AN UNDERGRADUATE THESIS

THE INFLUENCE OF SHORT STORY ON STUDENTS WRITING SKILL AT EIGHT GRADE OF SMP N 4 SEKAMPUNG EAST LAMPUNG

By:

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Tarbiyah and Teacher's Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H/2019 M

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Presented as Partial Fufillment of the Requirements

For th Degree of Sarjana Pendidikan (S.Pd)

English Education Study Program

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ABSTRACT

THE INFLUENCE OF SHORT STORY ON STUDENTS WRITING SKILL AT EIGHT GRADE OF SMP N 4 SEKAMPUNG EAST LAMPUNG

By:

NURUL HASANAH

The main purpose of this research was to determine whether there was any positive and significant the influence of short story on students writing skill at the eight grade of SMP N 4 Sekampung East Lampung.

This research is quantitative research. The population of this research was the eight grade students. The sample of this research were A class as experimental class consists of 27 students and B class as Control class consists of 27 students. The researcher used test, observation and documentation as the data collecting method. To analyze the data, the researcher uses SPSS application.

Based on the result and discussion of this research it can be conclude that normality test was pre-test experimental class Sig.$=0.30>0.05$, post test experimental class Sig.$0.00>0.05$. and the result that has been calculated using the formula of Wilcoxon signed rank test(2-tailed) of post test was less than alpha($0.00<0.05$). based on these condition. It means that there was a positive and significant the influence of short story on students writing skill at the eight grade of SMP N 4 Sekampung East Lampung. The conclusion is short story have the influence on students writing

Keyword :*Short Story, Writing skill*

ABSTRAK

PENGARUH CERITA PENDEK TERHADAP KEMAMPUAN MENULIS SISWA KELAS VIII SMP N 4 SEKAMPUNG LAMPUNG TIMUR

Oleh:

NURUL HASANAH

Tujuan utama dari penelitian ini adalah untuk mengetahui apakah ada pengaruh positif dan signifikan penggunaan cerita pendek terhadap kemampuan menulis siswa kelas VIII SMP N 4 Sekampung.

Penelitian ini adalah penelitian kuantitatif. Populasi dari penelitian ini adalah siswa kelas VIII. Sampel dari penelitian ini adalah kelas A sebagai kelas experimen yang terdiri dari 27 siswa dan kelas B sebagai kelas control yang terdiri dari 27 siswa. Peneliti menggunakan tes, observasi dan dokumentasi sebagai alat pengumpul data. Untuk menganalisis data, peneliti menggunakan aplikasi SPSS.

Berdasarkan hasil dan pembahasan penelitian ini dapat disimpulkan bahwa normalitas tes pre-test kelas experimental yaitu $=0.30>0.05$, post test experimental kelas sig.$0.00>0.05$. dan hasil nilai signifikan menggunakan rumus Wilcoxon signed rank test(2-tailed) post test lebih rendah dari Alpha($0.00<0.05$). ini berarti ada pengaruh positif dan signifikan dari penggunaan cerita pendek terhadap kemampuan menulis siswa kelas VIII SMP N 4 Sekampung Lampung Timur.

Kata Kunci: *Cerita Pendek, Kemampuan Menulis*

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RATIFICATION PAGE

B-4678/In.28.1/D/PP.00-9/12/2019

An Undergraduate thesis entitled: THE INFLUENCE OF SHORT STORY ON STUDENTS WRITING SKILL AT EIGHT GRADE OF SMP N 4 SEKAMPUNG EAST LAMPUNG, written by Nurul Hasanah, student number 1501070094, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on friday, 20th December 2019 at 13. 00 – 15.00 PM.

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NOTA DINAS

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Assalamu'alaikum, Wr. Wb

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

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SKILL AT THE EIGHT GRADE OF SMP N 4 SEKAMPUNG EAST
LAMPUNG

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

Wassalmu'alaikum Wr. Wb

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To The Honorable,
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosah. Thank you very much.

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MOTTO

مَنْ أَرَادَ الدُّنْيَا فَعَلَيْهِ بِالْعِلْمِ, وَمَنْ أَرَادَ الأَخِرَةَ فَعَلَيْهِ

بِالْعِلْمِ,وَمَنْ أَرَادَهُمَا فَعَلَيْهِ بِالْعِلْمِ

Whoever wants questions relating to the world, he must have his knowledge; and whoever wants (safe and happy) in the hereafter, he must know his knowledge as well; and whoever wants both, he must have both knowledge second to none ".
(HR.Bukhari and Muslim)

DEDICATION PAGE

This an undergraduate thesis is dedicated to:

Thanks to my beloved family, especially my parents (Mr.Samsudin and Mrs.Siti Khuzaimah) who always support me in every condition.

ACKNOWLEDGMENT

Thanks and all praise to My Allah for all of Your blesses and Your favor that is given with all Your Mighty, the writer can finish this undergraduate thesis. Realizing that this undergraduate thesis would not be able accomplished without any helps and supports from many helpful individuals. In this lovely chance, the researcher would like to sincerely acknowledgement the gratitude.

The first of all, the deepest gratitude would be addressed to my beloved parents, for understanding and supporting me to finish this undergraduate thesis soon, and always pray for me to be a successful person someday (amin).

Next, The greatest gratitude would also be addressed to :

1. Prof. Dr.Hj.Enizar,M.Ag, the Rector of State Institute for Islamic Studies of Metro

2. Dr Hj. Akla, M.Pd, the deen of Tarbiyah and Teacher Training Faculty State of Institute for Islamic Studies of Metro

3. Ahmad Subhan Roza M.Pd, as the head of English Departement of IAIN Metro Lampung and the second advisor in thesis who has supported and guided in writing this undergraduate thesis.

4. Dr. Widhiya Ninsiana, M.Hum, as the first advisor thank you so much for kindness and valuable knowladge and for your support in finishing this undergraduate thesis.

5. My Leacturer in English Education Departement who always give me knowladge and information

6. My beloved friends who give me support. With limitation of ability of the reseacher, still many mistakes in writing and presentation items. Therefore, the writer apologizes hopefully this undergraduate thesis can be benefit to all of us properly.

Metro, December 2019

The Researcher

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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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Faculty	: Tarbiyah and Teacher Training

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

Metro, December 2019

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penenlitian saya kecuali

bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Desember 2019

Penulis

Nurul Hasanah
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CHAPTER I

INTRODUCTION

A. Background of the Study

English as an international language is very important to be learned. By learning English, the students can help themselves to face their future because English is one of the languages in the world that are mastered globally. In learning English, thereare four basic language skills namely, speaking, reading, listening, and writing that must be mastered by the students. One of the skills that have to be master well by student is writing.

Writing as a process to express ideas or thoughts in words should be done at our leisure. Everyone has the same right to share or to blow up everything in his or her mind. Writing can be very enjoyable as long as we have the ideas and the means to achieve it. Therefore many peoples dedicate their life to be a writer. But, writing is also not an easy activity, ideas or thoughts are not enough to constitute a good writing. Moreover if the activity is for writing science.

Most ofstudents think that writing is difficult skill. There are many difficulties in writing such as: lack of vocabulary, get difficult to convey some words or sentences in writing,difficulties to understand the meaning of the text and low competency in writing skill.

Furthermore, there are many ways to learn writing skill. One of them is we can use short story as media that can help us to easier to learn writing

skill.Short story is a story,usually about imagenary characters and events that is short enough to be read from beginning to the end without stopping. Short story is imagenary of event or something by written like fabel with the aim to entertain with the small durations. Teaching learning will be interest and challenge if the teacher is able to make class be active. From short story the students not only can search theme, character, and setting but also the students can write short story based on their ideas.

According to pre-survey at eight grade junior high school of SMP N 4 Sekampung on April 15th 2019. It can be found problems that most of the students get difficult to convey some words or sentences in writing, understand the meaning of the text, low competency in writing skill, lack of vocabularies.

The table below is the pre-survey on April 15th 2019 the students'writing skill.

Table 1
The Pre-survey Data of Students' Writing Skill at Eight Grade of SMP N 4 SekampungEast Lampung

No.	Students	Score	Category
1	ADN	70	Fair
2	ADS	26	Bad
3	AS	70	Fair
4	AWP	53	Bad
5	DAP	40	Bad
6	DA	50	Bad
7	DIA	46	Bad

8	DV	63	Bad
9	DH	70	Bad
10	DK	30	Bad
11	EC	56	Bad
12	FMS	56	Bad
13	HWT	40	Bad
14	HS	36	Bad
15	ILS	50	Bad
16	IW	96	Good
17	LML	46	Bad
18	LHS	50	Bad
19	MRP	40	Bad
20	NYP	86	Good
21	NH	56	Bad
22	PA	40	Bad
23	RS	66	Bad
24	RP	43	Bad
25	SAP	70	Fair
26	SJ	45	Bad
27	TR	50	Bad
Total of Score		**1349**	
Average		**5.4**	**Bad**

Table 2
The data ofThe students' Writing result

No.	Score	Writing Skill		Category
		Frequency	**Percentace**	
1	≥ 70	5	18,51%	Complete
2	≤ 70	22	81,49%	Incomplete

Source: The students' result of Writing Test

Based on the data above, the English standard score in this school was 70. Referring to the data above it can be know that the students' writing skill result was low. It indicated that 22 students (81,49%) was incomplete, 5 students (18,51%) was Complete. Referring the fact above The researcher want to know the influence of short story on students' writing skill at eight grade of SMP N 4 Sekampung East Lampung.

Futhermore, the influence of short story on students' writing skill have effected to students such us the process on teaching learning will be interesting, funny and challenge because the students will make short story based on their ideas. They can develop theit think.

Therefore, The researcher interested to conduct the research entitled "The Influence of Short Story on Students' Writing Skill at Eight Grade of Smp N 4 Sekampung East Lampung"

B. Problem Identification

Based on the background above, there are some problems were identified as follows:

1. The students get difficulties to convey some words or sentences in writing.

2. The students have difficulties to understand the meaning of the text.

3. The students have low competency in writing of short story.

4. The students have lack of vocabularies.

C. Problem Limitation

Based on the problem identification above, the researcher would limit the problem in the third problems that the students were still low in writing short story. the researcher would use short story text in teaching writing at the eight graders of SMP N 4 Sekampung East Lampung.

D. Problems Formulation

Based on problems limitation above, The researcher problem was formulate as follows "Is there any positive and significant influence of short story on students' writing skill at eight grade of SMP N 4Sekampung East Lampung?"

E. Objective of the Study

The objective of this study was to know whether there was positive and significant influence of short story on students' writing skill at eight grade of SMP N 4 Sekampung East Lampung.

F. Benefits of the Study

Hopefully this research could be used:

1. For the students to improve and develop the result of their student's learning writing skill..

2. For the teacher, The writer gives inspiration to the teachers of SMP N 4 Sekampung East Lampung in teaching writing skill by using short story.

G. Prior Researches

The researcher takes review of related researcher from other thesis as principle or comparative in this research. The first, previous research was done by Ozguren Bartan "The Effects of Reading Short Stories in Improving Foreign Language Writing Skills" the research design in this study was a quasi-experimental design. This research focus on an inquiry into the effects of reading short stories in improving foreign language writing skills through Read for Writing model.The results of the study indicate that the Read for Writing model has a positive effect on students' short story writing skills in terms of language, content, organization, and communicative achievement.[1]

The second, previous research was done by Riska Fajri "Enriching Students' Vocabulary Through Reading Short Story" the research design in this study was a quantitative.design. Based on the finding and discussion of the research, the researcher drawn a conclusion that the

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[1]Ozgur _en Bartan, *The Effects of Reading Short Stories in Improving Foreign Language Writing Skills,* Kırıkkale University, 2017

result has answered the research question that the use of short story enrich students' English vocabulary of MTS Mutha'alimin which is proven by the students' mean score increased from 41.48 in pretest to 65.32 in postest.[2]

The third, previous research was done by Hasbaini Abdul Manan entitled "Teaching Reading Comprehension By Using Short Stories" , the research design in this research was the qualitative design from this thensis the researcher concluded that the students who were taught by using short stories had a better achievement inreasing comprehension than those who taught by using conventional study.[3]

Next, from the some study above , there are similarities and differences from the previous ones. The similarities between the previous study and this study is use short story as media to know about reading comprehension of students. Furthermore, the differences between the previous study and this study are: (1) the location and sample of the research, (2) the independent variable, there is researchers use short story to enrich vocabulary,short story to increase writing skill, but this study just focus on reading, they was too use different experiment, there are use qualitative design and quantitative design.

