hormat dan perhatian ( *respect* )
2. Tekun ( *diligence* )
3. Tanggung jawab ( *responsibility* )
4. Berani ( *courage* )

## **D. Tujuan Pembelajaran**

- Siswa dapat mengidentifikasi langkah retorika teks naratif

## **E. Materi Pokok**

- Teks naratif tertulis

## **F. Metode Pembelajaran: *Direct***

## **G. Langkah-Langkah Kegiatan**

- ❖ Kegiatan awal (10')
- Guru mengabsen muridnya
- Siswa mereview penggunaan *Will dengan Simple, Continuos, Perfect Tense*
- ❖ Kegiatan inti (70')
- *Eksplorasi*
- Siswa mempelajari penggunaan obyek pada kalimat *Will dengan Simple, Continuos, Perfect Tense*

- Siswa menyusun kata menjadi kalimat *Will dengan Simple, Continuous, Perfect Tense*
  - Siswa membaca teks naratif
  - Siswa menjawab pertanyaan  
*Elaborasi*
  - Siswa membaca teks naratif berikutnya
  - Siswa menjawab pertanyaan  
*Konfirmasi*
  - Siswa memasang narasi dengan gambar yang tepat
- ❖ Kegiatan akhir (10')
- Siswa menyimpulkan tujuan dan karakteristik teks naratif

#### **H. Sumber/Bahan/Alat**

- Buku *When English Rings A Bell*
- Kamus

#### **I. Penilaian**

- Teknik: Tes tertulis
- Bentuk: Menjawab pertanyaan



## Rencana Pelaksanaan Pembelajaran

Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/ Ganjil
Pertemuan ke	: 2
Alokasi Waktu	: 2 x 45 Menit

### A. Kompetensi Inti

- KI-1: Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI-2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- 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
- KI-4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

## **B. Kompetensi Dasar**

- Menangkap makna jenis teks naratif berbentuk cerita pendek, lisan dan tulis
- Mengungkapkan makna jenis teks naratif berbentuk cerita pendek, lisan dan tulis secara akurat dan lancar untuk berinteraksi dengan lingkungan sekitar

## **C. Indikator**

- Mengidentifikasi teks naratif berdasarkan gambar
- Mengarang sebuah cerita

Karakter yang dikembangkan

5. Rasa hormat dan perhatian ( *respect* )
6. Tekun ( *diligence* )
7. Dapat dipercaya ( *Trustworthines* )
8. Berani ( *courage* )

## **D. Tujuan Pembelajaran**

- Siswa dapat mengidentifikasi teks naratif berdasarkan gambar
- Siswa dapat mengarang sebuah cerita

## **E. Materi Pokok**

- Teks naratif tertulis

## **F. Metode Pembelajaran/Teknik: *Guide Question Technique***

## **G. Langkah-Langkah Kegiatan**

- ❖ Kegiatan awal (10')
- Guru mengabsen muridnya
- Siswa mereview hal-hal yang perlu diperhatikan dalam membuat sebuah cerita naratif
- ❖ Kegiatan inti (70')
- Eksplorasi*

- Siswa diminta untuk membawa sebuah foto sebagai acuan
- Siswa menjawab pertanyaan berdasarkan foto
- Siswa diminta untuk menerapkan ke dalam sebuah paragraf dan menjadi cerita naratif

*Konfirmasi*

- Siswa mendapat feedback dari guru

❖ Kegiatan akhir (10')

- Siswa menyimpulkan isi teks naratif

**H. Sumber/Bahan/Alat**

- Buku When English Rings A Bell
- Papan tulis, Spidol
- Foto, kertas

**II. Penilaian**

- Teknik: Unjuk Kerja
- Bentuk: Mengarang cerita naratif

### Assessment of Writing Ability

No.	Student Names	Assessment Indicators				Total	Grade
		Paragraph Development	Grammar	Vocabulary	Punctuation		

Indicators explanation: Scale 1-5

Assessment:

- 1. Many mistakes cannot be understood at all.
- 2. Many mistakes and difficult to understood.
- 3. Many mistakes but can be understood.
- 4. Any mistakes and can be understood.
- 5. No mistake.