[2]Riska Fajri, *Enriching Students' Vocabulary Through Reading Short Story*,Faculty Of Tarbiyah And Teacher Training Ar-Raniry State Islamic University Darussalam – Banda Aceh, 2018

[3]Hasbaini Abdul Manan ,*Teaching Reading Comprehension By Using Short Stories,* Syiah Kuala University Banda Aceh,2017

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Writing Skill

1. The Definition of Writing

Writing is one of skills that has mastered by students, especially in English teaching learning process. Some experts provide the different meaning of writing, as follows:

Ken Hyland states that writing is an act of discovering meaning.[4]It is stated by Tricia Hedge that writing is activity that helps students to produce whole pieces communication, to link and to develop information, ideas, or arguments for particular reader or group of readers.[5] Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading.[6] Furthermore, Oshima and Houge state that writing is a progressive activity that opens with the result of thinking what the writer going to say.[7]

Based on all of the definitions above, it can be inferred that writing is a productive skill which communicates a message to others by thinking, drafting, and revising the written products.

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[4]Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), 9.

[5]Tricia Hedge, *Resource Books for Teachers Writing, second edition,* (New York: Oxford University Press, 2005), 10.

[6]I. S. P. Nasution, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009),113.

[7]Oshima, Alice and Houge, Ann, *Introduction to Academic Writing; Second Edition*, (New York: Addision Wesley Longma, 1997), 2.

2. Kinds of Writing

There are some kinds of writing according to Wishon and M. Burks, such as:[8]

a. Exposition

In exposition writing, the writer intends to inform, explain, describe or define their subject in order the reader believe or disbelive something.

b. Description

In a description type, uses a lot of visual words, such as the feel, sound, taste and smell to help the readers see the person, a place or thing that the writer is writing about that. It tries to make the readers feel that they are there or can visualize in their mind what the writer is describing.

c. Narration

Narationis a type of writing that the writer tries to recount an event. It tells the readers what happened in the story according to natural time sequence.

d. Argumentation

Argumentation is designed to convince or persuade somebody that something is true or should be done.

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[8]George E. Wishon and Julia M. Burks, *Lets Write English*, (Canada: Van Nostrand Reinhold Ltd, 1980), p. 377

3. Writing process

Writing is the combination among the aspects of brain, ideas, what a writer already knows about the topic or subject and what the writer writes. A writer who wants to produce a piece of writing must think how to make them work together in writing process. It can be said that there is no writing without a process.

Dorothy E Zemach and Lisa A Rumisek point out that there are the steps to make sentences, as follows:[9]

a. Pre-writing

Prewriting is the first step in the writing process. This step helps the writers to come up with ideas about the topic.[10] Before the writers begin writing, they decide what the writers are going to write about. Then the writers plan what the writers are going to write. This process is called pre-writing. There are some steps in pre-writing. They are choosing a topic, gathering ideas, and organize.

b. Drafting

Drafting is one of step to make a good sentence. Drafting is one of activities that the writers should do before writing. In drafting the writers will write their paragraph or essay from start to finish. The writers should use their notes to record their ideas and organization.

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[9]Dorothy E. Zemach and Lisa A. Rumisek, *College Writing from Paragraph to Essay*, (Australia: Macmillan, 2003), 3.
[10]Language Arts, *Eighth Grade Reading Comprehension and Writing Skills*, (New York: Learning Express, 2009), 227.

c. Reviewing and Revising

Reviewing and revising have meaning review structure and content. It means that check what they have written. In the beginning of reviewing process, the writer will read their writing silently to themselves or aloud, perhaps to a friend. The last in reviewing process, the writers learning to give opinions about other people's writing helps they to improve their own.

d. Rewriting

In rewriting consist of several part, are follows: (1) Revising structure and content, it means that use their ideas from review structure and content to re-write their text, making improvements to the structure and content. (2) Proofreading, proofreading has meaning read their paper again. (3) Make final corrections is one of part in re-writing that has aim to check that the writer have corrected the errors the writer discovered in review structure and content, rewriting and make any other changes to want to make.

In addition, Jeremy Harmer states that there are four processes of writing as follows:[11]

1) Planning

Planning is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it

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[11]Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2004), 4-5.

moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing.

2) Drafting

The second step of the writing process is drafting. During drafting, the writer puts his ideas into complete thoughts, such as sentence and paragraphs. The writers organize their ideas in a way that allows the reader to understand his massage. The writer will compose an introduction to the piece and develop a conclusion for the material during drafting.

3) Editing (reflecting and revising)

Editing is an on-going process, not one time event. When a writer edits their work, the student is checking the piece for errors. These are typical errors in spelling, punctuation, capitalization, and formatting (indenting of paragraphs, etc.). A writer should be encouraged to edit as much of their own paper as possible. Early writers should be able to check a paper for correct capitalization and punctuation. Some students find it beneficial to read their work out loud while editing. This makes the writer to find mistakes.

4) Final Version

Once the writer edited their draft, making the changes they consider to be necessary, they produce their final version. This is considerably different from both the original plan and the first draft,

because thing changed in editing process. it might decide to represent these stages in the following way:

Planning $\Longrightarrow$ drafting $\Longrightarrow$ editing $\Longrightarrow$ final version

Based on the definition above, it can be concluded that there are some steps in writing. They are pre-writing or planning, drafting or writing, reviewing and revising or editing, and the last final version or rewriting.

4. The Purpose of Writing

there are three purposes of writing in everyday life according to Halliday in Nunan as follows:[12]

a. Primarily for action

Public signs, e.g. on roads and stations; product label and instructions, e.g. on food, tools or toys purchased; recipes; maps; television and radio guides; bills; menus; telephone directories; ballot papers; computer manuals, monitors and printouts. For social contact: personal correspondence; letter, postcards, greeting cards.

b. Primarily for information

Newspapers (news, editorials) and current affairs magazines; hobby magazines; non-fiction books, including textbooks; public notices; advertisement; political pamphlets; scholastic, medical, etc. reports; guidebooks and travel literature.

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[12]*Language Teaching Methodology: A Textbook for Teachers. (*Sidney: Prentice Hall, 1991), p. 84

c. Primarily for entertainment

Light magazines, comic strip; fiction books; poetry and drama; newspaper features; film subtitles; games, including computer games.

From the theories above, it can be concluded that generally the purposes of writing are to give information and to entertain the readers. Writing also is used to communicate with other in different time place (e.g. letter and short message service.).

5. Writing Assessment

In writing a text there are measurements of writing. It can be called assessment of writing. Brown states that assessment and teaching are partners in learning process, test as a subset of all assessment process become indispensable component of curriculum.[13]

In addition, Brown states that in measurement of English writing performance includes five core components, such as content, organization, vocabulary, grammar, and mechanical considerations.[14]

Therefore, this is the table concept of measurement of English writing performance which has been adapted from Jacob et.al with analytical scoring. They are as the below:

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[13]H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagody*, Second Edition, (Longman: 2001), 420-421.
[14]*Ibid.,*357

Table 2.1

Measurement of English Writing Performance

Competences	Scores	Levels	Standardization
Organization (introduction, body, conclusion)	20-18	Excellent to Good	a. Appropriate title, effective introductory paragraph, topic is stated, leads to body;transitional expressions used; arrangement of material shows plan; supporting evidence is existed; conclusion logical and complete.
	17-15	Good to Adequate	b. Adequate title, introduction, and conclusion; body of essay is acceptable; sequence is logical but transitional expression is missed.
	14-12	Adequate to Fair	c. Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalization may not be fully supported by the evidence given; problems of organization interfere.
	11-6	Unaccept able-not	d. Minimally introduction; fully problems of ideas and organization; no evidence and illogical conclusion.
	5-1	College- level work	e. Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition.
Content	20-18	Excellent to Good	a. Essay addresses the certain topic; the ideas are concrete and thoroughly

			developed; no irrelevant material;
	17-15	Good to Adequate	b. Essay addresses the issues but misses spme points; ideas could be more fully develop; some irrelevant materials are present.
	14-12	Adequate to Fair	c. Development of ideas not complete or ideas is somewhat off the topic; paragraphs are not divided exactly right.
	11-6	Unaccept able-not College- level work	d. Ideas incomplete; less enough effort in area of content. e. Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully.
	5-1		
Grammar	20-18	Excellent to Good	a. Fluency grammar; correct of clauses, preposition, articles, verb forms, modals, tense sequencing.
	17-15	Good to Adequate	b. Advanced in grammar although the reader aware of them. c. The readers get the ideas but the grammar are in the problem.
	14-12	Adequate to Fair	d. Much problems of grammar appears so as to make the reader difficult to read.
	11-6	Unaccept able-not College- level work	e. Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure.
	5-1		
Mechanical	20-18	Excellent	a. No errors of spelling and correct

consideration (punctuation and spelling)	17-15	to Good Good to Adequate	punctuation usage. b. Some problems of punctuation and error spelling.
	14-12	Adequate to Fair	c. Spelling problems disturb the reader and punctuation errors disturb the ideas.
	11-6	Unacceptable-not	d. Serious problems of punctuation in sentence and spelling.
	5-1	College-level work	e. Complete disregard or English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems.
Vocabulary	20-18	Excellent to Good	a. Appropriate vocabulary usage use of parallel structures; brief.
	17-15	Good to Adequate	b. Good vocabulary and not wordy.
	14-12	Adequate to Fair	c. Some of vocabulary misused and too wordy.
	11-6	Unacceptable-not	d. Problems in vocabulary and lack of variety structure.
	5-1	College-level work	e. Inappropriate use of vocabulary; no concept of register or sentence variety.[15]

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[15]H. Douglas Brown, *Language Assessment Principles and Classroom Prectices*, Longman, 2004, p. 244-246

B. The Concept of Short Story

   1. Definition of Short Story

Based on Oxford Dictionary Oxford Dictionary short story is a story, usually about imagenary characters and events that is short enough to be read from beginning to the end without stopping.[16] Short story is imagenary of event or something by written like fabel with the aim to entertain the reader with the small duration.

According to Chang that short story is a word of prose fiction whichis shorter than the short novel, more limit in chracters and situations. A short story is usually related with not more than a few effects, problems or theme.[17]A short story is a written text, but usually under 10.000 words. It has fewer figures than a complete in a few pages. The reader usually only need a few times to read, just in one sitting to finish their reading.

Patker states, the short story is a protean form. short story is always pay attention variation.[18]

Poe stated that short story is as narrative that can be read at one sitting of from one-half hour to two hours, and that limited to a certain unique or single effect two which every detail is subordinate.[19]

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[16]*AS Homby, Oxford Advance Learner''s Dictionary,(New York: Oxford University Press,2000),p.1235.*

[17]Mohammad Khatib, *The Impact Of Story Map as graphic Organizers On Development Of Vocabulary Learning Of EFL Learners,*Manufactured In Finland,hal.1114,*Vol.3,No.6,*2012

[18]*Hasbaini & Abdul Manan, Teaching Reading Comprehension By Using Short Stories,Syiah kuala University Banda Aceh,2017, p..2*

[19] Prof.Dr. Cukurova ,I*ncorparating Short Stories In English Language Classes,*Novitas Royal,(Research On Youth And language)6(2),2012:p.111

From some statement above, The researcher can conclude that short story is written text word of prose which is shorter than shor novel more limit in theme,characters and situation with he aim to entertain the reader with small duration.

2. **Elements Of Short Story**

Elemements of short story is the part which in the story, such us:

1) Theme

The theme ofa story is the most important thing the author wants readers to understand. It's the author's thoughts about a general belief of how things are or how they should be. In fables, the theme is the moral, or lesson, the story teaches. The moral may even be stated at the end of the story.

2) Character

Characters are thepeople, animals, or lifelike objects in a story. Since the author makes up the characters, they can be anything he or she wishes, from real-life humans to aliens to talking cars! Characters show what they're like through their words and actions, and how they respond to other characters.

3) Setting

The setting of a story is where and when it takes place. Most stories have more than one setting. Each is important to what happens in the story.

4) Plot (conflict and resolution)

     Plot isthe sequence of events in a story. The beginning, or exposition explains a character's conflict, or problem. The main part tells how the character tries to solve the problem with rising actionthat leads to a climax, or turning point. That's when someone usually realizes how to solve the problem. Then there's fallingaction*t*hat leads to the resolution, or end. It tells how the problem is finally solved, or occasionally, it not solved. Some people might call that an unhappy ending.

5) Point Of View

     A narrator is a person who tells a story. The narrator may be one of the characters in the story, so readers learn what happened from that character's point of view. This is called the first-personpoint of view. The narrator uses words like I, *me*, *my*, *we*, and *our*. There is a second-personpoint of view, but it's not used very often in literature. The narrator talks directly to a character in the story and uses words like *you* and *your*. Literary works most commonly use either first- or third-person points of view. Using a second-person point of view to tell a story tends to get tiresome. So second-person is used more for giving directions, in personal letters, and sometimes in advertisements.[20]

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[20]Will Rogers, *Reading In 15 Minutes A Day*, United States Of America,2008,p.204

3. Example of Short Story

Elephant and Friends

One day an elephant wandered into a forest in search of friends. He saw a monkey on a tree. "Will you be my friend?" asked the elephant. Replied the monkey, "You are too big. You can not swing from trees like me." Next, the elephant met a rabbit. He asked him to be his friends. But the rabbit said, "You are too big to play in my burrow!" Then the elephant met a frog. "Will you be my friend? He asked. "How can I?" asked the frog. "You are too big to leap about like me." The elephant was upset. He met a fox next. "Will you be my friend?" he asked the fox. The fox said, "Sorry, sir, you are too big."

The next day, the elephant saw all the animals in the forest running for their lives. The elephant asked them what the matter was. The bear replied, "There is a tier in the forest. He's trying to gobble us all up!" The animals all ran away to hide.

The elephant wondered what he could do to solve everyone in the forest. Meanwhile, the tiger kept eating up whoever he could find. The elephant walked up to the tiger and said, "Please, Mr. Tiger, do not eat up these poor animals." "Mind your own business!" growled the tiger. The elephant has a no choice but to give the tiger a hefty kick. The frightened tiger ran for his life. The elephant ambled back into the forest to announce the good news to everyone. All the animals thanked the elephant. They said, "You are just the right size to be our friend."

4. Advantage of Short Story

a. short stories are practical as their length is long enough to cover entirely in one or two class sessions.

b. Short stories are not complicated for students to work with on their own.

c. Short stories have a variety of choice for different interests and tastes.

d. short stories can be used with all levels (beginner to advance), all ages (young learners to adults) and all classes (morning, afternoon, or evening classes).[21]

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[21]Journal of English Teaching, Using Short Stories to Teach Language Skill, Triannual Publication on the study of ELT,Vol.1,N.1,p:17,2011

C. Theoritical Framework and Paradigm

a. Theoritical Framework

There are two variable in this research. There are independent variable(X) and dependent variable (Y) the independent variable(X) is Short Story and dependent variable (Y) is students's writing skill.

Short story is the formally not so much an essentially separate and distinct genre as that a fiction is readdifferently when it appears as a story rather than as part of a larger unit. Its mean that short story as media which able to use by student in order to the process in teaching-learning will be interested to student and make the teacher know the student's writing skill.

b. Paradigm

Based on the theoritical framework above, the researcher discribes the paradigm of short story has influence with the students' writing skill. Below the diagram of paradigm:

Figure 1

Paradigm the influence of short story on students' writing skill
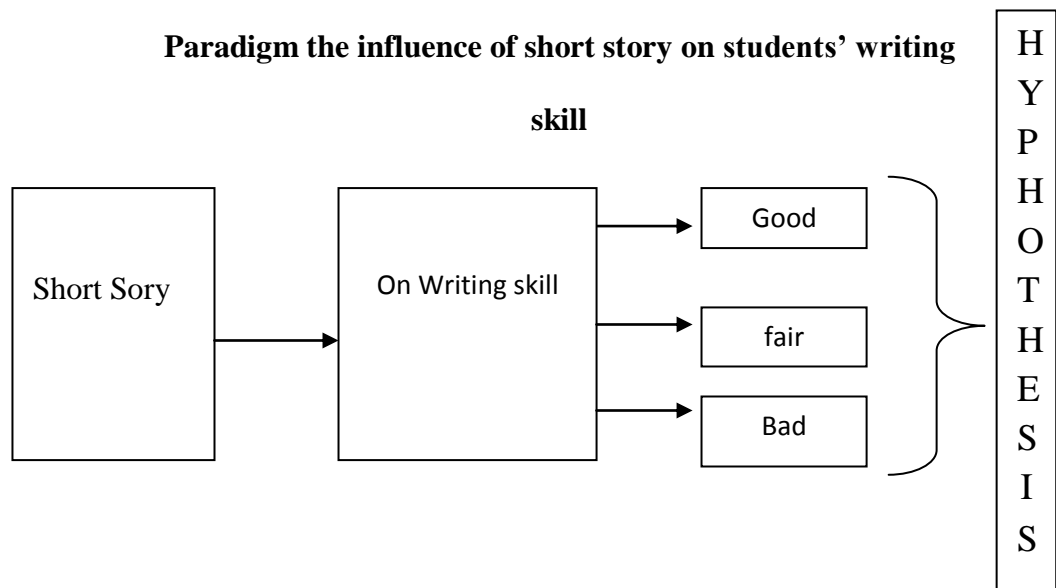
Based on the diagram above The researcher can conclude that if the students' comprehend about the short story and writing skill is good, it is positive significant influence of short story on students' writing skill at eight grade of SMP N 4 Sekampung East Lampung. But if the students do not comprehend about short story and writing skill is bad, it is mean that there is no possitive and significant influence of using short story on students's writing skill at eight grade of SMP N 4 Sekampung East Lampung.

e. **Hypothesis Formulation**

Two types of hypotheses which you should be familiar are the null hypothesis (Ho) and the alternate (Ha) hypothesis. The null hypothesis always predicts that there will be no differences between the groups being studied. By contrast, the alternate hypothesis predicts that there will be a difference between the groups.[22]The criteria of the test of hypotheses as follow:

The formulation of the hypothesis as follows :

1. Alternative Hypothesis (Ha)

   HA : There is positive and significant influence of short story on students' writing skill at eight grade of SMP N 4 Sekampung East Lampung

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[22]Geoffrey Marczyk, David DeMatteo and David Festinger, *Essential of Research Design and Methodology,* (Canada: John Wiley & Sons, Inc., 2005), p.8-9

2. Null Hypothesis (HO)

    HO : There is no positive and significant influence of short story on

    students' writing skill at eight grade of SMP N 4 Sekampung East

    Lampung.

CHAPTER III

RESEARCH METODOLOGY

A. Research Design

The research would conduct in SMP N 4 Sekampung. The researcher used the quantitative research as intended to investigate whether there was any positive and significant influence of using short story on students' writing skill. Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically cased method (particular statistic)[23]

In the quantitative research there are two main types of quantitative research design, experimental design and non-experimental design. Also, The researcher do the research with the experimental design which define as a test under controlled conditions that is made to demonstrate a known thruth or examine the validity of a hypothesis. Therefore, in this research The researcher uses two classes, the first class as the experimental class which receive the special treatment that was teaching reading using short story media, and the second class as the control class which did not receive the special treatment.

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[23]Daniel Muijs, Doing Quantitative Research in Education,(London,Sage Publication 2004).p.1

B. **Population, Sample and Sampling Technique**

1. **Population**

The population is all individuals of interest to the research.[24] The population of this research was the students at the eight grade of SMP N 4 Sekampung in the academic year of 2019/2020 which consist of 148 students that divided in six classes.

SMP N 4 Sekampung had six classes for the students that in eight grade now. The classes were:

a) VIII A = 25

b) VIII B = 27

c) VIII C = 25

d) VIII D = 25

e) VIII E = 25

f) VIII F = 24

2. **Sample of the Research**

Geoffrey defined Sample is a subset of the population.[25] The samples in this research were two classes, one as the experimental class and the other one as the control class. They were A class consisting of 27 students and B class consist 27students.Therefore, there were 54 students in this sample.

[24]Geoffrey Marczyk, David DeMatteo, David Festinger, *Essentials of Research Design and Methodology,* P. 18

[25]*Ibid*., 18.

3. **Sampling Technique**

In this research, the researcher used probability include in sample random sampling as a technique in choosing a sample. It was an act of determining sample done based on random without regard to exiting stara in population.[26].

C. **The Operational Definition of Variable**

The operational definition of variable would use to describe the variables that used in this research. It was also aimed in order the research had clarity about the data needed, so the researcher investigated the data related to the variables of this research. The operational definitions of the variables of this research were as follows:

1. **Independent Variable**

Independent variable that was not related to the purpose of the study, but may affect the dependent variable were termed as extraneous variable.[27], Independent variable (X) In this research wasShort Story.The researcher uses short story was going to know the influence of short story on students' writing skill. This variable can be measured by using essay test. It consist of 20 questions.The maximum score is 100 and the each question had 2 score.

There were some indicators that must be gain by students in this variable (Short Story):.

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[26]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p.174

[27]C.R. Kothari, *Research Methodology Methods and Techniques* (New Delhi: New Age International (P) Limited Publisher), P. 34

a. The students can find the theme from short story.

b. The students can find the characters from short story.

c. The students can find the setting from short story.

2. Dependent Variable

Dependent variable was call dependent because it was influenced by the independent variable (Y).[28]Dependentvariable in this research was students' writing skill.

Moreover, there were five indicators in measuring writing recount text ability, the indicators were:

a. Organization

b. Content

c. Vocabulary

d. Grammar

D. Data Collecting Method

In the data collecting procedure, there were three steps that have to follow in this research:

1. Test

Tests had been developed and these aim to measure a wide range of individuals' skills, aptitude, traits and behaviors.[29] Test was used for getting data research result and students activities in teaching learning. There were two tests would use in this research as follows:

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[28]Geoffrey Marczyk, David DeMatteo, David Festinger, *Essentials of Research Design and Methodology,* P. 46

[29]David Scott and Marlene Morrison, *Key Ideas in Educational Research*, (New York:Continum International Publishing Group, 2005), 245.

a. Pre-test

The researcher would give pre-test in order to know their basic knowledge. The pre-test would give before the experimental treatment. The pre-test would do to measure the students' on writing skill before giving experimental treatment about using short story. The pre-test would give in the first meeting before doing treatments in order to know skill of the students before doing the action research.

b. Post- test

post-test was the last procedure in this study. The researchergive the post-test to know the students' writing skill by using short story. The post-test would carry out after giving the treatments for several times. The post-test wiould give in the last meeting after doing treatments in order to find out whether the treatments gave any contribution to the students' achievement in the class. The improvement can be seen if the average score of the post-test is higher than the pre-test.

The pre-test would give to the students in the first meeting in order to find out students' skill in the beginning before using short story in students writing skill . Whereas, the post-test would give in the last meeting after treatment in order to find out whether the treatment give any contribution to the students' skill in the experimental class score.

2. **Documentation**

Documentation as the method which was used to get information in the private form and formal form. It can be written languages or documents, private form (such as photo, diary, private letter, story from the other people) and formal form (the score of the lesson, general letter, and others).

The researcher uses the documentation method to get detail information about condition of the teacher, employers, and organization structure of SMP N 4 Sekampung East Lampung.

3. **Observation**

Observation was the data collection method that has purpose of observation was to explain the situation that we examine, the activities that occur, the individuals involved in an activity and the relationship between situations, between activities and between individuals.

So, the reseacher observation to get detail information and the process of the events whiles the research in SMP N 4 Sekampung East Lampung.

E. **Instrument of Research**

According to David Wilkinson and Peter Birmingham, researcher instruments was simply devices for obtaining information relevant to your research project, and there were many alternatives from which to choose. Furthermore The researcher used an instrument to measure each two variables; independent variable (Short Story) and dependent variable (Writing Skill).

1. **Instrument Blueprint**

   Research instrument that would be use in this research were:

   a. The instrument which would be use for test, the technique was writing test. The writing test would give to the students to know their skill in writing. The test will divide in two type, namely pre-test and post-test. The pre-test was the writing test given before treatment.

   b. The second test is post-test that is given after treatment. In this test, the students will addition, the researcher demonstrated the research instrument in the form of grilles as follows:

Table 3

Instrument Blueprint

Variable	Indicator	Types of Question	Item of Test
Independent Variable(X) Short Story	-The students can find the theme from short story.	Essay test	1,4,6,9,19, 16,15,10
	-The students can find the characteristic from short story.		5,11,12,17 ,18,20
	-The students can find the setting from short story.		2,3,7,8,13, 19

Dependent Variable(Y) Students' Writing Skill	-The students can understand of organization,content, vocabulary and grammar in writing	Written test	

2. Instrument Calibration

Beside instrument blueprint, The researcher uses instrument calibration.Instrument calibration is the scale of measurement to describe the instrument standard that would be used. The researcher composed the instrument based on the subject matter content that was researched. The test is writing skill test.