### Instrument Blueprint

Mata pelajaran : English/Bahas Inggris

Kelas : X

Semester : I

Alokasi Waktu : 90 Minutes

Item : Essai

No	Aspec	Sub aspect	Indicator	Number	Item	Source
1.	Writing Ability	Content	Student can make narrative text with photograph as a media	1	1	Blanka Frydrychova, (2011: 392)
2.	Writing Ability	Organization	Student can compose narrative text based on the guide question	2	1	Blanka Frydrychova, (2011: 392)
3.	Writing Ability	Vocabulary	Student can write a story with generic structure (orientation, complication, resolution)	1,3	2	Blanka Frydrychova, (2011: 392)
4.	Writing Ability	Language Use	Student know how to write, develop topic into good writing and arrange sentences well.	1,3	2	Blanka Frydrychova, (2011: 392)

5.	Writing Ability	Mechanics	Student can write with the accuracy of using sentences and punctuation	1,3	2	Blanka Frydrychova, (2011: 392)
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INSTRUMENT OF PRE-TEST WRITING ABILITY

Name : Gisika Ramawan Listianto

Class : X U05 2

74

Direction :

1. Choose a topic based on the holiday photos that you have
2. Make a paragraph narrative about your holiday
3. Specify the generic structure of narrative (orientation, complication, resolution)

Answer :

C = 20  
O = 20  
V = 15  
M = 9  
G = 10  
} +

My Holiday

Last Month was New Year Holiday, I and My family went to Sari Renggang beach for a vacation. We <sup>took</sup> a Car to go there. We left at 09.00 o'clock in the morning. The trip <sup>took</sup> about five hours and we arrived at around 14.00 am. (orientation)

As we arrived there, I walked down to the beach. It was a nice sunny day with a blue sky and a gentle breeze. I saw some seagulls flew around hunting for fish. The waves there were suitable for swimming, but I didn't swim because I couldn't swim and only play with the water on shallow part. We also didn't miss our opportunity here <sup>taking</sup> some picture with the background of scenic Sari Renggang beach. (complication)

Before we went home, I looked for some beautiful souvenir at the nearby shop there. Eventually, we went home, at about 18.00 p.m. It was a memorable experience for me with my family. (resolution)

INSTRUMENT OF PRE-TEST WRITING ABILITY

Name : Patih SetoNingsih

Class : X IPS 2

62

Direction :

1. Choose a topic based on the holiday photos that you have
2. Make a paragraph narrative about your holiday
3. Specify the generic structure of narrative (orientation, complication, resolution)

Answer :

C = 15  
D = 10  
V = 18  
G = 12  
M = 7

My Holiday

Last month was new year holiday, I and my family went to Pasir Putih beach for a vacation. we took <sup>nobil</sup> to go there. we left at 08:00 o'clock in the morning. the trip too about 3 hours and we arrived at around 03:30 am (Orientation)

As we Arrived there, I walked down to the beach. It was a nice sunny day with a blue sky and a gentle breeze. I saw some seagulls flew around ~~the beach~~ hunting for fish. the waves there were <sup>suitable for</sup> swimming, but I didn't miss our opportunity here taking some picture with the background of scenic Pasir Putih. (Complication)

Before we went home, I looked for some beautiful souvenirs at the nearby shop. Eventually, we were home, at about 6 pm. It was a memorable experience for me with my family. (Resolution)

### INSTRUMENT OF PRE-TEST WRITING ABILITY

Name : DEKA PUSPITA SAPA

Class : X ISOS 2

55

#### Direction :

1. Choose a topic based on the holiday photos that you have
2. Make a paragraph narrative about your holiday
3. Specify the generic structure of narrative (orientation, complication, resolution)

Answer :

C = 15  
O = 15  
G = 10  
V = 10  
M = 5

#### My Holiday

Last month was New Year holiday, I and my family went to Sariungur beach for a vacation. we took a car to go there. We left 8:00 o'clock in the morning. The trip took about 3 hours and we arrived at about 12:00 am. (Orientation)

As we arrived there I <sup>walked</sup> down to the beach. It was a nice sunny day with blue sky and a gentle breeze. I was seeing sea turtles. There were many fish. The waves there were suitable for swimming, but I didn't swim because I couldn't swim and only played in the water on shallow part. We also didn't miss our opportunity here taking some picture with the background of Sariungur beach. (Complication)

Before we went home I looked for some beautiful souvenirs at the nearby there. Eventually, we went home, at about 6 PM. It was a memorable experiences for me with my family. (Resolution)