Concerning of the test, a result data was valid if instrument be tasted has good validity.Therefore, in order the result data and the instrument were trusted, the researcher measured it is used content validity. Content validity refer to the test accurately reflects the syllabus on which it was based. Therefore, the test used in this researcher was relevant to objective of the study on English syllabus and materials of the eight graders of SMP N 4 Sekampung east Lampung.Moreover,the researcher used test instrument to take the scale of instrument which the standard of the score writing skill.

F. Data Analysis Technique

To Investigate whether there was any positive and significant influence of short story on students writing skill at the eight grade of SMP N 4 Sekampung East Lampung, the reseacher analyzed the result of pre-test and post test by using SPSS.

SPSS was resume from statistikal package for the social science which made for the purposes of the data processing statistic for the social science.

CHAPTER IV

RESULT OF THE RESEARCH AND DISSCUSSION

A. **Result of the Research**

1. **The History of SMP N 4 Sekampung East Lampung**

   The quantitative research was conducted in SMP N 4 Sekampung , which was located on Giriklopomulyo street, Sekampung, East Lampung. The school was build on June 2005 with NSS: 201120403138 and legalized by the Ministry of National Education in that year Mr. WardimanJojonegoro.

   Since it was established on June 2005 the principle of SMP N 4 Sekampung have guided by 3 principle. On 2005 until 2009, Mrs. R. Sunaryanti, S.Pd has guided as the principle. On 2009 until 2015, Mrs. Jumanah, S.Pd has guided as the principle. Since 2015 until now, the principle of SMP N 4 Sekampung is Mr. R. AriefSetyadi, S.Pd.

2. **The Head Master of SMP N 4 Sekampung**

   Since its establishment until now, SMP N 4 Sekampung has been led by Principals for a couple of times. The following consecutive names Principals and their mandate:

   1) 2005 - 2009   : R. Sunaryanti, S.Pd
   2) 2009 - 2015   : Jumanah, S.Pd
   3) 2015 - Now   : R. Arief Setyadi, S.Pd.

3. **Condition of the Teacher and Official at SMP N 4 Sekampung in the academic year of 2019/2020**

No	Name	Sex	Occupation
1	R. AriefSetyadi, S.Pd	Male	Principal
2	Sutijo, S.Pd	Male	MTK teacher
3	Suparlan, S.Ag	Male	PAI teacher
4	Dra. Ema Suwasti	Female	Indonesian teacher
5	Drs. Narimo	Male	IPS teacher
6	Adi Sucipto,S.Pd.	Male	MTK teacher
7	Syamzuni,S.Pd.	Male	PJOK teacher
8	Sri Rukmini, S.Pd	Female	IPA teacher
9	Walyana, S.Pd	Female	Indonesian teacher
10	Sus Wiwik, S.Pd	Female	IPS teacher
11	Sukido, Spd	Male	Curriculum Affair
12	SupiHariatinah,S.Pd	Female	IPA teacher
14	Muryati,S.Pd.	Female	English teacher
15	Dra. Mesiyem	Female	PKN teacher
16	Purnomo, S.Pd	Male	Art teacher
18	Maya SofiyaDiny, S.Pd	Female	English teacher
19	Feni Lestari, S.Si	Female	MTK teacher
20	PujiAstuti, S.Pd	Female	IPA teacher
21	Eva Septiana, S.Pd	Female	IPA teacher
22	DiahRizkiwati, S.Pd	Female	Mathematics teacher
23	Anun Supomo, S.Pd	Male	Indonesian teacher
24	Sumini, S.Ag	Female	PAI teacher
25	Desi Indrawati, S.Pd	Female	IPS teacher
26	Vera Indah Wulandari, S.Pd	Female	Counseler teacher
27	Sudardo, S.Pd	Male	SBK teacher
28	Bambang Wahono, S.Pd	Male	IPS teacher
29	Drs.Tuwuh	Male	PKN teacher
30	Ratnawati, S.Pd	Female	Counseler teacher
31	R.Suharini, SE	Female	SBK teacher
32	MisiKisworo, S.Pd	Male	Sport teacher
33	MisiParipih, S.Pd	Female	TIK teacher
34	Ninik Sri Nawangsih, S.Pd	Female	TIK teacher
35	YulianFizir, S.Ag	Male	Art teacher

4. **Organization Structure SMP N 4 Sekampungin Academic Year 2019/2020**

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                    ┌──────────────────────────┐
                    │   R.Arief Setyadi,S.Pd    │
                    └──────────────────────────┘
     ┌──────────────────┐                  ┌──────────────────────┐
     │  Head Committee   │                  │  Director Foundation  │
     │                   │                  │                       │
     │     SUTOYO        │                  │    SUPALAN, S.Ag      │
     └──────────────────┘                  └──────────────────────┘
  ┌──────────────┐  ┌─────────────────────────┐  ┌──────────────────────┐
  │ Head of Library │  │  Head of Administration │  │  Head of laboratory   │
  │                 │  │                         │  │                       │
  │   WALYANA       │  │     SUKIDO, S.Pd        │  │   KHAMIDIN, S.Pd      │
  └──────────────┘  └─────────────────────────┘  └──────────────────────┘
                    ┌─────────────────────────┐
                    │   Head of Multimedia     │
                    │   PURNOMO,S.Pd           │
                    │   Cecep Irawan W         │
                    └─────────────────────────┘
  ┌──────────────┐  ┌─────────────────────────┐  ┌──────────────────────┐
  │ Builder of OSIS │  │   Builder of Scout      │  │  Vice-Pricipal of     │
  │                 │  │                         │  │  Facilities           │
  │  SUMINI S.Ag    │  │   SUDARDO, S. Pd        │  │                       │
  └──────────────┘  └─────────────────────────┘  └──────────────────────┘
         ┌──────────────────┐        ┌──────────────────┐
         │   Vice of Class   │        │        BK         │
         └──────────────────┘        └──────────────────┘
                    ┌──────────────────┐
                    │     Students      │
                    └──────────────────┘
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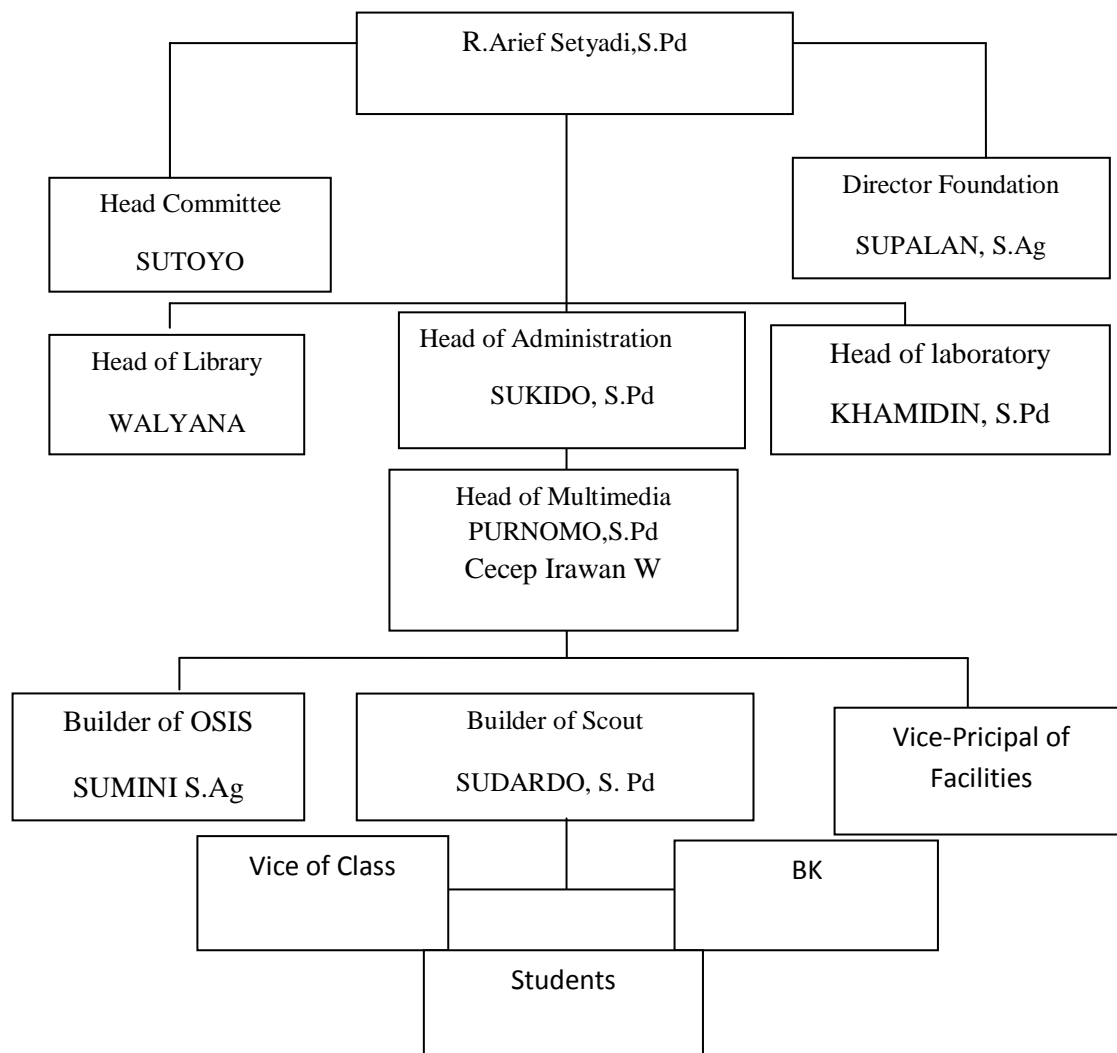
5. **Total of the Students at SMP N 4 Sekampung inAcademic Year 2019/2020**

SMP N 4 Sekampung has 410 students. It divided into some classes that could identify as follow:

Table 3

Total of the Students of SMP N 4 Sekampungin Academic Year of 2019/2020

No	Class	Sex		Amount
		Male	Female	
1	VII	60	73	133
2	VIII	65	66	131
3	IX	70	76	146
Total				410

Source: Documentation of SMP N 4 Sekampung in Academic Year of 2019/2020

B. Description of Research Data

1. The Result of Pre-Test Score (Experimental Class)

To measure the students' listening skill the researcher used the pre-test before giving the treatment. The researcher conducted pre-test in the first meeting of this research in order to find out the initial different between the class who similar level. The form of pre-test that wasused in this research was written test.The result of pre-test can be identified as follows:

Table 7

The Result of Pre-Test (Experimental Class) in Writing Skill atthe Eight Grade of SMP N 4 Sekampung East Lampung

No	Name of Student's	Pre-Test Score	Explanation
1	ADN	40	Bad
2	ADS	50	Bad
3	AS	55	Bad

4	AWP	40	Bad
5	DAP	50	Bad
6	DA	75	Good
7	DIA	50	Bad
8	DV	80	Good
9	DH	65	Bad
10	DK	60	Bad
11	EC	55	Bad
12	FMS	50	Bad
13	HWT	50	Bad
14	HS	40	Bad
15	ILS	60	Bad
16	IW	55	Bad
17	LML	60	Bad
18	LHS	50	Bad
19	MRP	55	Bad
20	NYP	60	Bad
21	NH	55	Bad
22	PA	65	Bad
23	RS	85	Good
24	RP	45	Bad
25	SAP	75	Good
26	SJ	60	Bad
27	TR	55	Bad
TOTAL		**1540**	
AVERAGE		**57.03**	**Bad**
HIGHEST SCORE		**85**	
LOWEST SCORE		**40**	

Source : the result of pre-test of students' Writing skill

The test was followed by 27students. The highest score was

85 and the lowest score was 45 with the total score 1540 and average

57.03. Based on the data, the researcher measured the class interval.

R= the highest score – the lowest score
  = 85-40
  = 45

K = 1 + 3.3 log n
  = 1 + 3.3 log 27
  = 1 + 3.3 x 1.4
  = 5,62 = 6

$$I = \frac{R}{K}$$
$$= \frac{45}{6}$$
$$= 7{,}5 = 8$$

Note:

K : The number of interval class

R : a distance from score maximum and score minimum

I : The length of interval class (total of class interval)

n : Total of students

The total of class interval of this result pre-test was 8. After knowing the class interval, the data was put on the table of frequencydistribution as follows:

Table 8
The Table of Frequency Distribution of Pre-Test Score
(Experimental Class)

No	Interval	Frequency	Percentage
1	80-87	2	7.4%
2	72-79	2	7.4 %
3	64-71	2	7.4 %
4	56-63	5	18.52 %
5	48-55	12	44.4%
6	40-47	4	14.8 %
Total		27	100 %

If the data was put into graphic, it can be seen as follow:
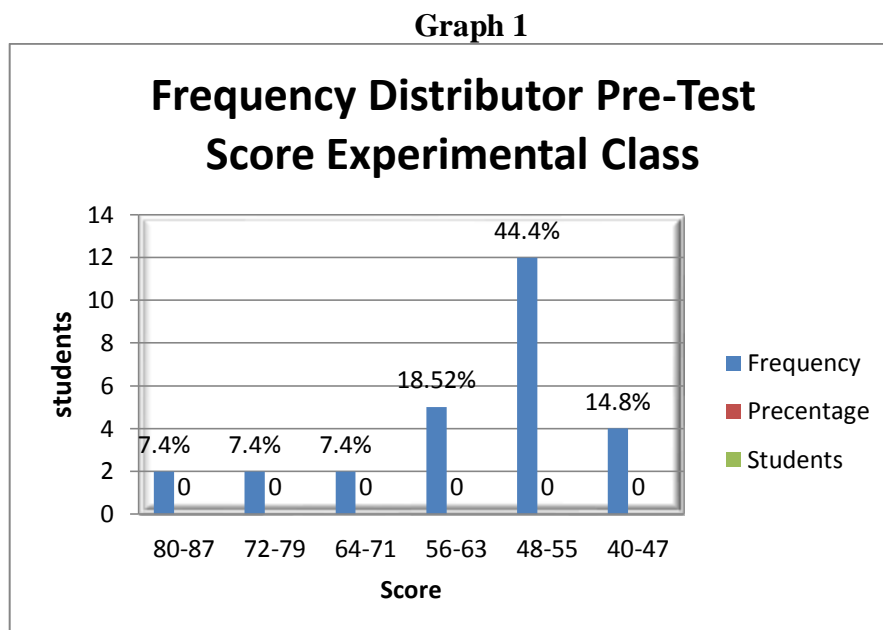
Graph 1

Frequency Distributor Pre-Test Score Experimental Class

Furthermore, based on the table of frequency distribution above, it could be inferred that from 27 students as the sample of the research, 2 student who got the higher score, which is 85. The data revealed that 4 students got the score between 40 – 47or as many as 14,8%. Next, there were 12 students got the score between 48 – 55 or as many as 44,4 %. There were 5 students who got the score between 56 – 63 or in the other words, as many as 18,52 %, meanwhile, there were 2 students who got the score between 64 – 71or as many as 7,4 %. Besides, there were 2 students who got the score between 72 – 79 or as many as 7,4 %. The last, there were 2 students who got the score between 80 – 87 or as many as 7.4 %.

2. **The Result of Pre-Test Score (Control Class)**

To measure the students' writing skill the researcher used the pre-test before giving the treatment. The researcher conducted pre-test in the first meeting of this research in order to find out the initial different between the class who similar level. The form of pre-test that wasused in this research was written test.The result of pre-test can be identified as follows:

Table 9

The Result of Pre-Test (Control Class) in writing Skill atthe Eight Grade of SMP N 4 Sekampung East Lampung

No	Name of Student's	Pre-Test Score	Explanation
1	AR	50	Bad
2	AH	55	Bad
3	AF	45	Bad
4	AN	55	Bad
5	AA	55	Bad
6	BH	75	Good
7	DI	55	Bad
8	DC	80	Good
9	EP	70	Fair
10	EZ	65	Bad
11	FR	65	Bad
12	FA	55	Bad
13	FS	60	Bad
14	HF	45	Bad
15	IA	65	Bad
16	IP	60	Bad
17	LK	65	Bad

18	LE	55	Bad
19	MS	60	Bad
20	MK	65	Bad
21	MJ	60	Bad
22	MH	70	Fair
23	NS	70	Fair
24	RF	50	Bad
25	RB	75	Good
26	RE	65	Bad
27	RS	60	Bad
TOTAL		**1855**	
AVERAGE		**61.1**	Bad
HIGHEST SCORE		**80**	
LOWEST SCORE		**45**	

Source: the result of pre-test of students' writing skill

The test was followed by 27 students. The highest score was 80 and the lowest score was 45 with the total score 1855 and average 61,1 Based on the data, the researcher measured the class interval.

R= the highest score − the lowest score
   = 80-45
   = 40

K = 1 + 3.3 log n
   = 1 + 3.3 log 27
   = 1 + 3.3 x 1,4
   = 5,95 = 6

$$I = \frac{R}{K}$$
$$= \frac{40}{6}$$
   = 6,6= 7

Note:

K : The number of interval class

R : a distance from score maximum and score minimum

I : The length of interval class (total of class interval)

n : Total of students

The total of class interval of this result pre-test was 7. After knowing the class interval, the data was put on the table of frequencydistribution as follows:
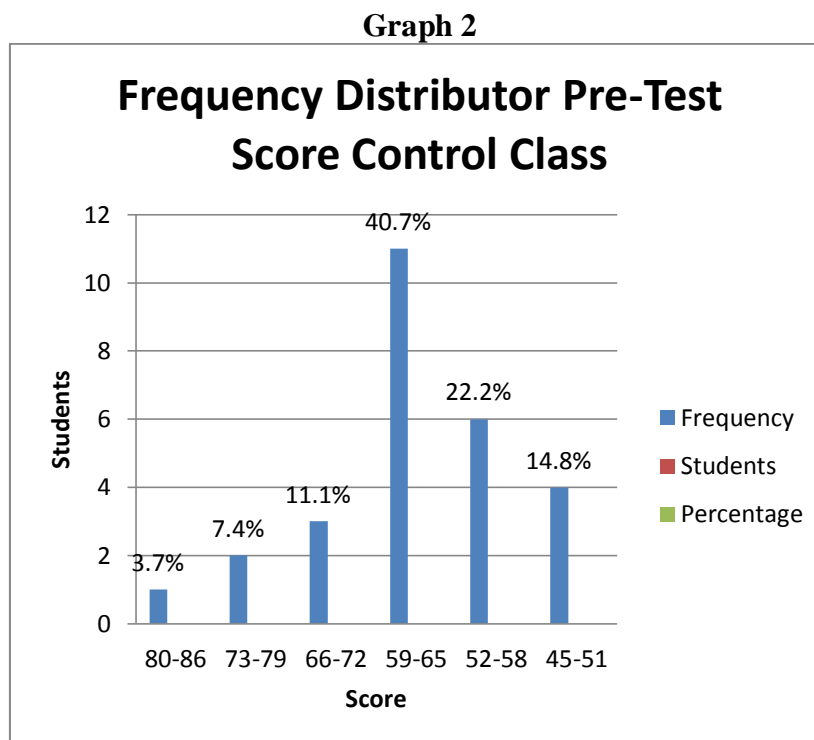
Table 10

**The Table of Frequency Distribution of Pre-Test Score
(Control Class)**

No	Interval	Frequency	Percentage
1	80-86	1	3.7%
2	73-79	2	7.4%
3	66-72	3	11.1%
4	59-65	11	40.7%
5	52-58	6	22.2%
6	45-51	4	14,8%
Total		27	100 %

If the data was put into graphic, it can be seen as follow:

Graph 2

Frequency Distributor Pre-Test Score Control Class

Furthermore, based on the table of frequency distribution above, it could be inferred that from 27 students as the sample of the research, just 1 student who got the higher score, which is 85. The data revealed that 4 students got the score between 45-51 or as many as 14,8%. Next, there were 6 students got the score between 52 – 58 or as many as 22,2%. There were 11 students who got the score between 59 – 65 or in the other words, as many as 40,7%, meanwhile, there were 3 students who got the score between 66 – 72or as many as 11,15%. Besides, there were 2 students who got the score between 73 – 79 or as many as 7,4%. The last, there were 5 students who got the score between 80-86 or as many as 3,7%.

3. The Result of Post-Test Score (Experimental Class)

After analyzing the weakness and understanding of students writing skill, the researcher conducted the treatment to help the students in listening skill by using short story

After the students has been given the treatment the researcher gave the post-test to measure their skill in writng skill with different questions. The post-test was carried out in order to intend the students' writing skill after treatment. The result of post-test can be identified as follows:

Table 11

Post-Test (Experimental Class) in Writing Skill With Short Story at the Eight Grade of SMP N 4 Sekampung East Lampung

No	Name of Student's	Post-Test Score	Explanation
1	ADN	75	Good
2	ADS	70	Fair
3	AS	75	Good
4	AWP	70	Fair
5	DAP	80	Good
6	DA	85	Good
7	DIA	75	Good
8	DV	85	Good
9	DH	75	Good
10	DK	85	Good
11	EC	85	Good
12	FMS	75	Good
13	HWT	70	Fair
14	HS	75	Good

15	ILS	75	Good
16	IW	70	Fair
17	LML	75	Good
18	LHS	85	Good
19	MRP	95	Good
20	NYP	75	Good
21	NH	90	Good
22	PA	80	Good
23	RS	90	Good
24	RP	75	Good
25	SAP	90	Good
26	SJ	75	Good
27	TR	85	Good
TOTAL		**2140**	
AVERAGE		**79,25**	**Good**
HIGHEST SCORE		**95**	
LOWEST SCORE		**70**	

Source: the result of post-test of students' writing skill

The test was followed by 27 students. The highest score was 95 and the lowest score was 70 with the total score 2140 and average 79,25 Based on the data, the researcher measured the class interval.

R= the highest score − the lowest score
 = 95-70
 = 25

K = 1 + 3.3 log n
 = 1 + 3.3 log 27
 = 1 + 3.3 x 1.4
 = 5,62 = 6

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

$$= \frac{25}{6}$$
$$= 4.16 = 5$$

Note:

K : The number of interval class

R : a distance from score maximum and score minimum

I : The length of interval class (total of class interval)

n : Total of students

The total of class interval of this result pre-test was 5. After knowing the class interval, the data was put on the table of frequencydistribution as follows:
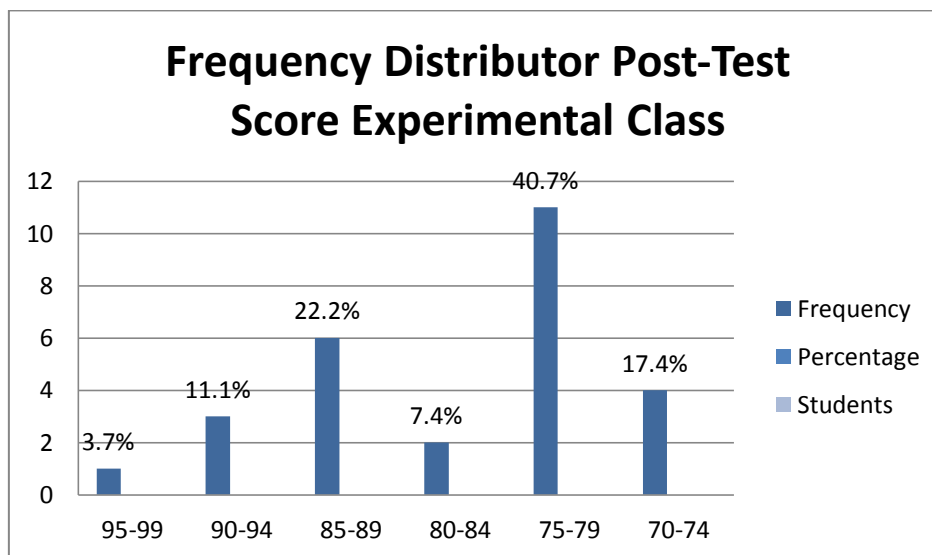
Table 12

The Table of Frequency Distribution of Post-Test Score (Experimental Class)