## INSTRUMENT OF POST-TEST WRITING ABILITY

Name : Rizki Ferdianto

Class : X IPS 2

98

### Direction :

1. Choose a topic based on photograph
2. Make a paragraph narrative about your experience
3. Specify the generic structure of narrative (orientation, complication, resolution)

### Answer :

C = 20  
D = 20  
V = 15  
G = 20  
M = 20

### My Experience

Yesterday I went to a Stadium, I had one free ticket to watch a match but I didn't know the exact schedule of that match, so that, I just came there and expected to see the match <orientation>

After arriving at the Stadium, I took my ticket on my wallet and go to the information section to ask about how to use the free ticket that day, to my surprised the teller said that the ticket had been already expired two days before, I really disappointed with my carelessness to see the date written in my ticket. After that I bought an official ticket because I really wanted to see the match <complication>

After seeing the match, I went home and I was very disappointed when I remembered that I had missed the free ticket <resolution>

INSTRUMENT OF POST-TEST WRITING ABILITY

Name : CINDRA UERMA DI

Class : X IPS 2

70

Direction :

1. Choose a topic based on photograph
2. Make a paragraph narrative about your experience
3. Specify the generic structure of narrative (orientation, complication, resolution)

Answer :

C = 15  
O = 20  
V = 20  
G = 10  
M = 5

My Experience

Two weeks ago, I and my family visits in my grandpa's hometown. It is our annual grandpa's every holiday in the end of semester. When I was there, it was rainy season there. (Orientation)  
It was raining almost every day. There was not enough time to visit some places there because of the rain. As a result, we had to stay at home. (Complication)  
Surprisingly, all day long, seeing the condition was decided to make an interesting activity to spend the holiday together. The activity was making vlogs. It was directed by my uncle and was held in Jakarta. (Resolution)  
By doing this, we could fill our boredom of staying at home because of the rain and make creative activity instead. (Resolution)

?

INSTRUMENT OF POST-TEST WRITING ABILITY

Name : ADI ABUS Setiandh

Class : X IPS 2

74

Direction :

1. Choose a topic based on photograph
2. Make a paragraph narrative about your experience
3. Specify the generic structure of narrative (orientation, complication, resolution)

Answer :

$C = 20$   
 $O = 20$   
 $V = 15$   
 $G = 60$   
 $M = 9$

My Experience

As usual, I go there alone and bring a shopping list. (orientation)  
After arriving at the market, I started fetching the things I needed one by one while it was raining the price some fruits, I was a crowded condition where the a thief bothered by a lot of people it was so terrible. I didn't want to see condition to get worse so I called police. A few minutes later, police came calmed down the situation. (complication)  
It was scary moment I experienced last week and I hoped that it will never happen again in the future. (resolution)

## Documentation of English Learning









KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iaim@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-282/In.28/S/U.1/OT.01/04/2020

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

Nama : LIANA FAJARANI  
NPM : 1501070184  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070184.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 28 April 2020  
Kepala Perpustakaan

Drs. Mokhtardi Sudin, M.Pd  
NIP.1958063119810301001

## SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : LIANA FAJARANI

NPM : 1501070184

Fakultas : FTIK

Angkatan : 15

Telah menyerahkan buku berjudul : *Language Contact An Introduction*

Metro,  
Ketua Jurusan TBI



**Abbas Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014



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

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

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

Nomor : B-0693/In.28.1/JJ/TL.00/03/2019  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
KEPALA SMAN 2 SEKAMPUNG  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : **LIANA FAJARANI**  
NPM : 1501070184  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : **THE EFFECTIVENESS OF USING PHOTOGRAPH AS A MEDIA  
AND GUIDE QUESTION TO DEVELOP WRITING ABILITY AT THE  
FIRST YEAR STUDENTS OF SMAN 2 SEKAMPUNG**

untuk melakukan *pra-survey* di SMAN 2 SEKAMPUNG.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 26 Maret 2019  
Ahmad Subhan Roza, M.Pd  
NIP. 1961012008011014



PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMA NEGERI 2 SEKAMPUNG



TERAKREDITASI 'B'  
Alamat: Jl. Raya Sidomulyo Kec. Sekampung Kab. Lampung Timur Kode Pos: 34182,  
E-mail: smanduasekampung@yahoo.co.id

Nomor : 420/104/11/SMA.2/2019  
Lamp : -  
Hal : Jawaban Izin Survey

Kepada Yth,  
Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu  
Keguruan Institut Agama Islam Negeri Metro  
Di -  
Metro.