No	Interval	Frequency	Percentage
1	95-99	1	3.7%
2	90-94	3	11.1%
3	85-89	6	22.2%
4	80-84	2	7.4%
5	75-79	11	40.7%
6	70-74	4	17.4%
Total		27	100 %

If the data was put into graphic, it can be seen as follow:

Graph 3

Frequency Distributor Post-Test Score Experimental Class

Furthermore, based on the table of frequency distribution above, it could be inferred that from 27 students as the sample of the research, 2 student who got the higher score, which is 95. The data revealed that 4 students got the score between 70 – 74 or as many as 17,4%. There were 11 students who got the score between 75 – 79. Next, there were 2 students got the score between 80 – 84 or as many as 7,4%. Besides, there were 6 students who got the score between 85 – 89. Then, there were 3 students who got the score between 90 – 94 or as many as 11,1%, There was just 1 student who get the score 95-99 or as many as 3,7%

4. The Result of Post-Test Score (Control Class)

The researcher gave the post-test to measure their skill in writing skill with different questions. The post-test was carried out in order to intend the students' writing skill. The result of post-test can be identified as follows:

Table 13

Post-Test(Control Class) in Writing Skill With Short Story at the Eight Grade of SMP N 4 Sekampung East Lampung

No	Name of Student's	Post-Test Score	Explanation
1	AR	65	Bad
2	AH	65	Bad
3	AF	50	Bad
4	AN	60	Bad
5	AA	65	Bad
6	BH	70	Fair
7	DI	65	Bad
8	DC	75	Good
9	EP	75	Good
10	EZ	70	Fair
11	FR	70	Fair
12	FA	65	Bad
13	FS	65	Bad
14	HF	55	Bad
15	IA	65	Bad
16	IP	70	Fair
17	LK	70	Fair
18	LE	75	Good
19	MS	75	Good

20	MK	70	Fair
21	MJ	70	Fair
22	MH	75	Good
23	NS	80	Good
24	RF	65	Bad
25	RB	80	Good
26	RE	70	Fair
27	RS	75	Good
TOTAL		1855	
AVERAGE		68,7	Bad
HIGHEST SCORE		80	
LOWEST SCORE		50	

Source: the result of post-test of students' writing skill

The test was followed by 27 students. The highest score was 80 and the lowest score was 50 with the total score 1855 and average 68,7. Based on the data, the researcher measured the class interval.

R= the highest score – the lowest score
  = 80-50
  = 30

K = 1 + 3.3 log n
  = 1 + 3.3 log 27
  = 1 + 3.3 x 1,4
  = 5,62 = 6

$$I = \frac{R}{K}$$
$$= \frac{30}{6}$$
$$= 5$$

Note:

K : The number of interval class

R : a distance from score maximum and score minimum

I : The length of interval class (total of class interval)

n : Total of students

The total of class interval of this result pre-test was 5. After knowing the class interval, the data was put on the table of frequencydistribution as follows:
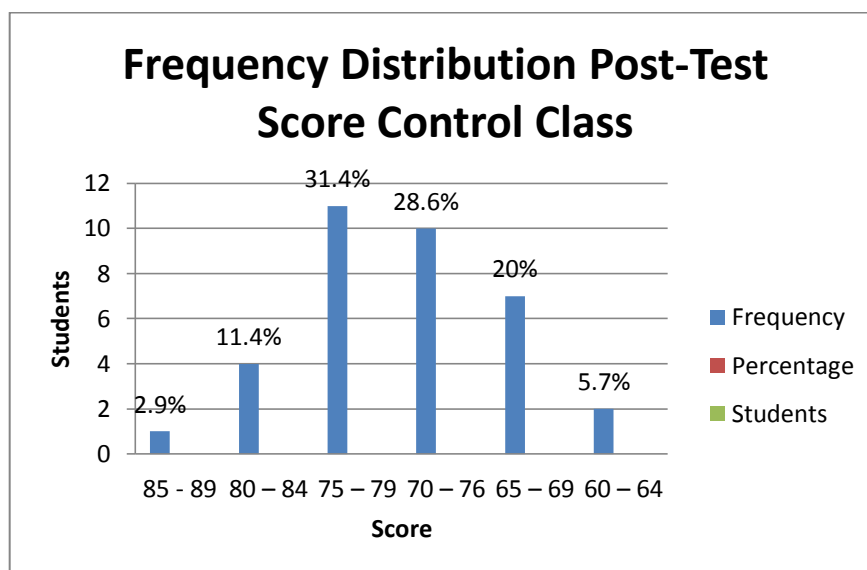
Table 14
The Table of Frequency Distribution of Post-Test
Score(Control Class)

No	Interval	Frequency	Percentage
1	85–89	1	2,9 %
2	80 – 84	4	11,4%
3	75 – 79	11	31,4 %
4	70 – 76	10	28,6 %
5	65 – 69	7	20 %
6	60 – 64	2	5,7 %
Total		27	100 %

If the data was put into graphic, it can be seen as follow:

Graph 4

Furthermore, based on the table of frequency distribution above, it could be inferred that from 27 students as the sample of the research, just 1 student who got the higher score, which is 85. The data revealed that 2 students got the score between 60 – 64 or as many as 5,7 %. Next, there were 7 students got the score between 65 – 69 or as many as 20 %. Besides, there were 10 students who got the score between 70 – 76or as many as 28,6 %. Then, there were 11 students who got the score between 75 – 79 or in the other words, as many as 31,4 %, meanwhile, there were 4 students who got the score between 80 – 84or as many as 11,4%. The last, there were 1 students who got the score between 85–89 or as many as 2,9 %.

C. **The Influence of short story on the Students' writing Skill at Eight Grader of SMP N 4 Sekampun East Lampung**

After applying short story, the researcher analyzed the data by using SPSS in order to prove whether there was a positive and significant effect of using Dictation Method on the students' writing skill among the eight grade of SMP N 4 Sekampung East Lampung, as follow (Ha) is accepted, if there was a positive and significant Effect of using short story on the students' writing Skill. And (H0) was rejected, if there was no positive and significant Effect of using short story on the students' writing Skill.

D. **Prerequisite Test**

1. **Normality Test**

Normality test is a test which doing to determine the data that normal distribution. Statistic test that used to this test is kolmogrov and smirnov formula which is helped by SPSS aplication.

H0 : data comes from does not a normally population.

Ha : data comes from a normally distributed population.

Tabel 15

The Result of Normality Test By Using SPSS

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
KELAS		Statistic	Df	Sig.	Statistic	df	Sig.
HASIL BELAJAR	PRE-TEST Experimental Class	.176	27	.030	.925	27	.051

SISWA	POST-TEST Experimental Class	.279	27	.000	.883	27	.006
	PRE_TEST Control Class	.124	27	.200[*]	.967	27	.522
	POST-Test Control Class	.184	27	.020	.918	27	.034

a. Lilliefors Significance Correction

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

Based on the table above can be conclude that the significancy for all data on Kolmogorov-Smirnov or Shapiro-Wilk Test as follows

1) **Kolmogorov-Smirnov**

a) Pretest experimental class sig $= 0.030 < 0.05$, so Ha is rejected and Ho is accepted. It means the data that has been collected is not normaly distributed.

b) Postest experimental class sig $= 0.000 < 0.05$, so Ha isrejected and Ho is accepted. It means the data that has been collected is not normally distributed.

c) Pretest control class sig $= 0.200 > 0.05$, so Ha is accepted and Ho is rejected. It means the data that has been collected is normaly distributed.

    d) Postest control class sig = 0.020> 0.05, so Ha is rejected and Ho is accepted. It means the data that has been collected is not normally distributed.

2) Shapiro-Wilk

    a) Pretest experimental class sig = 0.051 > 0.05, so Ha is accepted and Ho is rejected. It means the data that has been collected is normaly distributed.

    b) Postest experimental class sig = 0.006 < 0.05, so Ha isrejected and Ho is accepted. It means the data that has been collected is not normally distributed.

    c) Pretest control class sig = 0.522 > 0.05, so Ha is accepted and Ho is rejected. It means the data that has been collected is normaly distributed.

    d) Postest control class sig = 0.034 > 0.05, so Ha is accepted and Ho is rejected. It means the data that has been collected is normally distributed.

2. Homogeneity test

Homogeneity test is a test which doing to determine the data that homogen distribution. Statistic test that used to this test is levene statistic: α 5%,which is helped by SPSS aplication.

H0 : data homogenous

Ha : data does not homogenous

Tabel 16

The Result of HomogeneityTest by Using SPSS

Test of Homogeneity of Variances (pretest and post test) by using SPSS

HASIL BELAJAR
SISWA

Levene Statistic	df1	df2	Sig.
.853	1	52	360

Based on the table above it can be concluded that sig. 0.360 > 0.05, sp Ho is accepted. It mean that the data is homogen

3. Hypothesis Testing

Hypothesis testing is doing to know whether there is any possitive and significant influence or not to the variable Y. Based on the testing normality and homogeneity it can be seen that the data is not normal and homogeneous. So hypothesis testing which is used is wilcoxon signed rank test.

H0 : there is no possitive and significant influence of short story on the students writing skill.

Ha : there is any possitive and significant influence of short story on students writing skill.

Table 17

The Result of Wilcoxon Signed Rank Test

Test Statistics[b]

	POSTTEST – PRETEST
Z	-4.557[a]
Asymp. Sig. (2-tailed)	.000

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

Based on the table above. Can be conclude that sig.(2-tailed) is 0,000 < 0.05, so Ha is accepted and Ho is rejected. It means that there was possitive and significant influence of short story on students writing skill.

E. Discussion

This research observed the students' writing skill at the eight grade of SMP N 4 Sekampung East Lampung. The researcher used this class because they have difficulties in writing skill. So, based on the problem the researcher applied short story to help students' in learning writing skill.

The researcher assumed that teaching and learning by using short story could help students' in learning process. Especially in writing skill because this strategy have a lot of benefit. Such us teaching learning will be interest and challenge if the teacher is able to make class be active. From short story the students not only can search theme, character, and setting but also the students can write short story based on their ideas.

Before conduting the research, the researcher gave pre-test in order to find out the prior knowledge of the students' writing skill before given by treatment. The result showed that highest score was 85 while the lowest was 40 and the average score was 57,03. After finishing the treatments, the researcher gave the pos-test. The result of the post-test showed that highest score was 95 while the lowest was 70 and the average score is 79,25.

Based on the discussion above, the researcher conclude that short story can be a solution for the teacher to help students' in teaching and learning as specially in writing subject because it was proved by the mean score of pre-test that build up from 57,03 before treatment up to 79,25 after treatment.

F. Limitation

This research was conducted at the SMP N 4 Sekampung East Lampung. The subject of the research were the eight grade. The choise of subject was writing skill by using short story. The result of this research show that short story success to help students' writing skill sistematicaly.

Therefore, after conducting the research and getting the data test. Observation and documentation, the researcher found some limitations such as there were some obstacles in the students' writing skill. The first was the students' were various, some students have understood about the explanation of the reseacher and some others have not understood yet. The second was the teacher seldom used English in learning process so they looked difficult when the teacher explain the material using English.Finally, the result of this

research explained that the theory of the possitive and significant effect of using short storyon the students' writing skill was success in the eight grade of SMP N 4 Sekampung East Lampung.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher can conclude that short story can help students in writing skill and students' have high motivation to write by using short story. The students got low score in pre-test, after the treatment given, the students can write the text easily by using short story. It proven by result of pre test and post test of the students. The student post test score was higher than the students' pre test score. It can be seen by the result of Wilcoxon Signed Rank Test. Sig.(2-tailed) of post test was 0.000<0.05 which have average score in pre-test experimental class was 57,03 to post test was 79,25 and average of control class was pre-test 61,1 to post test 68,7. It means that there was the influence of short story on students writing skill at the eight grade of SMP N 4 Sekampung East Lampung.

B. Suggestion

Based on the result of the research, the researcher gives some suggestion to the side that related as the considered as follows:

1. For the teacher

    It is suggested to the teacher to use short story to help students in writing subject.

2. For the students

It is suggested to the students to be active in learning process in order they can understand the material easier especially in writing subject.

3. For the headmaster

The headmaster is supposed to give more facilities to the students in order the students can be more exited in learning English.

APPENDICES

SILABUS PEMBELAJARAN

Satuan Pendidikan   :   **SMP/MTs**
Mata Pelajaran   :   **Bahasa Inggris**
Kelas   :   **VIII (Delapan)**

Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar2.1. Menunjukkan perilaku santun dan peduli dalam		Pembelajaran KI 1 dan KI 2 dilakukan secara tidak langsung (terintegrasi) dalam pembelajaran KI 3 dan KI 4	Penilaian KI 1 dan KI 2 dilakukan melalui pengamatan, penilaian diri oleh peserta didik, penilaian teman sejawat, dan jurnal		

melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.					
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi	Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda • *Fungsi sosial* Membanggakan, menjual, mengenalkan,	Mengamati • Menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan	KRITERIA PENILAIAN • Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang,	2JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal / transaksional dengan benar

orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya . 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana. 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	mengidentifikasi, mengkritik, dsb. • *Struktur text* (gagasan utama dan informasi rinci) a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Panjang teks:	benar. • Membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut. Mengumpulkan Informasi • Secara kolaboratif, mencari dan mengumpulan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari	benda, pendek dan sederhana. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks derkriptif. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapih		dan akurat • Contoh teks dari sumber otentik • Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/

	kurang lebih 6 (tiga) kalimat. • *Unsur kebahasaan* (1) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-*s*). (2) Kata ganti *it, they, she, we,* dst.*; our, my, your, their,* dst. (3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite*, *very*. (4) Frasa nominal	internet, film, koran, majalah, buku teks, dsb. • Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. • Membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: - fungsi sosial setiap teks - nama orang, binatang, benda yang dideskripsikan - sifat orang, binatang, benda yang dideskripsikan - tindakan orang, binatang, benda yang dideskripsikan	an tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif. CARA PENILAIAN: SIKAP • Observasi • Observasi terhadap kesungguhan,		

	seperti *dark brown*, *cute little cat*, *beautiful red flower* (5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play,get, take,* dll. (6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (7) Ucapan, tekanan kata,	- kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan • Secara kolaboratif meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. Menalar/Mengasosiasi • Membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Memperoleh balikan (*feedback*) dari guru dan teman	tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. • Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang		

	intonasi (8) Ejaan dan tanda baca (9) Tulisan tangan *Topik* Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.	tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. Mengomunikasikan • Membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). • Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Membicarakan permasalahan	pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya. PENGETAHUAN • Tes tertulis Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda. • Portofolio Menilai penggunaan fungsi sosial, unsur		

| | | yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. | kebahasaan, dan struktur teks melalui karya-karya peserta didik dalam bentuk teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat.

KETERAMPILAN.
• Unjuk kerja
  Simulasi dan/atau bermain peran (*role play*) dalam bentuk interaksi dengan menyebutkan dan menanyakan deskripsi orang, | | |

			binatang, benda		
			• Portofolio		
			Penilaian melalui karya-karya peserta didik dalam bentuk teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat melalui tahap draf, telaah, perbaikan sampai menghasilkan karya terbaik sesuai dengan fungsi sosialnya.		
			• Observasi:		
			(penilaian yang bertujua		

			n untuk memberikan balikan secara lebih cepat) Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.		

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMPN 4 SEKAMPUNG
Mata Pelajaran   : Bahasa Inggris
Kelas/ Semester   : VIII/1
Materi Pokok   : Writing recount text.
Tahun Pelajaran   : 2019/2020
Alokasi Waktu   : Pertemuan (2 JP)

A. Kompetensi Inti
   KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
   KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
   KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
   KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

No	Kompetensi Dasar	Indikator
1	3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang recaunt text pendek dan sederhana, sesuai dengan konteks penggunaan nya .	3.1.1 Mengidentifikasi fungsi sosial recount text. 3.1.2 Mengidentifikasi struktur teks dan unsur kebahasaan dalam recaunt text. Dan menulis tentang recaunt text. 3.1.3 Mengidentifikasi makna dalam recaunt text. 3.1.4 Mengidentifikasi struktur teks dan unsur kebahasaan dalam recount text.

2	4.11 Menangkap makna dalam recount text.	4.11.1 Menulis recount teks tulis sangat pendek dan sederhana. 4.11.2 Memahami makna kosa kata tentang benda (noun) dan kata sifat (adjective). 4.11.3 Mempelajari kosa kata baru tentag benda, dan kata sifat dalam recount text.
`3	4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.12.1 Menulis recount teks sangat pendek dan sederhana, tentang pengalaman mengesankan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. 4.12.3 menulis recaunt text sangat pendek dan sederhana berdasarkan ide masing-masing(pengalaman yang dan mengesankan)

C. Tujuan Pembelajaran

1. **Pertemuan Pertama**
   3.11.1.5   Mengidentifikasi struktur text dan unsur kebahasaan dalam recount text tulis tentang benda sesuai dengan konteks penggunaannya.
   4.11.1   Menulis recount text tulis sangat pendek dan sederhanan menentukan thema, characteristic, dan setting dalam cerita.

D. Materi Pembelajaran
   Short Story tentang recount text.
 1. **Fungsi Sosial dari ungkapan**:
    Mengenalkan, mengidentifikasi, mengkritik.
   a. Pengertian Recount text
   Recount text adalah jenis text dalam bahasa inggris yang menceritakan tentang suatu tindakan, atau kegiatan. Biasanya recount text menceritakan tentang pengalaman seseorang.tujuan dari recount text untuk menghibur pembaca, sehingga tidak terdapat konflik dalam text ini. Selain itu, text ini juga bertujuan untuk memberikan informasi pada pembaca.
   b. Ciri-Ciri Recount Text
      • Menggunakan kalimat past tense
      • Menggunakan conjution dan time such us, and, before, then, after that dll.
   c. Generic Structure of Recount Tex
      • Orientation(menceritakan mengenai latar belakang informasi siapa, dimana, kapan)

- Events(menceritakan serangkaian peristiwa yang terjadi sesuai kronologis)
- Reorientation(Penutup atau kesimpulan Cerita)

E. Tekhnik Pembelajaran

Short story tekhnik

F. Media, Alat, dan Sumber Pembelajaran

1. Media

Cerita recount text.

2. Alat/Bahan

Papan tulis, spidol,tongkat.

3. Sumber belajar

KementerianPendidikandanKebudayaan.2014. Bahasa Inggris *When English Rings a Bell* SMP/MTs Kelas VIII.

G. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan Pertama (2x 60 menit)	Waktu
A. Kegitan Pendahuan	**10 Menit**
1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam,mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.	
2) Guru memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.	
3) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajariatau telah dikenal sebelumnya.	
4)Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.	
5)Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.	**40 Menit**
B. Kegiatan Inti	
1) Mengamati	
a) Peserta didik diberikan motivasi atau rangsangan untuk memusatkan perhatian pada topik.	
b) Peserta didik menuliskan kata sifat yang telah dibaca dari dibuku pelajaran.	
2) Menanya	
a) Dengan bimbingan guru peserta didik menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks.	
b) Dengan bimbingan guru merumuskan pertanyaan tentang kata sifat.	
c) Dengan bimbingan guru peserta didik merumuskan pertanyaan tentang bagaimana mendeskripsikan orang.	

3) Mencoba/Mengumpulkan Data atau Informasi

    a) Membaca rujukan teks dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, sruktur teks, dan unsur kebahasaan dari deskriptif teks tentang orang, binatang, dan benda.

    d) Membaca semua teks deskriptif tentang orang, binatang, dan benda lain. Secara lebih cermat dengan mengidentifikasikan dan menyebutkan fungsi sosial dar setiap teks,nama orang, binatang atau benda yang di deskripsikan, kosa kata dan tata bahasa, ucapan, tekanan, ejaan, dan tanda yang digunakan.

4) Mengasosiasi/Menganalisis Data atau Informasi

    a) membandingkan fungsi sosial dan struktur teks tentang benda dan menuliskannya dalam bahasa indonesia

5) Mengomunikasikan

    a) Secara individu peserta didik melengkapi teks deskriptif rumpang tentang binatang

    b) Secara individu peserta didik menjawab pertanyaan berdasarkan teks deskriptif

    Secara individu peserta didik mengungkapkan deskripsi tentang binatang dari gambar binatang yang di persiapkan

C. Penutup

    1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

    2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.

    3) Guru menjelaskan rencana kegiatan pembelajaran

10 Menit

H. Penilaian
1. Jenispenilaian   : PenilaianKognitif
2. BentukInstrumen :Tertulis
3. PedomanPenskoran : (Terlampir)

Sekampung, 2 0 Desember 2019

Guru Mata Pelajaran   Peneliti

Muryti, S.Pd.   Nurul Hasanah
NIP.197508232006042016   NPM.1501070094

PRE-TEST

Direction :

A. 1. Write your name and class!

2. Please understand the meaning of the text!

3.Write the correct answer!

Name:...

Class: ....

Questions

Holiday

Last holiday my students and I went to jogjakarta.we stayed at Morison Hotel which is not long way from Malioboro.

On Friday, we went to the sanctuaries in Prambanan. There are three major sanctuaries, the brahmana, syiwa and wisnu sanctuaries, they are truly stunning. We went by just brahma and syiwa sancturies, on the grounds that wisnu sanctuary is being remodeled.

On Saturday morning we went to Yogja kraton. We spent around two hours there. We were fortuned on the grounds that we were driven by a brilliant and amicable aide. At that point we proceeded with our adventure to borobudur. We touched base there at 4 p.m. at 6.p.m. we heard the declaration that Borobudur entryway would be closed. In the evening we left jogjakarta by bus.

1. The text above talking above..........
2. When did they left jogjakarta ....
3. Where they stay in Yogjakarta.........................
4. What else the big temples in Prambanan...............
5. Last holiday my students and I went to jogjakarta. Who is I?.......

A Trip to the Zoo

Yesterday Rani and her family went to the zoo to saw the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals.

After getting the food, we went to the noctunal house where we saw birds and reptiles which only come out at night.

Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok.

During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.

6. Why did the Rani and her family feel very tired after having a trip to the zoo?.......
7. ....her family felt tired after visiting the zoo, we were still happy.

8. Where they feed some bird?....................
9. What did they do before having lunch?......

Last week, Mr Damiri's wife had an accident. Her youngest child, yusuf. Yusuf was at home when it happened. He was playing new toy car. Suddenly, yusuf heard his mother calling, "Help, help!" he ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Damiri had gone to the office. The other children had gone to school.

Yusuf was too small to help his mother, She was too frightened to speak sensibly to him. But he run to the neighbor soon put out the fire and took yusuf's mother to the clinic.

When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son.

10. What did the text above told about?.............
11. Who did the get an accident?.........
12. Who took Mrs. Damiri to the clinic?............
13. When an accident occur?................
14. What did yusuf do when an accident occure?..............

Bad score

Siska was student in junior high school 4 Sekampung. Last Monday, Siska got really bad score last examination. The examination that did was mathematic lesson. Mr puguh was the teacher of mathematic lesson in siska'school. He was very scary person.He told us to do the examination exactly at the time. Siska was not ready at the time because she did not study the material the night before. Siska did the best, even though siska got an E. That was bad score who gotten by siska. Siska was regret because she did not study the night before.

15. What is the text talking about?...
16. Who is Mr.Puguh?.....
17. Who is the get bad score?....
18. Where is siska's school?...
19. He told us to do examination exactly at the time. Who is he?...
20. Siska was regret because……..

Pre-Test

Direction:

B.   1. Please understand the following short story text below. It has theme, characteristic, and setting.

2.After you understand the text below, please re-write holiday based on your experience. Attention theme, characteristic and setting in your writing.

Holiday in Lembah Hijau

Last Sunday, my family and I went to Lembah Hijau. We went there by my uncle's car. We left home at 08.00 am.

We arrived there at 10.00 am. I saw many people. My family and I walked to see the animals. We saw same comels, birds,and horse. I also went to the swimming pool. I saw many people. They were so happy. I joined with them. My familly sat beside the swimming pool. They said "Hanif, have nice swimming with your new friends!". At 04.00 pm we went home.

We were very happy, and I never forgot it. It was my exited experience.

~GOOD LUCK~

Post Test

Direction :

A. 1. Write your name and class!

     2. Please understand the meaning of the text!

     3.Write the correct answer!

Name:...

Class: ....