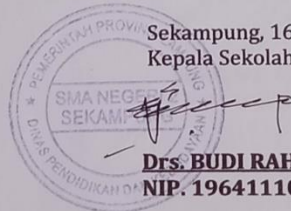
Dengan Hormat,  
Menindaklanjuti surat tugas pra survey mahasiswa Institut Agama Islam  
Negeri Metro nomor : B-0693/In.28.1/J/TL.00/03/2019 tanggal 26  
Maret 2019 atas nama Sdr :

Nama : LIANA FAJARANI  
NPM : 1501070184  
Semester : 8 (Delapan)

Diizinkan untuk mengadakan penelitian dalam rangka penulisan  
Skripsi dengan judul : *"THE EFFECTIVENESS OF USING PHOTOGRAPH AS  
A MEDIA AND GUIDE QUESTION TO DEVELOP WRITING ABILITY AT THE  
FIRST YEAR STUDENTS OF SMAN 2 SEKAMPUNG"*

Demikian surat keterangan/jawaban ini kami sampaikan agar dapat  
dipergunakan sebagaimana mestinya.

Sekampung, 16 Mei 2019  
Kepala Sekolah,



**Drs. BUDI RAHAYU, M.MPd.**  
**NIP. 196411101991031015**



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

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

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

**SURAT TUGAS**

Nomor: B-0449/In.28/D.1/TL.01/02/2020

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

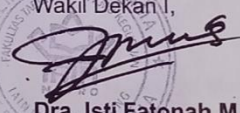
Nama : LIANA FAJARANI  
NPM : 1501070184  
Semester : 10 (Sepuluh)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA NEGERI 2 SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF USING PHOTOGRAPH AS A MEDIA AND GUIDE QUESTION TECHNIQUE ON WRITING ABILITY AT THE TENTH GRADERS OF SMAN 2 SEKAMPUNG EAST LAMPUNG".
  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.

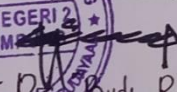
Dikeluarkan di : Metro  
Pada Tanggal : 03 Februari 2020

Wakil Dekan I,

  
Dra. Isti Fatonah MA  
NIP. 19670531 199303 2 003



Mengetahui,  
Pejabat Setempat

  
Budi Rahayu, M.MPd.  
NIP. 196411101991031015



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Liana Fajarani

Fakultas/Jurusan : Tarbiyah/TBI

NPM : 1501070184

Semester/TA : IX/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	23-08-2019	✓		- B.O. Study - Add about narrative text - Indicator of variable	
2.	18-09-2019	✓		- Cover - B.O. Study	
3.	25-09-2019	✓		- Narasikan figure 1 - Problem identification - Problem limitation - Use strategy / method	
4.	27-09-2019	✓		- revise words - explain dependent variable - bibliography	
5.	11-10-2019	✓		- B.O. Study - X <sub>1</sub> , X <sub>2</sub> , Y Variable	
6.	18-10-2019	✓		- revise words - revise figure 2 - instrument blueprint	
7.	24/10/19	✓		Acc to scanner	

Mengetahui :  
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum  
NIP. 19720923 200003 2 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
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Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iaim@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Liana Fajarani  
NPM : 1501070184

Fakultas/Jurusan : Tarbiyah/TBI  
Semester/TA : VIII/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin, 08-07-2019		✓	- Revise Cover Chapter I - Give transition Chapter II - Give more explanation	
2	Rabu, 10-07-2019		✓	Revise word chapter II, Ibid chapter III Footnote	
3	Kamis, 11-07-2019		✓	Revisi bab I eselon	

Mengetahui :  
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 014



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Liana Fajarani  
NPM : 1501070184

Fakultas/Jurusan : Tarbiyah/TBI  
Semester/TA : IX/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	18 / 12 2019	✓		- Tambah instrument blueprint	
2.	10 / 01 2020	✓		- Revisi Soal	
3.	20 / 01 2020	✓		- Acc APD	

Mengetahui :  
Ketua Jurusan TBI

Ahmad Subhan Rbza, M.Pd  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum  
NIP. 19720923 200003 2 002