Questions

Three days ago, I went to the traditional market to buy some fruits and vegetables. In the market, I saw an accident, there was a thief beaten by a lot of people. It was so terrible. I did not to take closer and see. A few minutes later, police came and took him.I asked to fruit seller what had happened actually and she said that the thief tried to steal someones wallet but he was unlucky.Someone saw him and shouted loudly and suddenly some people roughed him up hardly.It was a pity event and I hoped it would never happen again.

1. The story above talking about?..........
2. When an accident was happen?....
3. Where an accident was happen?.....
4. "police come and took him" who is him?.......
5. Who is took thief?......

On Saturday morning at 09.30, I was walking down sunda street, looking for a record store. A man stopped me and asked me the way to the Hyatt Hotel.

I was not sure exactly where it was, but I walked with him to the end of sunda street. He was very friendly, and his face looked so familiar. Then I remembered where the Hyatt was and told him how to get there. He thanked me and tried to give me something. I thought it was money I said "no" but he really

wanted me to have it, so I took it. I found the record store and listened to few records. D'masive had a new record that was number two in the top twenty. I bought it, I look in my bag and open the gift from people who asked me last.

It was a photo. He is D'masive.I was so surprised. He was a singer.

6. The story talking about?........
7. "I was so surprised". He was a singer. Who is he?.......
8. Where is the place who will visite by the writer?......
9. What did the writer do on Saturday morning?.....
10. Where is the writer meet with a man?......

It was Sunday morning when Dinda got a new bike to her uncle from city.. Dinda was playing with her friends near her house.Suddenly her uncle arrived and called her name to show the bike. Dinda took the bike and ride it over around her house. Dinda did not hear her uncle called her name from the distance. Not long after thrid round. Dinda suddenly felt strange with the bike. It was broken and she was falling down at the time. Oh no, dinda's new bike was broken.That was her bad day ever. She will not be using something new without intruction first.

11. What is the theme from story above........
12. When the incident was happen?..........
13. Who had gotten new bike from her uncle......
14. Who had given new bike to dinda?.......
15. When the bike was broken?...................

Dewi and Ratih went to market to buy some food and fruits. It was at Sunday morning at 09.30 a.m. they went to market by motorcycle. Arrive at market they round to look for fresh fruit. Actually they just want to buy mango and orange. Suddenly dewi saw fresh mango in fruit store Namaly, Ema fruits store. They approach it store and asked to seller. when they will buy manggo dewi look her wallet. Dewi shock because her wallet was empty with shy they said to saller "so sorry, we did not so buy it".It was the shamefull experience.

16. Where Dewi and Ratih did go?.....

17. For what dewi and ratih went to market?......
18. When dewi and ratih went to market?........
19. Story above talking about?..............
20. Where is the store dewi look her wallet?......

Post-Test

Direction:

B. 1. Please understand the following short story text below. It has theme, characteristic, and setting.

2. After you understand the text below, please re-write holiday based on your experience. Attention theme, characteristic and setting in your writing.

Bad score

Siska was student in junior high school 4 Sekampung. Last Monday, Siska got really bad score last examination.

The examination that did was mathematic lesson. Mr puguh was the teacher of mathematic lesson in siska'school. He was very scary person.He told us to do the examination exactly at the time. Siska was not ready at the time because she did not study the material the night before. Siska did the best, even though siska got an E.

That was bad score who gotten by siska. Siska was regret because she did not study the night before.

~GOOD LUCK~

SCORE LIST OF STUDENTS

No.	Students' Name	Pre-Test	Post-Test
1	Ade Clara Nabila	40	75
2	Adit Dadang Suhendra	50	70
3	Ardian Syah	55	75
4	Arya Wahana Putra	40	70
5	Desta Abi Prabandaru	50	80
6	Dewi Anggraini	75	85
7	Dias Attalah	50	75
8	Dora Vebiola	80	85
9	Dwi Handayani	65	75
10	Dzaky Kurniawan	60	85
11	Ezi Cipto	55	85
12	Fahrel Muna Sanjaya	50	75
13	Hanif Willi Tama	50	70
14	Herdiwan Saputra	40	75
15	Imel Lia S	60	75
16	Indra Wijaya	55	70
17	Laila Mei Linda	60	75
18	Lintang Hadi S	50	85
19	Mohammad Reza P	55	95
20	Nathanael Yossi Pratama	60	75
21	Nur Halimah	55	90
22	Putri Adelia	65	80
23	Rantika Setiawati	90	95
24	Robby Pratama	45	75
25	Santi Aliyana Putri	75	90
26	Siska Julianti	60	75
27	Trio Ramadhani	55	85

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nurul Hasanah
NPM : 1501070094

Fakultas/Jurusan : FTIK / TBI
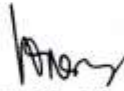Semester/TA : 9/ 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis 28-11-2019			. Revise abstrack - Revise Chapter 5 Change grammar Past tense - Revise Conclusion	
2.	Rabu 04-11-2019			- Revise Abstrack - Revise APd - Revise Page 30-31	
3.	Rabu 11-12-2019			- Revise Space abstrack	
4	Kamis 12-12-2019			Acc to munaqosah	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923200003 2 002

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

Nama : Nurul Hasanah Jurusan : TBI
NPM : 1501070094 Semester : IX / 2019

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Friday 22-11-2019			• Revise Cover • Revise abstract • — ·— Motto • — ·· — Acknowledment • — ·· — Table of result student writing skill. • Revise Hypothesis formulation • Revise Chapter IV	
2	Monday 25-11-2019			- The Table Result of Pre-Test and post The Experimental class and control class	
3	Wednesday 27-11-2019			Ru munyosos Se] Adussor.	

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 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.iain@metrouniv.ac.id

Nomor   : B-3090/In.28.1/J/TL.00/10/2019
Lampiran : -
Perihal   : IZIN *PRA-SURVEY*

Kepada Yth.,
KEPALA SMP N 4 SEKAMPUNG
di-
    Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**NURUL HASANAH**
NPM	:	1501070094
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE INFLUENCE OF READING SHORT STORY ON STUDENTS WRITING SKILL AT EIGHT GRADE OF SMP N 4 SEKAMPUNG EAST LAMPUNG

untuk melakukan *pra-survey* di SMP N 4 SEKAMPUNG.

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

Wassalamu'alaikum Wr. Wb.

Metro, 02 Oktober 2019
Ketua Jurusan
Pddris Bahasa Inggris

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

PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 4 SEKAMPUNG

Alamat: Jln. Raya Girikjoyomulyo 57 A Kec. Sekampung Kab. Lampung Timur kode pos 34182

SURAT KETERANGAN
No: 800/092/02/SMPN 4/2018

Yang bertanda tangan di bawah ini :

1.	Nama	: R. ARIEF SETYADI, S.Pd
2.	Nip	: 196102241981121001
3.	Pangkat/Gol	: Pembina Tk.I/IV.b
4.	Jabatan	: Kepala Sekolah
5.	Unit Kerja	: SMP Negeri 4 Sekampung Kab. Lam-Tim

Dengan ini menerangkan bahwa :

6.	Nama	: NURUL HASANAH
7.	NPM	: 1501070094
4.	Semester	: 7 (Tujuh)
5.	Jenis Kelamin	: Perempuan
6.	Program Study	: Pendidikan Bahasa Inggris
7.	Fakultas	: IAIN Metro Fakultas Tarbiyah dan Ilmu Keguruan

Telah memberi izin pra survey Penelitian di SMP Negeri 4 Sekampung Kabupaten Lampung Timur sebagai syarat menempuh ujian skripsi.

Demikian surat pernyataan ini dibuat dengan sesungguhnya, untuk dapat dipergunakan sebagaimana mestinya.

Sekampung, 26 November 2018
Kepala Sekolah,

R. ARIEF SETYADI, S.Pd
Nip. 196102241981121001

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-3169 /In.28.1/J/PP.00.9/10/2019   08 Oktober 2019
Lamp   : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dr. Widhiya Ninsiana, M.Hum (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)
Dosen Pembimbing Skripsi
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama	:	Nurul Hasanah
NPM	:	1501070094
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	The Influence Of Reading Short Story On Students' Writing Skill At Eighth Grade Of SMPN 4 Sekampung East Lampung

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan $\pm$ 1/6 bagian
   b. Isi $\pm$ 2/3 bagian
   c. Penutup $\pm$ 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP 197506102008011049

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.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-877/In.28/S/OT.01/10/2019

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

Nama	:	NURUL HASANAH
NPM	:	1501070094
Fakultas / Jurusan	:	Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 1501070094.

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, 23 Oktober 2019
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama   : Nurul Hasanah

NPM   : 1501070094

Fakultas   : Tarbiyah dan Ilmu Keguruan

Angkatan : 2015

Telah menyerahkan buku berjudul: Literaly English grammar as Second Edition

Metro,
Ketua Jurusan TBI

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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama   : Nurul Hasanah

NPM   : 1501070094

Fakultas   : Tarbiyah dan Ilmu Keguruan

Angkatan : 2015

Telah menyerahkan buku berjudul: Literally English grammar as second Edition

Metro,
Ketua Jurusan TBI

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

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.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-3293/In.28/D.1/TL.01/10/2019

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

Nama	:	**NURUL HASANAH**
NPM	:	1501070094
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :
1. Mengadakan observasi/survey di SMP N 4 SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF SHORT STORY ON STUDENTS WRITING SKILL AT EIGHT GRADE OF SMP N 4 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   : 16 Oktober 2019

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

K. ARIEF SETYADI, S.Pd

Dra. Siti Fatonah MA
19670531 199303 2 003

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

Nomor : B-3294/In.28/D.1/TL.00/10/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP N 4 SEKAMPUNG
di-
        Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3293/In.28/D.1/TL.01/10/2019, tanggal 16 Oktober 2019 atas nama saudara:

Nama   : **NURUL HASANAH**
NPM   : 1501070094
Semester   : 9 (Sembilan)
Jurusan   : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 4 SEKAMPUNG, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF SHORT STORY ON STUDENTS WRITING SKILL AT EIGHT GRADE OF SMP N 4 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, 16 Oktober 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
19670531 199303 2 003

PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 4 SEKAMPUNG

Alamat: Jln. Raya Girikfopomulyo 57 A Kec. Sekampung Kab. Lampung Timur kode pos 34182

SURAT KETERANGAN
No: 800/087/02/SMPN 4/2019

Yang bertanda tangan di bawah ini :

1. Nama   : R. ARIEF SETYADI, S.Pd
2. Nip   : 196102241981121001
3. Pangkat/Gol   : Pembina Tk.I/IV.b
4. Jabatan   : Kepala Sekolah
5. Unit Kerja   : SMP Negeri 4 Sekampung Kab. Lam-Tim

Dengan ini menerangkan bahwa :

6. Nama   : NURUL HASANAH
7. NPM   : 1501070094
8. Semester   : IX (Sembilan)
9. Jenis Kelamin : Perempuan
10. Program Study : Pendidikan Bahasa Inggris
11. Fakultas   : Tarbiyah dan Ilmu Keguruan IAIN METRO

Telah melaksanakan Research pada tanggal 16 Oktober – 04 November 2019 sebagai syarat untuk menyelesaikan Tugas Akhir/Skripsi dengan judul:

"THE INFLUENCE OF SHORT STORY ON STUDENTS WRITING SKILL AT EIGHT GRADE OF SMPN 4 SEKAMPUNG EAST LAMPUNG".

Demikian surat pernyataan ini dibuat dengan sesungguhnya, untuk dapat dipergunakan sebagaimana mestinya.

Sekampung, 05 November 2019
Kepala Sekolah,

R. ARIEF SETYADI, S.Pd
Nip. 196102241981121001

THE DOCUMENTATION OF RESEARCH

1. Pre Test Activity

The students doing pre test

2. Treatment Activity

The Reseacher gave Explanation the materials of short story

The Reseacher gave connection with the student's experience

3. Second Treatment

The Reseacher   ask to the students about their experience such as their holiday and etc.

The reseacher gave instruction to students write their experience.

4. Post Test

The students doing post test.

CURRICULUM VITAE

 Nurul Hasanah was born in Balekencono on September 12th1997. She is the first children. She was graduated from Elementary School 1 Balekencono, East Lampung on 2009.

Then, She continued her study in Junior High School 4 Sekampung East Lampung and graduated on 2012. After that she studied at Senior High School 2 Sekampung East Lampung, and graduated on 2015. Then, continue in State Institute for Islamic Studies (IAIN) of Metro was her choice to accomplish her studied at S1 English Study Program of Tarbiyah Department at 1441 H/2020