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
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IAIN METRO

Nama : Liana Fajarani  
NPM : 1501070184

Fakultas/Jurusan : Tarbiyah/TBI  
Semester/TA : IX/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	09/12 2019		✓	the instrument	

Mengetahui :  
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 014



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

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

Nomor : B-0450/In.28/D.1/TL.00/02/2020  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMA NEGERI 2  
SEKAMPUNG  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-0449/In.28/D.1/TL.01/02/2020,  
tanggal 03 Februari 2020 atas nama saudara:

Nama : **LIANA FAJARANI**  
NPM : 1501070184  
Semester : 10 (Sepuluh)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 2 SEKAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF USING PHOTOGRAPH AS A MEDIA AND GUIDE QUESTION TECHNIQUE ON WRITING ABILITY AT THE TENTH GRADERS OF SMAN 2 SEKAMPUNG EAST LAMPUNG".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 03 Februari 2020  
Wakil Dekan I,

**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMA NEGERI 2 SEKAMPUNG  
TERAKREDITASI 'A'



Alamat: Jl. Raya Sidomulyo Kec. Sekampung Kab. Lampung Timur Kode Pos: 34182  
e-mail: smanduasekampung@yahoo.co.id - Website : smandua.sch.id - NPSN : 10814061

Nomor : 420/026/11/SMA.2/2020  
Lamp : -  
Hal : Jawaban Izin Research

Kepada Yth,  
Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu  
Keguruan Institut Agama Islam Negeri Metro  
Di -  
Metro.

Dengan Hormat,  
Menindaklanjuti Surat Tugas Izin Research Mahasiswa Institut Agama  
Islam Negeri Metro nomor : B-0450/In.28/D/TL.00/02/2020 tanggal 03  
Februari 2020 atas nama Sdr/i :

Nama : LIANA FAJARANI  
NPM : 1501070184  
Semester : 10 ( Sepuluh )  
Jurusan : Pendidikan Bahasa Inggris

Diizinkan untuk mengadakan penelitian dalam rangka menyelesaikan  
Tugas Akhir / Skripsi dengan judul "THE EFFECT OF USING  
PHOTOGRAPH AS A MEDIA AND GUIDE QUESTION TECHNIQUE ON  
WRITING ABILITY AT THE TENTH GRADERS OF SMAN 2 SEKAMPUNG  
EAST LAMPUNG"

Demikian surat keterangan/jawaban ini kami sampaikan agar dapat  
dipergunakan sebagaimana mestinya.

Sekampung, 17 Februari 2020  
Kepala Sekolah,



**Drs. BUDERAHAYU, M.MPd.**  
NIP. 196311101991031015



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725)41507 Fax. (0725)47296 Email: tarbiyah.iaim@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Liana Fajarani  
NPM : 1501070184

Fakultas/Jurusan : Tarbiyah/TBI  
Semester/TA : X/2020

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	08/03 2020	✓		- Revise Abstract - Revise Tenses - Revise Conclusion	
2.	09/06 2020	✓		- Revise Abstract	
3.	12/06 2020	✓		- Acc Munasabah	

Mengetahui :  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923 200003 2 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iaim@metroiniv.ac.id website: www.tarbiyah.metroiniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Liana Fajarani  
NPM : 1501070184

Fakultas/Jurusan : Tarbiyah/TBI  
Semester/TA : X/2020

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	06 / 09 2020		✓	- Revise Abstract - Revise Motto	
2.	13 / 09 2020		✓	- Revise tenses, words - Revise conclusion	
3.	21 / 09 2020		✓	Mu Meyorah Sei I Meyorah	

Mengetahui :  
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 014

## **CURRICULUM VITAE**

The writer's name is Liana Fajarani. She was born in Batanghari, East Lampung on July 07, 1997. She is only child of happy couple Dwijo Subroto and Karnilawati.

The writer graduated from Kindergarten Bumi Mas Batanghari in 2003 then continued her study at State Elementary School 1 Bumi Mas and graduated in 2009.

Three years later, in 2012, she graduated from State Junior High School 1 Batanghari and finished her Senior High School at State Madrasah Aliyah 1 East Lampung and graduated in 2015. After that she studied at S1 English Program at Institut Agama Islam Negeri of Metro.

